

(ISSN 0975-0665)

INSIGHT

Journal of Applied Research in Education

Vol. 16

2011

No. 1

Chief Editor
Prof. Nighat Basu

Editor
Dr. Mohammad Iqbal Mattoo

**FACULTY OF EDUCATION,
UNIVERSITY OF KASHMIR, Srinagar-6**

Advisory Board

Prof. Nighat Nigamad
Deptt. of Education,
Aligarh Muslim University, Aligarh

Prof. Akhter Siddiqui
Ex. Chairman
NCTE, New Delhi

Prof. A. G. Madhosh
Ex. Dean, Faculty of Education
University of Kashmir, Srinagar

Prof. Najma Ameen
Faculty of Education,
Jamia Millia Islamia, New Delhi

Prof. Lokesh Koul
(Professor Emeritus)
Himachal Pradesh University,
Shimla

Editorial Board

Prof. N. A. Nadeem
Prof. Nighat Basu
Dr. Mohammad Iqbal Mattoo

Prof. Mahmood Ahmad Khan
Dr. Mohammad Yousuf Ganai
Dr. Tasleema Banoo

Published by:
Dean,
Faculty of Education
University of Kashmir,
Srinagar

ISSN No.: 0975-0665

Printed at: Mehak Printing Press, Naid Kadal, Srinagar, Contact: 9419063159

Designed by: Shahnawaz Ahmad Khosa, Rainawari, Srinagar, Contact : 7298559181

The opinions expressed in the research papers included in this issue do not necessarily represent the views of the Faculty of Education. The contributor/s is/are solely responsible for the facts stated

INSIGHT

Journal of Applied Research in Education

Vol. 16

2011

No. 1

CONTENTS

	Page No.
Job satisfaction and social cohesion among teachers working in different organizational climates of senior secondary schools - A correlational study <i>Rewa Khajuria, N. R. Sharma</i>	1
Occupational efficacy and leadership behaviour pattern of educational administrators in higher education <i>N. A. Nadeem, Shabir Ahmad Bhat</i>	6
Occupational efficacy and administrative behaviour of educational administrators at secondary level <i>N. A. Nadeem, Mudasir Basu</i>	15
A study of home environment and academic achievement of adolescents <i>Bandhana</i>	28
Academic achievement of children of working and non-working mothers <i>Mahmood Ahmed Khan, Asma Hassan</i>	33
Job satisfaction of Rehbar-e-Taleem teachers in Kashmir division <i>Nighat Basu, Soheela Rani</i>	39
Job satisfaction of University teachers in relation to gender and rural/urban dichotomy <i>Ravi Kumar, M. Y. Ganai</i>	46
A comparative study of high and low delinquency prone adolescents, on the levels of achievement motivation - A study <i>Neelofar Khan, N. A. Gash, Saima Bashir</i>	54
Personality characteristics of male and female college teachers - A study <i>Mohammad Iqbal Mattoo</i>	60
A comparative study of adjustment of first generation learners and non first generation learners at college level <i>Afroza, M. Y. Ganai</i>	67
Dr. Sarvepalli Radhakrishnan's vision of teacher <i>G. M. Malik, Rukhsana Akhter, Saima Bashir</i>	74
A study of self esteem and academic achievement of high school students <i>Bharti Sharma Puri</i>	79
A study of job satisfaction of permanent and contractual female higher secondary lecturers of Kashmir (J&K) <i>Tasleema Jan, Razwan Roomi Rather</i>	82

Effect of counselling on the need achievement and study habits of underachievers	87
<i>Aamina Parveen, M. A. Khan</i>	
Self-concept of male and female higher secondary school students in district Pulwama	104
<i>Najmah Peerzada, Jassia Ahad</i>	
A study of mental health among school teachers	110
<i>Nasreen Qusar</i>	
Personal and social adjustment, physical fitness & academic achievement of rural and urban students of district Srinagar	114
<i>M. Y. Ganai, Basharat Ali</i>	
Mental health and academic achievement of Ladakhi and Kashmiri adolescents	129
<i>M. Y. Ganai, Rehana Hamid</i>	
Information and communication technology (ICT) as pedagogical contrivance (A new learning environment)	140
<i>Syed Noor-ul-Amin</i>	
A study of Rehbar-Taleem scheme in zone Achabal	150
<i>Gulshan Wani</i>	
Television watching & academic achievement - A case study of secondary school adolescents	154
<i>Mohammad Iqbal Mattoo, Syed Noor-ul-Amin</i>	
An objective based evaluation of secondary education	163
<i>Kounsar Jan</i>	
Need for value oriented education in dynamic society	168
<i>Mohammad Amin Dar</i>	
Towards making education more relevant	173
<i>Manzoor Ahmad Rather</i>	
Study of ethics in higher education	175
<i>Bilquees Shair</i>	
Comparative study of male and female secondary school teachers on their teaching competency with respect to their rural urban background	181
<i>Gawher Ahmad Bhat, Syed Ishfaq Ahmad Shah</i>	
College education in Punjab: Time for rethinking	185
<i>Harjiv Kaur Sidhu</i>	
Skill development and employability	193
<i>G. H. Mir</i>	

From the Chief Editor's Desk

I am delighted to present "*Insight*" - Journal of Applied Research in Education Vol. 16 No. 1 for researchers, teachers and students of the Faculty of Education across the country. The present volume consists of 28 research papers with few research articles. These research papers cover a broad spectrum of the themes pertaining to the field of Psychology, philosophy, sociology and extension education. The other papers cover the educational views on electronic media, career education vis-a-vis job satisfaction etc. We believe that these papers shall be of immense signification to researchers engaged in the field of education.

I express my gratitude to Prof. Talat Ahmad, Hon'ble Vice Chancellor, University of Kashmir for his academic guidance, patronage and administrative support. I also acknowledge the help and support of Prof. S. Fayaz Ahmad Registrar of the University.

The efforts of the members of the Editorial Board are put on record with pleasure. It is they who worked as a team to see that the final format of the Journal is complete. 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. Mohammad Iqbal Mattoo deserves appreciation for his keen interest in the collection and consolidation of the present volume with meticulous care.

Prof. Nighat Basu

JOB SATISFACTION AND SOCIAL COHESION AMONG TEACHERS WORKING IN DIFFERENT ORGANISATIONAL CLIMATES OF SENIOR SECONDARY SCHOOLS- A CORRELATIONAL STUDY

Rawa Khajuria *
N.R.Sharma**

ABSTRACT

The teachers working in an educational institution are the backbone of that institution. Therefore, schools have to create an environment in which teachers feel productive, supported and appreciated. Good human relations can only be established if the needs of an individual are satisfied and his will to work is stimulated. Organizational climate is the organizational personality of a school and is the interaction between the group and the leader and within the group itself. It has been recognized as one of the functions of administration as it determines to a large extent its tone and performance. The overall quality of school is greatly affected by it. The present study aims to find out co-efficient of correlation between job satisfaction and social cohesion in different groups and climates. The participants are 243 teachers (male-118, female-125) working in 31 Government Senior Secondary Schools of Jammu District employing stratified random sampling technique. The tools used were Social Cohesion Assessment Inventory prepared by the Department of Teacher Education, NCERT; Job Satisfaction Questionnaire Scale for teachers (Form A) by Dr.S.K. Sexena, and School Organisational Climate Description Questionnaire (SOCDOQ) by Dr Motilal Sharma. The findings of the study are that a true relationship does not exist between the two variables of job satisfaction and social cohesion in case of male and female science and male and female arts teachers working in controlled organizational climate, male science and male and female arts teachers working in paternal organizational climate, male and female science and female arts teachers working in closed organizational climate except female science teachers working in paternal organizational climate and male arts teachers working in closed organizational climate.

Introduction

The teachers working in an educational institution are the backbone of that institution. The better output of the school, in the form of efficient and brilliant students, is the result of teachers' hard work and efficiency. School, therefore, has to create an environment in which teachers feel productive, supported and appreciated. Pirie and Baker (1997) found that the "most satisfied" teachers viewed their schools' environments as supportive, safe and autonomous. They were also more likely to feel that staff members were recognized for a job well done, their administration was supportive and caring, teachers in their schools participate in making important school decisions, principals frequently discuss instructional practices with teachers and there is a great deal of cooperative efforts among the staff." Good

human relations can only be established if the needs of an individual are satisfied and his will to work is stimulated. Researchers have clearly revealed that people do better work in positive atmosphere of a cohesive group because they expect their colleagues to give them approval for their efforts (Sacks, 1952). Macmillan (2001) identified the different effects that two types of schools have on teacher morale. Traditional, rigid, bureaucratically administered schools result in low teacher commitment and job satisfaction but progressive and flexible schools that use collaborative problem-solving strategies promote a feeling of affiliation with the school and raise teacher morale.

Human beings are essentially social creatures. Studies on job proficiency indicate that people do better work when they are surrounded by friends rather than strangers (Husband, 1940).

** Professor, School of Education, Central University of Jammu.

*Research Scholar

Viewed in the context of educational institutions, social cohesion implies interpersonal attraction among teachers, evaluation of the educational institution as a composite entity, identification of the members of the staff with the institution, express desire to remain in the institution and perception of leadership style along with decision-making process obtaining in the institution as perceived by the members of the staff. Babu's (1976) study revealed that group cohesiveness and job satisfaction were positively related.

Organizational climate is the organizational personality of a school and is the interaction between the group and the leader and within the group itself. It has been recognized as one of the functions of administration as it determines to a large extent its tone and performance. The overall quality of school is greatly affected by it. The finding of Chopra's (1982) investigation that among the six climates, the open climate schools showed the highest overall teachers' job satisfaction, followed by the autonomous, familiar, controlled, closed and paternal climate. Overall job satisfaction of teachers in the schools with open climate was significantly different from that of the teachers in the closed and paternal climate schools. Samad (1986) revealed that the teachers in open climate schools enjoyed more job satisfaction than teachers of less open climate schools. Natarajan (1992) found that there exists significant sex differences in the job satisfaction of teachers and their job satisfaction was not found to be influenced by the differences caused by the place of work.

The results of the study done by Botekar, S.R., Mardhhekar, V.S. and Wadkar, A.J. (2010)

indicate gender differences on verbal creativity. Girls have scored higher on all components of creativity namely fluency, flexibility and originality than boys. Organizational climate and gender interacted such that verbal creativity to be high among girls in closed organizational climate. Mohana and Gnanadevan (2007) did a study on Professional Ethics of teachers in relation to their organizational climate and found that the organizational climate as perceived by the female teachers is high than the male teachers, there is no significant difference between the organizational climate as perceived by the teachers working in rural and urban areas, the teachers belonging to different levels of teaching differ significantly in their perception of organizational climate.

Objectives

1. To find co-efficient of correlation between job satisfaction and social cohesion among male science teachers working in different organizational climates of senior secondary schools of Jammu District.
2. To find co-efficient of correlation between job satisfaction and social cohesion among female science teachers working in different organizational climates of senior secondary schools of Jammu District.
3. To find co-efficient of correlation between job satisfaction and social cohesion among male arts teachers working in different organizational climates of senior secondary schools of Jammu District.
4. To find co-efficient of correlation between job satisfaction and social cohesion among female arts teachers working in different

organizational climates of senior secondary schools of Jammu District.

Hypotheses

1. There will be no significant co-efficient of correlation between job satisfaction and social cohesion among male science teachers working in different organizational climates of senior secondary schools of Jammu District.
2. There will be no significant co-efficient of correlation between job satisfaction and social cohesion among female science teachers working in different organizational climates of senior secondary schools of Jammu District.
3. There will be no significant co-efficient of correlation between job satisfaction and social cohesion among male arts teachers working in different organizational climates of senior secondary school of Jammu District.
4. There will be no co-efficient of correlation between job satisfaction and social cohesion among Female Arts Teachers working in different organizational climates of Senior Secondary Schools of Jammu District.

S.NO.	ORGANISATIONAL CLIMATE	NO.OF SCHOOLS
1.	Controlled	10
2.	Paternal	11
3.	Closed	10

Tools Used

The following tools have been used in the present investigation:

1. Social Cohesion Assessment Inventory prepared by the Department of Teacher Education, NCERT;
2. Job Satisfaction Questionnaire Scale for teachers (Form A) by Dr.S.K.Sexena, and
3. School Organizational Climate Description Questionnaire (SOCDQ) by Dr Motilal Sharma

Results

In order to accomplish the objectives of the study, Pearson's Product-Moment Method has been used to establish relationship between job satisfaction and social cohesion in different groups and climates. The results are given in Table I.

Table I
Co-efficient of correlation between job satisfaction and social cohesion in different groups and climates.

ORGANISATIONAL CLIMATE	VARIABLES	STREAM	GENDER	N	r
Controlled	JS & SC	Science	Male	28	+0.19
Controlled	JS & SC	Science	Female	23	+0.24
Controlled	JS & SC	Arts	Male	16	+0.31
Controlled	JS & SC	Arts	Female	38	-0.15
Paternal	JS & SC	Science	Male	19	+0.28
Paternal	JS & SC	Science	Female	14	+0.61*
Paternal	JS & SC	Arts	Male	16	+0.18
Paternal	JS & SC	Arts	Female	21	+0.13
Closed	JS & SC	Science	Male	24	-0.003
Closed	JS & SC	Science	Female	13	+0.06
Closed	JS & SC	Arts	Male	15	+0.53*
Closed	JS & SC	Arts	Female	16	+0.11

* Significant at .05 level of Significance; JS = Job Satisfaction; SC = Social Cohesion

Interpretation

Perusal of Table I reveals that the calculated value of coefficient of correlation between job satisfaction and social cohesion among male science teachers under controlled organizational climate is $r = +0.19$ which is not significant for 26 df. Thus, there is positive but insignificant relationship between the two variables concerned.

Review of Table I reveals that the calculated value of the coefficient of correlation between job satisfaction and social cohesion among female science teachers under controlled organizational climate is $r = +0.24$ which is not significant for 21 df. Thus, there is positive but insignificant relationship between the two variables concerned.

Table I further reveals that the calculated value of coefficient of correlation between job satisfaction and social cohesion among male arts teachers under controlled organizational climate is $r = +0.31$ which is not significant for 14 df. Thus, there is positive but insignificant relationship between two variables concerned.

Table I also reveals that the calculated value of coefficient of correlation between job satisfaction and social cohesion among female arts teachers under controlled organizational climate is $r = -0.15$ which is not significant for 36 df. Thus, there is negative but insignificant relationship between two variables concerned.

Table I shows that the calculated value of coefficient of correlation between job satisfaction and social cohesion among male science teachers under paternal organizational climate is $r = +0.28$ which is not significant for 17 df. Thus, there is positive but insignificant relationship between two variables concerned.

Table I also reveals that the calculated coefficient of correlation between job satisfaction and social cohesion among female science teachers under paternal organizational climate is $r = +0.61$ which is significant for 12 df. Hence, there is positive and significant relationship between the two variables concerned. Thus, job satisfaction is directly related to social cohesion among female science teachers working in paternal organizational climate.

Table I further shows that the calculated value of coefficient of correlation between job satisfaction and social cohesion among male arts teachers under paternal organizational climate is $r = +0.18$ which is not significant for 14 df. Thus, there is positive but insignificant relationship between two variables concerned.

Table I reveals that the calculated value of coefficient of correlation between job satisfaction and social cohesion among female arts teachers under paternal organizational climate is $r = +0.13$ which is not significant for 19 df. Thus, there is positive but insignificant relationship between two variables concerned.

Table I further reveals that the calculated value of coefficient of correlation between job satisfaction and social cohesion among male science teachers under closed organizational climate is $r = -0.003$ which is not significant for 21 df. Thus, there is negative but insignificant relationship between two variables concerned.

Again Table I reveals that the calculated value of coefficient of correlation between job satisfaction and social cohesion among female science teachers under closed organizational climate is $r = +0.06$ which is not significant for 11df. Thus, there is positive but insignificant

relationship between two variables concerned.

Table I reveals that the calculated value of coefficient of correlation between job satisfaction and social cohesion among male arts teachers under closed organizational climate is $r = +0.53$ which is significant for 13 df. Hence, there is positive and significant relationship between two variables concerned. Thus, job satisfaction is directly related to social cohesion among male arts teachers working in closed organizational climate.

Table I also shows that the calculated value of coefficient of correlation between job satisfaction and social cohesion among female arts teachers under closed organizational climate is $r = +0.11$ which is not significant for 14 df. Thus, there is positive but insignificant relationship between two variables concerned.

To sum up, the values of coefficients of correlation given in Table I reveal that a true relationship does not exist between the two variables of job satisfaction and social cohesion in case of male and female science and male and female arts teachers working in controlled organizational climate, male science and male and female arts teachers working in paternal organizational climate, male and female science and female arts teachers working in closed organizational climate except female science teachers working in paternal organizational climate and male arts teachers working in closed organizational climate.

References :

- Insight Journal of Applied Research in Education Vol.16, No.1, 2011
- Rewa Khajuria & N. R. Sharma - Job Satisfaction and Social Cohesion.....
- Bibhu, D. S. (1976). "A Study of Cohesiveness in relation to Some Forces of Attraction for Groups of Teaching Staff" in SECOND SURVEY OF RESEARCH IN EDUCATION, Ed. M.B. Buch, New Delhi: N.C.E.R.T., p.424.
- Botekar, S.R., Mardhekar, V.S. and Wadkar, A.J. (2010). "Gender Differences in Verbal Creativity with Respect to School Organisational Climate", JOURNAL OF PSYCHOLOGICAL RESEARCHES, Vol.54, No., 1&2, p 33-39.
- Chopra, R.K. (1983). "A Study of the Organisational Climate of Schools in relation to Teachers' Job Satisfaction and Students Achievement" in THIRD SURVEY OF RESEARCH IN EDUCATION, Ed M. B. Buch, New Delhi : N.C.E.R.T. pp 796.
- Husband, R.W. (1940). "Cooperative Versus Solitary Problem Solution." JOURNAL OF SOCIAL PSYCHOLOGY, Vol. 11, pp 405-409.
- Macmillan, Robert (2001). "Influence of Workplace Conditions on Teachers' Job Satisfaction" AMERICAN SCHOOL BOARD JOURNAL OF EDUCATIONAL RESEARCH, January, 2001, p. 39.
- Mohana, D. and Gnanadevan, R. (2007) - "A study on Professional Ethics of teachers in relation to their Organisational Climate", JOURNAL OF EDUCATIONAL RESEARCH AND EXTENSION, Vol 44, No. 4 pp 1-10.
- Natarajan, R. (1992). "School Organisational Climate and its Relation to Job Satisfaction of Teachers and the Achievement of Pupils" in FIFTH SURVEY OF RESEARCH IN EDUCATION, New Delhi: N.C.E.R.T., p.1893
- Perie, M. and Baker, D. P. (1997). "Job Satisfaction Among America's Teachers, Effects of Workplace conditions, Background Characteristics and Teacher Compensation, Washington, D.C. NATIONAL CENTRE FOR EDUCATION STATISTICS. <http://nces.ed.gov/pubs97/97471.pdf>
- Sacks, E. L. (1952). "Intelligence Scores as a function of Experimentally Established Social Relationships between Child and Examinees", JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, Vol.46, pp 354-358
- Samad, Abdül (1986). "A Study on Organisational Climate of Government High Schools Of Chandigarh and its Effect on Job Satisfaction of Teachers in Panjab University" in THIRD SURVEY OF RESEARCH IN EDUCATION, Ed.M. B. Buch, New Delhi: N.C.E.R.T. p 917.

OCCUPATIONAL EFFICACY AND LEADERSHIP BEHAVIOUR PATTERN OF EDUCATIONAL ADMINISTRATORS IN HIGHER EDUCATION

N.A.Nadeem*
Shabir Ahmad Bhat**

ABSTRACT

The research study was undertaken to compare effective and ineffective educational administrators on various dimensions of leadership Behavior pattern, viz. interpersonal relations, intellectual operations, emotional stability, behavioural and moral strength, adequacy of communication and operation as a citizen. The sample consisted of Heads of the Departments of University of Kashmir, SKUAST-K and Principals of Govt. Degree colleges and Non-Govt. Affiliated colleges. Sanjayot, Shushima & Upinder's Occupational Self Efficacy Scale (2006) and Leadership Effectiveness Scale developed by Haseen Taj. (LES) (2001) were used to collect the data. The data was subjected to various statistical treatments. The result revealed that effective and ineffective educational administrators differ significantly on various dimension of leadership effectiveness.

Keywords: Occupational Efficacy, Leadership Behaviour, Educational Administrators

Introduction

The effectiveness of education depends largely upon the effectiveness of educational administrators. The criticality of management factors has been very well recognized in various commissions and policies of education. National Policy on Education (1986) has recommended that special attention will be paid to the training of Educational Planners, Administrators and Heads of the Institution. Despite these recommendation the Head of the institutions are not given any training regarding various parameters of educational administration and supervision. As a matter of routine senior teachers are promoted to the post of principals without any training in the administrative skills. The additional charges affect their occupational efficacy and leadership behavior pattern. Researches have shown that the educational administrators who have received short term orientation courses in educational administration displayed productive occupational efficacy and effective leadership behavior.

Smooth operation of an educational institution requires competent educational administrators. They provide instructional leadership as well as manage day-to-day activities in Schools, Colleges and Universities. They also direct the educational and community service programs. Educational administrators set educational standards and goals and establish the policies and procedures to carry them out. They also supervise and support staff, teachers, librarians, coaches, and others. They develop academic programs, monitor students' educational progress, motivate teachers and other staff, manage guidance and other student services, administer record keeping, prepare budgets, handle relations with parents, prospective and current students, and the community, and perform many other duties. Educational administrators may handle all these functions if they are well-trained and equipped with new knowledge and skills required in the field.

The Head of the institution occupies a very important position. The fate of an Institution in a large measure depends upon the type of man

*Senior Professor, Department of Education, University of Kashmir.

**Assistant Professor, Faculty of Education (B.Ed Wing), University of Kashmir.

who is heading the institution. Good institutions, for that matter are named after their Headmasters or Principals. The Head of the institution is the key educational leader and the chief executive officer of a complex and heterogeneous community comprising of eminent, devoted and dedicated professors and lecturers, students, their parents, governing bodies, Education Departments and University (Gupta, 1987). Leaders do not belittle people or make them feel that they have nothing to contribute. Leaders don't hide in their offices to ignore problems. Leaders have to be visible; they have to convey a sense of oneness.

Leadership is defined as the process of influencing group activities towards the accomplishment of goals in a given situation. It is also defined as part of the organization that concerns itself with people. Leadership has occupied the mind and imagination of man for a long time. Katz and Kahu (1978) view leadership as an influence attempt. According to Terry, () "Leadership is the activity of influencing people to strive willingly for group objectives". Leadership is essential to influence people to achieve mutually compatible objectives. All organizational success can be attributed to leadership. It is believed that no act of administration can proceed in the direction of achievement of preset goals unless it is steered by the leadership. Thus the leadership is very highly valued in human society. Stogdill (1950), however, concluded in his study that "A person does not become a leader by virtue of the possessions of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers. Leadership must be conceived in

terms of the interactions of variables which are in constant flux and change". Napoleon () ones said that there were never bad soldiers but only bad leaders. A competent leader has the ability to persuade others to accomplish the goals of the organization. Leadership transforms potential into reality.

Objectives of the Study

The following objectives were formulated for the present study.

1. To study the Occupational Efficacy of Educational Administrators in Higher Education.
2. To study the Leadership Behaviour Pattern of Educational Administrators in Higher Education.
3. To compare effective and ineffective Educational Administrators on Leadership Effectiveness.

Method and Procedure

The present study has been completed through the descriptive method of research. This method has been the most popular and widely used method of research in social science and education.

Effective and Ineffective educational administrators were identified on the basis of criterion of occupational efficacy measured with the help of Occupational Self Efficacy Scale. The high and low groups were drawn by employing extreme group technique of 27% above and below. As such the above 27% i.e., 32 educational administrators possessing high score were identified as effective educational administrators and 27% i.e. 32 educational administrators possessing low score were identified as ineffective educational

administrators. This was followed by the comparison of effective and ineffective educational administrators on leadership behavior pattern.

Sample

The sample for the study consisted of 120 Educational Administrators and 240 Teachers selected from University of Kashmir, Sheri-Kashmir University of Agricultural Science and Technology (SKUAST-K), Govt. Degree Colleges and Non-Government Affiliated Colleges operating in Kashmir. The sample of educational administrators was taken from 36 and 20 Departments of University of Kashmir and SKUAST-K respectively. All the Principals of Colleges in Government Sector were included in the study. However, the sample of principals from Non-Government Affiliated Colleges was drawn on the basis of systematic sampling technique.

Tools

The following tools were selected to collect the data.

1. Sanjayot Pethe, Shushma Chowdery & Upinder Dhar's Occupational Self Efficacy Scale (2006) was administrated to study the Occupational Efficacy of Educational Administrators in Higher Education.
2. Leadership Effectiveness Scale developed by Haseen Taj. (LES) (2001) was administrated to study the Leadership Behavior Pattern of Educational Administrators in Higher Education.

Discussion of the Results

The data collected was subjected to the statistical treatment viz. Percentage statistics, Mean, S.D. & t-value. The interpretation and discussion of the results is presented in the following order:

- 1) Occupational Efficacy and Leadership Behaviour Pattern of Educational Administrators.

The sample educational administrators were classified on the basis of their total score on occupational self efficacy scale. The results are as under:

Table 1.0: Showing the levels of Occupational Efficacy of Educational Administrators in Higher Education (N=120)

Scores Obtained on OSE Scale	N	Percentage	Remarks
83 and above	41	34.16	Above Average
65-82	59	49.16	Average
Below 64	20	16.66	Below Average

A perusal of the above table reveals that 34.16% of the educational administrators in higher education fall in the above average category of occupational efficacy, 49.16 % of the educational administrators fall in the average category. The data further reveals that 16.66% of the educational administrators in higher education fall in the below average category so far as their occupational efficacy is concerned.

The leadership effectiveness of educational administrator was measured with the help of Leadership Effectiveness Scale. The data has been tabulated as under

Table 1.1: Showing the levels of Leadership Behavior Pattern of Educational Administrators in Higher Education (N=120)

Scores Obtained on LES Scale	N	Percentage	Remarks
325-374	29	24.16%	Extremely Effective
275-324	16	13.33%	Highly Effective
225-274	27	22.50%	Effective
175-224	22	18.33%	Less Effective
125-174	26	21.66%	In Effective

A glimpse of above table 1.1 reveals that 24.16% educational administrators were found extremely effective on leadership behavior pattern, 13.33% were found highly effective, 22.50% were effective. The data further reveals that 18.33% educational administrators were found less effective and sizable percentage (21.66%) were found in effective so far as their leadership effectiveness is considered.

II) COMPARISON OF EFFECTIVE AND INEFFECTIVE EDUCATIONAL ADMINISTRATORS ON LEADERSHIP BEHAVIOUR PATTERN.

In order to realize the objective of comparison between effective and ineffective educational administrators as first step, effective and ineffective educational administrators were identified on the basis of criterion of occupational efficacy measured with the help of Occupational Self Efficacy Scale. The high and

Table 1.2: Showing the Mean Comparison of Effective and Ineffective Educational Administrators on Interpersonal Relations Dimension of Leadership Behaviour Pattern (N=68)

Group	N	Mean	S.D	t-value	Significance
Effective Educational Administrators (EEA)	34	58.97	11.25	3.60	0.01 level
Ineffective Educational Administrators (IEA)	34	51.32	9.25		

low groups were drawn by employing extreme group technique of 27% above and below. As such the above 27% i.e., 32 educational administrators possessing high score were identified as effective educational administrators and 27% i.e. 32 educational administrators possessing low score were identified as ineffective educational administrators. This was followed by the comparison of effective and ineffective educational administrators on leadership behavior pattern and job satisfaction.

The table given below shows that there is a significant mean difference between Effective and Ineffective Educational Administrators on 'Interpersonal Relations' dimension of Leadership Behaviour pattern. The obtained t-value came out to be 3.60 which is significant at 0.01 level of significance, the mean difference

favours effective educational administrators. This implies that effective educational administrators exhibit better interpersonal relations as compared to ineffective educational administrators.

Table 1.3: Showing the Mean Comparison of Effective and Ineffective Educational Administrators on Intellectual Operations Dimension of Leadership Behaviour Pattern (N=68)

Group	Mean	S.D	t-value	Significance
Effective Educational Administrators (EEA)	53.76	8.78	3.23	0.01 level
Ineffective Educational Administrators (IEA)	44.86	13.49		

The perusal of the above table shows that there is a significant mean difference between Effective and Ineffective Educational Administrators on 'Intellectual Operations' Dimension of Leadership Behaviour Pattern. The obtained t-value came out to be 3.23 which

is significant at 0.01 level of significance, the mean difference favours effective educational administrators. This implies that effective educational administrators exhibit better intellectual operations as compared to ineffective educational administrators.

Table 1.4: Showing the Mean Comparison of Effective and Ineffective Educational Administrators on Behavioral and Emotional Stability Dimension Leadership Behaviour Pattern (N=68)

Group	Mean	S.D	t-value	Significance
Effective Educational Administrators (EEA)	43.49	9.67	3.35	0.01 level
Ineffective Educational Administrators (IEA)	34.16	13.02		

A quick look on the above table shows that there is a significant mean difference between Effective and Ineffective Educational Administrators on 'Behavioral and Emotional Stability' dimension of leadership behaviour pattern. The obtained t-value came out to be 3.35 which is significant at 0.01 level of

significance, the mean difference favours effective educational administrators. This implies that effective educational administrators exhibit better behavioural and emotional stability as compared to ineffective educational administrators.

Table 1.5: Showing the Mean Comparison of Effective and Ineffective Educational Administrators on Ethical and Moral Strength Dimension of Leadership Behaviour Pattern (N=68)

Group	Mean	S.D	t-value	Significance
Effective Educational Administrators (EEA)	58.12	14.22	3.77	0.01 level
Ineffective Educational Administrators (IEA)	45.76	12.75		

A perusal of the above table shows that there is a significant mean difference between effective and in effective educational administrators on 'ethical and moral strength' dimension of leadership behavior pattern. The obtained t-value came out to be 3.77 which is significant at

0.01 level of significance, the mean difference favours effective educational administrators. This implies that effective educational administrators exhibit better ethical and moral strength as compared to ineffective educational administrators.

Table 1.6: Showing the Mean Comparison of Effective and Ineffective Educational Administrators on Adequacy of Communications Dimension of Leadership Behaviour Pattern(N=68)

Group	Mean	S.D	t-value	Significance
Effective Educational Administrators (EEA)	45.53	9.72	3.69	0.01 level
Ineffective Educational Administrators (IEA)	34.79	13.93		

A quick glance on the above table shows the significance of difference between the mean scores of Effective and Ineffective Educational Administrators on 'Adequacy of Communications' dimension of Leadership Behaviour Pattern. The obtained t-value came out to be 3.69 which is significant at 0.01 level of

significance, the mean difference favours effective educational administrators. This implies that effective educational administrators exhibit better Adequacy of communication as compared to ineffective educational administrators.

Table 1.7: Showing the Mean Comparison of Effective and Ineffective Educational Administrators on Operation as a Citizen Dimension of Leadership Behaviour Pattern (N=68)

Group	Mean	S.D	t-value	Significance
Effective Educational Administrators (EEA)	58.12	14.22	3.77	0.01 level
Ineffective Educational Administrators (IEA)	45.76	12.75		

A perusal of the above table shows the significance of difference between the mean scores of Effective and Ineffective Educational Administrators on 'Operation as a Citizen' dimension of Leadership Behaviour Pattern. The obtained t-value came out to be 3.77 which is

significant at 0.01 level of significance, the mean difference favours effective educational administrators. This implies that effective educational administrators exhibit better operation as a citizen as compared to ineffective educational administrators.

Table 1.8: Showing the Mean Comparison of Effective and Ineffective Educational Administrators on overall scores on Leadership Behaviour Pattern (N=68)

Group	Mean	S.D	t-value	Significance
Effective Educational Administrators (EEA)	294.58	56.32	4.30	0.01 level
Ineffective Educational Administrators (IEA)	239.86	48.18		

A perusal of the above table shows the significance of difference between the mean scores of Effective and Ineffective Educational Administrators on overall score of leadership behavior pattern. The results reveal that there is a significant mean difference between effective and ineffective educational administrators on overall score of leadership behaviour. The obtained t-value came out to be 4.30 which is significant at 0.01 level of significance, the mean

difference favours effective educational administrators. This implies that effective educational administrators exhibit better overall dimensions of leadership behaviour pattern as compared to ineffective educational administrators..

The comparison of effective and ineffective groups of educational administrators on all dimensions of leadership behavior pattern, it is

interesting to note that effective and ineffective educational administrators differ significantly on interpersonal relations, intellectual operations, behavioral and emotional stability, ethical and moral strength, adequacy of communication, operation as a citizen and overall scores of leadership effectiveness scale. The effective educational administrators have been found to be more effective in interpersonal relations, higher in intellectual operations, are emotionally more stable and are stronger on ethical and moral values. They have adequacy of communication skills and are operating better as a citizen.

Major Findings

i. It was found that 34.16% educational administrators in higher education fall in the above average category, 49.16% in average and 16.66% fall in below average category on occupational self efficacy. It was further found that the educational administrators who fall in above average category on occupational efficacy display confidence, commitment and competence in their job profile. They display mastery over the job assigned to them and complete the assigned task with a positive attitude. They attach intrinsic component in their job. They reevaluate strategies when they fail in any task and are able to handle unforeseen situation and resolve conflicts at their work places. Educational administrators who fall in average category on occupational efficacy display moderate confidence and commitment in their job profile. They attach extrinsic component in their job. They relate their personal development to revision in their pay scales, power vested in them and their execution with minimum interference. They display moderate authority on their

subordinates. It has been further found that educational administrators who fall in below average category lack managerial skills to implement best healthy practices from the other institutions. They do not reevaluate strategies if they fail in any task and do not adjust quickly to challenges that come in their work. They are somewhat selfish and do not work for the overall development of the institutions.

ii. It was found that 59.99% educational administrators in higher education fall in the effective zone of leadership and 39.99% fall in the ineffective zone of leadership. It has been further found that the educational administrators who fall in the effective zone of leadership appreciate the good work and try out innovative strategies in solving the group problems. They are judicious and fair in using the rewards and are easily approachable. They adhere to the group norms and treat others as their equals and are concern about the welfare of the group. They stimulate well ordered climate conducive for team work and respect the opinion of others in group decisions. They are attentive while listening to others and experiment new ideas after carefully studying the pros and cons. It was further found that the educational administrators who fall in the ineffective zone of leadership behavior do not consider themselves accountable for their actions. They over exercise their power and easily moved by the situation. They tend to escape obligations and do not mingle with the group. They disregard with the information that challenges their status quo. They ignore the view points of others and are vague and fuzzy in expression. They tend to delay action on policies and defend their mistakes.

iii. It was found that there is a significant

difference between effective and ineffective educational administrators on 'interpersonal relations' dimension of leadership effectiveness scale. The mean difference favours effective educational administrators which highlights that effective educational administrators displayed better leadership on 'interpersonal relations' than ineffective educational administrators.

iv. It has been found that there is a significant difference between effective and ineffective educational administrators on 'intellectual operations' dimensions of leadership effectiveness scale. Thus, effective educational administrators exhibited a greater degree of versatility and flexibility than the ineffective educational administrators.

v. It was found that effective and ineffective educational administrators differ significantly on 'behavioral and emotional stability' dimension of leadership effectiveness scale. Thus the effective leaders displayed predictable behavior and emotional stability than the ineffective educational administrators.

vi. It was also found that effective and ineffective educational administrators differ significantly on 'ethical and moral strength' dimension of leadership effectiveness scale. Thus, the effective educational administrators displayed better leadership on 'ethical and moral strength' than the ineffective educational administrators.

vii. It has been found that there is a significant difference between effective and ineffective educational administrators on 'adequacy of communications' dimension of leadership effectiveness scale. Thus, the effective educational administrators showed better ability in receiving, processing, retaining

and transmitting the information than the ineffective educational administrators.

viii. It was further found that there is a significant difference between effective and ineffective educational administrators on 'operation as a citizen' dimension of leadership effectiveness scale. The effective educational administrators showed better ability to full fill their obligations and developmental skills than ineffective educational administrators.

ix. It has been found that effective and ineffective educational administrators differ significantly on overall dimension of leadership effectiveness scale. The effective educational administrators showed better leadership potential than the ineffective educational administrators.

Educational Implication

Majority of the Educational Administrators have been found to have average occupational efficacy. Therefore, special programmes should be organised for professional development of Educational Administrators in Higher Education.

Effective Educational Administrators have been found to have better leadership qualities than ineffective educational administrators. Thus, University Grants Commission (UGC), National University of Educational Planning and Administration (NUEPA) and Academic Staff Colleges (ASC) should organise special programmes, so that the leadership qualities of the educational administrators can be brought to the effective level. A Hand Book may be prepared for administrators that may be useful for them in the smooth functioning of their institutions and to be effective instructional leaders.

References:

- Abdullah, A.G.K & Alkaidyeh, N.J. (2009). Workplace Spirituality and Leadership Effectiveness among Educational Managers in Malaysia: *European Journal of Social Sciences*, Vol. 10 No. 2, pp.304
- Aggarwal, J.C. (1982). *Educational Administration*. New Delhi: Arya Book Dept.
- Algaltan, A. A. (1983). The Path-goal Theory of Leadership: An empirical and longitudinal analysis, Arizona State University: *Dissertation Abstracts International* Vol. 44, No. 1, pp.843
- Alvin, G.W. (1950). *Studies in Leadership*: New York. Harper and Row Publishers.
- Baker, Calvin Philip (1979). Relationship between Mississippi Teachers Job Satisfaction and Principal's Leadership style: *Dissertation Abstracts International*, Vol.40 (2), pp.721
- Baker, S. Frances (2006). The Relationship of Principal's Professional Vitality to Personal and School Characteristics Including Student Achievement: *Dissertation Abstracts International*, Vol.67 no. 10, pp.3655-A New Delhi NCERT.
- Barish, Lois Siederer (2008). Leading in Science: Teachers' Perception of their Principals' Supervisory Effectiveness. *Dissertation Abstracts International*. Vol. 69, No. 2, Aug-08, p. 441-A.
- Barringer, Wade R. (2006). Leadership and Learning: A comparative case Study of Leadership Practices in two Washington State High Schools. *Dissertation Abstracts International*, Vol. 67, No. 09, March 07, p. 3232-A.
- Chauthan, R. (2002). Institutional Academic Effectiveness under Leadership Behaviour. *Indian Educational Abstracts*, Vol. 5, No. 1&2 Jan. & July 2005.
- Chen, Dsuun (2007). Principals' Distributed Leadership Behaviours and their impact on Student Achievement in Selected Elementary Schools in Texas. *Dissertation Abstracts International*, Vol. 68, No. 9, pp. 3675-A.
- Chen, Nan-Fu (Chris) (2008). Causal Relationship Analysis between Leadership Behaviour, Organizational Commitment, Job Satisfaction and turn over intentions for Employees of College Athletic Departments in Taiwan: *Dissertation Abstracts International*, vol. 69, No.3, pp.1053 New Delhi: NCERT
- Duke, D. L. (1982). Leadership Functions and Instructional Effectiveness: *NASSP Bulletin*. Vol.66 pp.1-12.
- Dumas, Anita Prosper (1981). An Investigation of the relationship between Leadership Style and Philosophical Orientation of Elementary and Secondary School Principals: *Dissertation Abstracts International*, Vol.40, No.2 pp. 42.

OCCUPATIONAL EFFICACY AND ADMINISTRATIVE BEHAVIOUR- A STUDY OF EDUCATIONAL ADMINISTRATORS IN KASHMIR*

N.A. Nadeem†
Mudasir Basu**

ABSTRACT

The present study was aimed to investigate the Occupational Efficacy and Administrative Behaviour of Educational Administrators at Secondary Level of Education. The sample comprised of 250 Educational Administrators (110 Educational Administrators from High School Level and 120 Educational Administrators from Higher Secondary School Level). The data were collected by using Occupational Self-Efficacy Scale and Administrative Behaviour Scale. Percentage statistics, t-test and Pearson's Coefficient of Correlation was used to analyse the data. The overall results revealed that majority of educational administrators possessed average occupational efficacy while a good number of educational administrators possessed less effective administrative behaviour. A significant positive relationship exists between occupational efficacy and administrative behaviour of educational administrators.

Key Words: Administrative Behaviour, Effective Educational Administrators, Ineffective Educational Administrators, Occupational Efficacy.

Introduction

Our society is changing rapidly, so new techniques are being adopted in education to meet the needs of the society. Therefore, education has become more important in the modern world and is the basis for economic development and prosperity of India. It is a hard fact that education is a complex and highly specialised field and its efficient administration requires technical competence, administrative acumen and understanding of the educational development. There is a great need to make proper administration in our educational set up which demands competent educational administrators. Competent and effective administrators are of vital importance to the success of every dynamic organization that has the ability to persuade others to accomplish the goals of the organization.

Today educational administrators have multifaceted roles to play. They are expected to uphold the highest standards in professional

commitment, communication skills, interpersonal skills, classroom personality, emotional maturity and academic integrity. Administrator's occupational efficacy relates to the maximization of return to the organization by all means. An administrator's efficacy can be understood in terms of his capacity to adapt, maintain itself and grow regardless of the particular functions it fulfils. This means administrator's adaptability who shows ability to solve problems and to react with flexibility to change; his sense of identity which represents knowledge or insight on the part of the members about the goals of the organization and how they perceive them; administrator's capacity to test reality which implies ability to search out, accurately perceive, and correctly interpret properties of environment and administrator's state of integration among the group members such that they are not working at cross purposes. Thus, administrator's effectiveness lies in the fact how much he understands the process and copes with the

*Senior Professor, Faculty of Education, University of Kashmir

**Ph.D Scholar, Department of Education, Jamia Millia, New Delhi

changes. Thus, administrators in education are needed for the accomplishment of set educational objectives within the available resources; who put in least human efforts and give a psychological satisfaction to all the concerned persons. How far an administrator is able to do all this determines his/her effectiveness. Hence the quality and standard aspect of education requires effective educational administrators.

A number of studies have been carried out on Occupational Efficacy of educational administrators. Runhaar (2010) found that occupational self efficacy and learning goal motivation are positively related to reflection and feedback asking. Furthermore, positive relationship was found between occupational self efficacy and transformational leadership of school principals. Schofield (2008) has identified six recurring characteristics necessary for an effective principal to lead a school effectively. These include: relationships, culture and climate, leadership, curriculum, philosophy and commitment. Mweemba (2007) found that principal's perception of their effectiveness does not significantly differ from the staff's perception of their principal's effectiveness. Ravi (2003) has found a significant difference in the efficiency of a principal as an administrator based on educational qualification and experience. No relationship was observed between efficiency of the principal as an administrator and as a teacher and Shaheen (1988) found that age, sex and professional attainment had no effect on principal effectiveness.

Some researches have also been carried out on Administrative Behaviour of educational

administrators. Kujar (2008) found a positive correlation between administrative effectiveness and the academic performance of the students; Kanchan (2001) found that administrative personality of principals had an impact on teachers that stimulated teachers to work sincerely for the benefit of the school; Ropers, Patil, Basanagouda (1994) found that most of the heads were neglecting their responsibilities and their lines of communication were almost closed. Haseen (1992) found that attitude towards teaching profession, job satisfaction and personal interpersonal and social adequacy were found to be significant predictors of the administrative behaviour of secondary school heads.

The studies reviewed, however, showed that great deals of researches on Efficacy and its impact on learning goal motivation, student's enrolment, student's achievement and such other variables have been conducted. These studies have suggested that efficacy augments educational administrators in producing greater amount of performance and outcomes. Some of the studies have explained that Administrative Behaviour influences the achievement of students and teachers work. However, there has been no study examining the effect of Administrative Behaviour on the Occupational Efficacy of educational administrators. Also a very critical area here has been left out focusing on the counselling and training of the educational administrators to help them to become effective, and to change their lifestyles if they are not conducive to the functioning of the institution.

The present study, however, shall look into the Occupational Efficacy and Administrative

Behaviour of educational administrators with the object to find out their efficacy in transacting their administrative job at Secondary level of education.

Statement of the Problem:

"Occupational Efficacy and Administrative Behaviour of Educational Administrators at Secondary Level".

Operational Definition of Important Terms:

Occupational Efficacy: Occupational Efficacy for the present study refers to the scores obtained by the sample subjects on Occupational Self Efficacy Scale (OSES) prepared by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar.

ii) **Effective Educational Administrators:** Effective Educational Administrators for the present study refers to those Educational Administrators who score high on Occupational Self Efficacy Scale (OSES) prepared by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar.

iii) **Ineffective Educational Administrators:** Ineffective Educational Administrators for the present study refers to those Educational Administrators who score low on Occupational Self Efficacy Scale (OSES) prepared by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar.

iv) **Administrative Behaviour:** Administrative Behaviour for the present study refers to the scores obtained by the sample subjects on Administrative Behaviour Scale (ABS) prepared by Haseen Taj.

Objectives of the Study:

The following objectives were formulated for the present investigation:

1. To describe the sample of Educational

Administrators with regard to Occupational Efficacy and Administrative Behaviour.

2. To undertake correlational analysis between Occupational Efficacy and Administrative Behaviour of Educational Administrators.

3. To identify Effective and Ineffective Educational Administrators at Secondary Level.

4. To study and compare the Administrative Behaviour of Effective and Ineffective Educational Administrators at secondary level.

5. To undertake correlational analysis between Occupational Efficacy and Administrative Behaviour within the groups of Effective and Ineffective Educational Administrators.

The study empirically tested the following hypotheses:

1. Occupational Efficacy is significantly related with Administrative Behaviour of Educational Administrators.

2. Effective and Ineffective Educational Administrators differ significantly on Administrative Behaviour.

Delimitation of the study:

1) The present study was confined to Kashmir Province only having 10 districts namely-Anantnag, Bandipora, Baramulla, Budgam, Ganderbal, Kulgam, Kupwara, Pulwama, Shopian and Srinagar.

2) The present study was delimited to total of 250 Educational Administrators and their 500 immediate Subordinates who were working at Government Secondary School Level.

of Education.

Methodology:

The ten districts of Kashmir Province were involved in the collection of data. From the total population of 841 educational administrators, 250 educational administrators served as the sample for the present which were identified on the basis of random sampling technique. Among 250 educational administrators, 119 educational administrators (Headmasters and ZEOs) were taken from High School Level, 120 educational administrators (Principals) were taken from Higher Secondary School Level and 11 educational administrators (CEOs and Director) were taken from both High and Higher Secondary School Level.

2. Administrative Behaviour Scale-ABS prepared by Haseen Taj (1998)

The scale consists of ninety items in four major areas namely: Planning, Organisation, Communication, and Decision Making. In this scale the respondents are asked to respond on the 5 points given against each item which are scored in the pattern as: Always-4, Frequently-3, Sometimes-2, Rarely-1 & Never-0. The test-retest reliability of the Scale was found to be 0.85, split half reliability as 0.71 and the reliability was found to be 0.83 after applying Spearman-Brown prophecy formula. The Criterion Related validity of the scale was found to be 0.74 with LBDQ and 0.91 with the SABDQ. The inter-correlations among the areas of the scale are very high, indicating the homogeneity of the scale.

The breakup of the sample of Educational Administrators is as under:

High School Level					Hr. Sec. School Level			From Both Levels					
Headmaster		ZEO			Principal			CEO			Director		
Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
30	30	30	29	119	60	60	120	10	x	10	x	01	11
Grand Total = 250													

Tools Employed:

1. Occupational Self Efficacy Scale-OSES prepared by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar (1999). The scale consists of nineteen items and has six sub-scales namely: Confidence, Command, Adaptability, Personal Effectiveness, Positive Attitude and Individuality. In this scale, the respondents are asked to respond on the 5 points given against each statement which are scored in the pattern as: Strongly Disagree-01, Disagree-02, Neutral-03, Agree-04, Strongly Agree-05. The reliability coefficient of the scale is .98. The scale has indicated high validity on account of being .99.

Statistical Treatment:

The data collected was subjected to the following statistical treatment:

Percentage statistics, t-test, Karl Pearson's coefficient of correlation

Analysis and Discussion:

The analysis and discussion of the results has been carried out along the following lines:

A. Descriptive Analysis of Educational Administrators.

B. Correlational Analysis between Occupational Efficacy and Administrative

Behaviour.

C. Comparison of Effective and Ineffective Educational Administrators on Administrative Behaviour.

D. Correlational Analysis between Occupational Efficacy and Administrative Behaviour within the groups of Effective and Ineffective Educational Administrators.

A. Descriptive Analysis of Educational Administrators.

This part of analysis gives an account of the classification and description of the overall sample of educational administrators (250) at Secondary Level of Education on the dimensions of Occupational Efficacy and Administrative Behaviour.

Occupational Efficacy:

Table 1.1 shows the Occupational Efficacy of Educational Administrators at Secondary Level of Education. The data revealed that out of 250 educational administrators, 14.8% of the educational administrators fall in above average category. This implies that these educational administrators always set targets higher than those set by their organizations. They possess greater ability for doing their work independently and show immense capability to work effectively even under the pressure of deadline. It has also been found that a predominant majority of educational administrators i.e. 68.4% fall in the average category. This indicates that these educational administrators exhibit moderate level of confidence in their institutional tasks and show reasonable adjustability to different challenges.

Table 1.1 Showing Overall Percentage of Educational Administrators on Occupational Self Efficacy Scale at Secondary Level of Education (N=250)

Range of scores obtained on OSES	Classification	N	Percentage
83 & Above	Above Average	37	14.8%
65-82	Average	171	68.4%
64 & Below	Below Average	42	16.8%

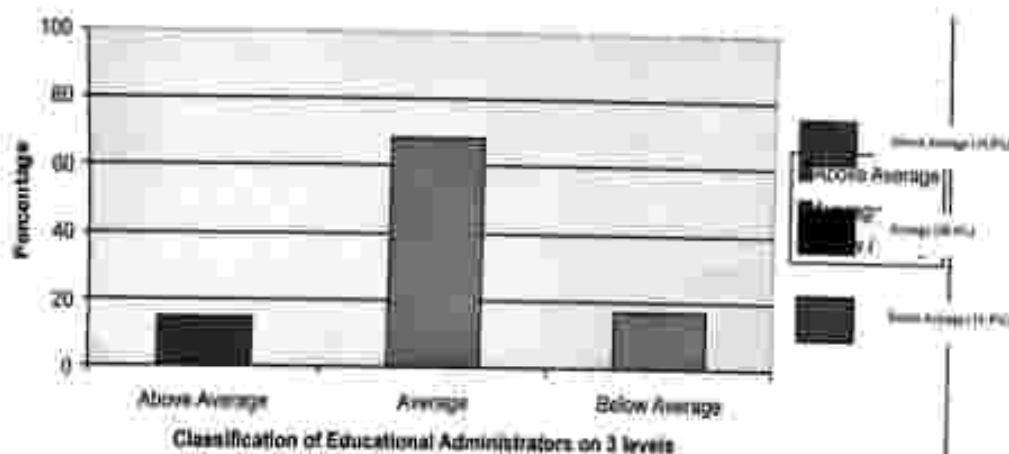


Fig 1.1 Bar Diagram showing overall percentage of Educational Administrators on

Occupational Self Efficacy Scale - OSES (N=250)

that come in their work. When they fail in a task, they often re-evaluate their strategies. The data further revealed that 16.8% of educational administrators fall in below average category. This indicates that these educational administrators lack confidence to work independently. They are easily moved over unforeseen consequences and display their worries when facing a challenging situation.

The analysis of the above table (1.2) shows the Administrative Behaviour of Educational Administrators at Secondary Level of Education. A perusal of the table reveals that out of 250

(ii) *Administrative Behaviour:*

Table 1.2 Showing Overall Percentage of Educational Administrators on Administrative Behaviour Scale at Secondary level of Education (N=250)

Range of scores obtained on ABS	Classification	N	Percentage
274-304	Extremely Effective	46	18.4%
243-273	Highly Effective	15	6%
212-242	Effective	48	19.2%
181-211	Less Effective	98	39.2%
150-180	Ineffective	43	17.2%

educational administrators, 18.4% of educational administrators possess extremely effective Administrative Behaviour. This implies that these administrators always plan and evenly distribute the work to be carried out by each member of their group. They organise their institutional work effectively keeping in view the work requirements and the accommodation available. They show speediness and flexibility in their decision making process and make appropriate decisions on right time. It has also been found that only 6% of educational administrators possess highly effective Administrative Behaviour. This exhibited that

these educational administrators frequently fix up the targets of achievement of all institutional activities in the beginning of the academic year. They often call staff meetings to make their ideas known to the group. Time and again they supervise the work of their group members. The data further revealed that 19.2% of educational administrators possess effective Administrative Behaviour. This indicates that these educational administrators sometimes plan their activities in such a way that every activity has a time frame and those have been finalised by consulting the group members. They sometimes keep

themselves available for who-so-ever needs their assistance. It has also been found that majority of educational administrators i.e. 39.2% fall in the less effective category. This exhibited that these educational administrators always plan their tasks in a haphazard manner with the result every activity seems as a misfit in the total time frame. They display authoritarian attitude while distributing the work among the staff members which didn't suit their interest and capacity. The data again revealed that 17.2% of educational administrators possess ineffective Administrative Behaviour. This implies that these educational administrators

never fix up their institutional goals in the beginning of the year. They distribute the work allotment in such a manner which for no reason suits to the interest and capability of their group members. They are slower in making decisions and never consult their group members in this process.

B. Correlational Analysis between Occupational Efficacy and Administrative Behaviour of Educational Administrators.

To find out the correlational analysis between Occupational Efficacy and Administrative Behaviour of Educational Administrators, Pearson's Product Moment Correlation (r) has been used.

Table 1.3 depicts that there is a significant positive correlation between Occupational Efficacy and the Administrative Behaviour of Educational Administrators having coefficient of correlation as 0.507 which is significant at 0.01 level of significance. This suggested that the Occupational Efficacy of Educational Administrators is moderately influenced by their Administrative Behaviour. It can again be inferred from the same table that these educational administrators plan and distribute the work for each member of their group for the academic year. They adjust themselves with almost all challenging situations and show positive attitude in resolving conflicts at their work place. They often maintain a

Table 1.3 Correlation between Occupational Efficacy and Administrative Behaviour of Educational Administrators-(N=250)

Occupational Efficacy & Administrative Behaviour	$r = 0.507$	Sig. at 0.01 level
--	-------------	--------------------

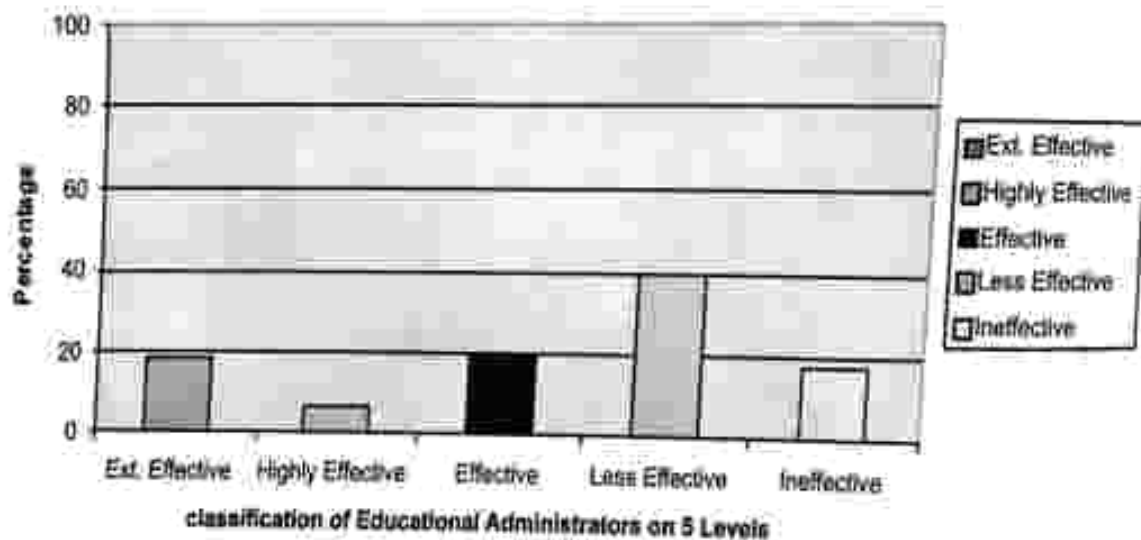


Fig 1.2 Bar Diagram showing overall percentage of Educational Administrators on Administrative Behaviour Scale-ABS (N=250)

communication link with their group and often take the decisions relating to institutional matter together with their group members. For the improvement of their profession and professional growth of their staff, different training programmes are attended and organised by them from time to time.

In view of the above empirical evidence, the hypothesis number one which reads as, "Occupational Efficacy is significantly related with Administrative Behaviour of Educational Administrators" stands accepted.

C. Comparison of Effective and Ineffective Educational Administrators on Administrative Behaviour.

In order to realize the third major objective of the study, as a first step effective and ineffective educational administrators were identified with the help of Occupational Self Efficacy Scale. The high and low groups were drawn by employing

extreme group technique of 27% above and below. As such the above 67 educational administrators possessing high score were identified as Effective Educational Administrators and 67 educational administrators possessing low score were identified as Ineffective Educational Administrators. This was followed by the comparison of Effective and Ineffective Educational Administrators on Administrative Behaviour.

1. Planning: Table 1.4, row (i) shows a significant mean difference between Effective and Ineffective Educational Administrators on Planning area of ABS. The obtained 't' value came out to be 2.78 which is significant at 0.01 level of significance. The mean difference favours EEA in comparison to IEA which highlights that EEA plan and distributes the work to be carried out by each member of their group

Table 1.4 Showing Mean Comparison of Effective and Ineffective Educational Administrators on four areas and total score of Administrative Behaviour Scale (N=67 each)

AREAS	GROUP	MEAN	SD	t-VALUE	LEVEL OF SIGNIFICANCE
Planning	EEA	46.35	10.88	2.78	0.01 level
	IEA	43.58	8.97		
Organisation	EEA	54.01	16.68	4.09	0.01 level
	IEA	43.58	12.65		
Communication	EEA	63.80	16.75	4.84	0.01 level
	IEA	52.02	10.84		
Decision Making	EEA	46.56	2.43	7.73	0.01 Level
	IEA	40.53	5.98		
Total Score	EEA	212.74	42.65	4.87	0.01 level
	IEA	179.71	35.58		

EEA- Effective Educational Administrators

IEA- Ineffective Educational Administrators

before the commencement of the academic year. Different meetings and training programmes to be conducted by the institution are also planned in advance. On the other hand IEA plan their tasks in a haphazard manner with the result every activity seems as a misfit in the total time frame. Also, they don't feel it necessary to consult their staff members while planning the institutional tasks.

2. **Organisation:** A look on the above table, row (ii) exhibits that there is a significant mean difference between the Effective and Ineffective Educational Administrators on Organisation area of ABS. The obtained 't' value came out to be 4.09 which is significant at 0.01 level of significance. The mean difference favours EEA in comparison to IEA which highlights that EEA ensure proper organisation of institutional tasks. They supervise the work of their group members as per the time and schedule. On the other hand IEA fail to organise various activities because of the lack of material and accommodation. They fail to fix up the responsibility of each group member and don't consider it necessary to supervise their work. This finding is supported by the study of Attri Kanchan-(2001) who has found that administrative personality of principals had an impact on teachers that stimulated teachers to work sincerely for the benefit of the school. Similarly, Borowiec-Koczera-(2001) found significant positive impact of administrators' participation in professional development activities on school climate.

3. **Communication:** It is also evident from the row (iii) of the table that there is a significant mean difference between the Effective and Ineffective Educational Administrators on

Communication area of ABS. The obtained 't' value came out to be 4.84 which is significant at 0.01 level of significance. The mean difference favours EEA in comparison to IEA which highlights that EEA believe in direct and clear-cut sort of communication and always maintain a healthy communication link with their group members. The finding is in line with that of Mensik-(2006) who found that effective principals were visionary; they set a positive climate by communicating well with others. On the other hand IEA maintain a visible communication gap with their group members who don't have a say in the institutional matters. They discourage their colleagues to communicate with them and so fail to receive any communication on relevant matter. The finding is in agreement with that of Patil, Basanagouda-(1994) who indicated that most of the secondary school heads were neglecting their responsibilities and their lines of communication were almost closed. It was further found that their behaviour was not conducive to high teacher morale and organizational climate of the school.

4. **Decision Making:** Row (iv) of the same table shows that there is a significant mean difference between the Effective and Ineffective Educational Administrators on Decision Making area of ABS. The obtained 't' value came out to be 7.73 which is significant at 0.01 level of significance. The mean difference favours EEA in comparison to IEA which highlights that EEA analyse the situation thoroughly before taking any decision. They show flexibility in their decision making process and make appropriate decisions on right time together with the group members. On the other hand IEA never analyse the situation before taking any decision. They

are slower in their decision making process and consider it least important to take the opinion of their group members in this process. The finding is in line with Cobb-(1996) who found that principal's perception of teacher's involvement in decision making at local school level was higher than teacher's perception of their involvement.

5. **Total Score:** A perusal of the above table, last row shows the significance of difference between the mean scores of Effective and Ineffective Educational Administrators on overall dimensions of Administrative Behaviour Scale. The results reveal that there is a significant mean difference between Effective and Ineffective Educational Administrators on the said dimensions of Administrative Behaviour Scale. The obtained 't' value came out to be 4.87 which is significant at 0.01 level of significance. This implies that effective and ineffective educational administrators differ significantly with respect to their administrative behaviour.

In view of the above empirical evidence, the hypothesis number two which reads as, "Effective and Ineffective Educational Administrators differ significantly on Administrative Behaviour" stands accepted.

D. Correlational Analysis between Occupational

Efficacy and Administrative Behaviour within the groups of Effective and Ineffective Educational Administrators.

Table 1.5 indicates that there is significant positive correlation between Occupational Efficacy and the Administrative Behaviour of Effective Educational Administrators having coefficient of correlation as 0.641 which is significant at 0.01 level of significance. This suggested that more the Occupational Efficacy; higher shall be the rating of Administrative Behaviour of EEA. This again indicates that EEA plan different institutional activities with great confidence and work independently and effectively even under the pressure of deadline. They display their ability to handle unforeseen situations at their work place and if there occur any kind of failure in any of the tasks, they re-evaluate their strategies. They show flexibility in their decision making process and makes appropriate decisions with their group members. For the growth of their staff, different training programmes are attended and organised by them from time to time. The same row of the table again revealed that there is low correlation between Occupational Efficacy and the Administrative Behaviour of Ineffective Educational Administrators. The coefficient of correlation came out to be 0.018 which has

Table 1.5 Showing the correlation between Occupational Efficacy and Administrative Behaviour within the groups of Effective and Ineffective Educational Administrators (N=67each)

Variable	Groups	Value of 'r'	Level of Significance
Administrative Behaviour	EEA	0.641	0.01 Level
	IEA	0.018	Not Significant

EEA: Effective Educational Administrators

IEA: Ineffective Educational Administrators

failed to arrive at any level of significance. This implies that Occupational Efficacy negligibly influences the Administrative Behaviour of Ineffective Educational Administrators. It again depicted that Ineffective Educational Administrators plan their institutional activities in such a manner that every activity seems as a misfit in the total time frame. They maintain a visible communication gap with their group members who don't have a say in institutional matters. Also they are slower in their decision making process which are hardly directed towards the fulfilment of goals.

CONCLUSION AND IMPLICATIONS:

On the basis of the findings of the present study, effective educational administrators have emerged as those who possess greater ability for doing their work independently and show immense capability to work effectively even under the pressure of deadline. They ensure proper planning and organization of their

institutional matters and quickly adjust to different challenges that came in their task. They abide by the rules of their institution and make their ideas known to the group. On the other hand ineffective educational administrators lack confidence to work independently and so can't make an impact on others. They maintain a visible communication gap with their group members and take all decisions themselves which are hardly directed towards the fulfilment of institutional goals.

This study has meaningful implications for school educational administrators, Ministries of Education etc, in the sense that, it will provide useful hints on the evaluation, promotion and appointment of educational administrators. This study also helps in understanding the dynamics of superior subordinate relationship in their educational context that has been increasingly recognized as a means to enhance efficiency of educational administrators.

References:

- Attri, Kanchan (2001). Administrative Background of the School Principals on School Climate, *Journal of Education*, Vol.40, No. 1, PP.49-52.
- Baron, A. Robert (1983). *Behaviour In Organizations: Understanding and Managing the Human Side of Work*, London: Allyn and Bacon Inc.
- Bernard, M. Bass (1960). *Leadership Psychology and Organizational Behaviour*, New York: Harper and Row
- Best, John, W. & Kaha, James V. (2003). *Research in Education*, New Delhi: Prentice Hall of India Private Ltd.
- Bhat, K. S. & Shankar, R. Ravi (1985). *Administration of Education*, New Delhi: Seema Publications.
- Bhattacharya, S. (1983). *Management Effectiveness*, New Delhi: Oxford & I.B.H. Publications.
- Borowiec-Kocera, Ann (2001). *Professional Development for School Administrators: Effects on school climate*, Dissertation Abstract International, Vol. 68, No. 6, PP.2253-A.
- Chakraborty, S. K. (1987). *Managerial Effectiveness and Quality of Work Life*, New Delhi: McGraw Hill Publishing Company.
- Cobb, R. Claxton (1996). *Shared Decision Making in the Schools of the South Carolina Department of Corrections*, Unpublished Ph.D. Thesis, University of South Carolina.
- Cohen, L & Manion, L. (1985). *Research Methods in Education*, London: Croom Helm Publishers.
- Donald, H. McBurney (2003). *Research Methods*, 5th Edition, USA: Wads Worth/ Thomson, Learning Belmont.
- Garrett, H. E. (2007). *Statistics in Psychology and Education*, 12th Edition, Paragon International Publishers.
- Goel, S. L. & Goel Aruna (1994). *Educational Policy and Administration*, Deep and Deep Publications.
- Good, C. V. (1963). *Introduction to Educational Research*, New York: Appleton Century- Crofts.
- Gorton, R.A. (1983). *School Administration & Supervision: Leadership Challenges and Opportunities*, Dubuque, IA: W.M. C. Brown Company Publishers.
- Guilford, J. P. (1956). *Fundamental Statistics in Psychology and Education*, 3rd Edition, New York: McGraw Hill Book Co.
- Hansom, E. M. (1999). *Educational Administration and Organizational Behaviour*, Boston: Allyn and Bacon Publications.
- Kerlinger, Fred, N. (2007). *Foundations of Behavioural Research*, New York: Holt Rinehart and Winston Inc.
- Khan, M. S. (1980). *Educational Administrators*, New Delhi:

- Ashish Publishing House. Khanna, S.D., Saxena, V.K., Lamba, T.P & Murthy, V. (2000). Educational Administration Planning, Supervision and Financing, Delhi: Docha Publications.
- Kimbrough, B. Ralph & Michael Y. Nunnery (1988). Educational Administration- An Introduction, New York: Macmillan Publishing Company.
- Koul, Lokesb (1996). Methodology of Educational Research, 2nd Edition, New Delhi: Vikas Publishing House Private Limited.
- Kumar, A. S. (2008). A Study of Administrative Effectiveness and Academic Performance of the Students of Senior Secondary Schools in Ranchi. Unpublished M. A. Dissertation, JMI, New Delhi.
- Margal, S. K. (2002). Statistics in Psychology and Education, 2nd Edition, New Delhi: PHI Learning Private Limited.
- Mensik, John (2006). The Framework of an Effective Principal: A Community's Perspective, Dissertation Abstract International, Vol.68, No.12, PP.4935-A.
- Mishra, B. K. & Mahanty, R. K. (2003). Trends and Issues in Indian Education, 3rd Edition, Surya Publications.
- Mweemba, Akalpelwa Namwakili (2007). Perceived Effectiveness and Pre and Post Service Training Among High School Principals in Manitoba, Eurasian Journal of Educational Research, Vol.19, No.3, PP. 121.
- Pandya, S. R. (2001). Administration and Management of Education, 1st Edition, Mumbai: Himalaya Publishing House.
- Patil, Chanappagoda, B. (1994). A Study of Administrative Behaviour of Headmasters of Secondary Schools in Karnataka, Unpublished Ph.D. Thesis (Education), Karnataka University.
- Petbe, S. Chaudhari S. & Dhar, U. (2005). Manual for Occupational Self Efficacy Scale (OSES), Agra: National Psychological Corporation. Prasad, L. M. (1996). Organizational Behaviour, New Delhi: Sultan Chand & Sons.
- Razool, G., & Minakshi Chopra (1990). Introduction to Educational Administration and Supervision, Jaalandhar: Narendara Publishing House. PP.36.
- Ravi (2003). A Study of the Factors Contribution to the Efficiency of the Heads of the Institution in Private Schools in Relation to their Efficiency as Administrators and as Teachers, Indian Educational Abstract, Vol.6, No.02.
- Robore, R.W. (1985). Educational Administration- A Management Approach, New Jersey: Prentice Hall, INC.
- Robbins, P. S. (2003). Organizational Behaviour, Singapore: Pearson Education.
- Robore, R. W. (1985). Educational Administration: A Management Approach, New Jersey: Prentice Hall.
- Runhaar, Piety et al. (2010). Stimulating Teacher's Reflection and Feedback Asking: An Interplay of Self Efficacy, Journal of Research and Studies, Vol.26, No.05, pp.1154-1161.
- Ryburn, M. W. (1955). The Organization of Schools, Oxford University Press.
- Schofield, Ken (2008). A Case Study of an Effective Elementary Principal, Dissertation Abstract International, Vol.69, No.03, PP.840-A.
- Taj, Haseen (1992). Social-Psychological and Situational Correlates of the Administrative Behaviour of Secondary School Heads, Ph.D. Education, Bangalore University, In M.B. Buch (Ed.), Fifth Survey of Educational Research, Vol. II PP.1825.
- Thakar, A. S., Mumazi, J. C. S. & Aminu, P. M. (1980). Educational Administration, New Delhi: National Publishing House.
- Thomas, K. Crowl (1993). Fundamentals of Educational Research, W.C. Brown Communication, Inc.
- Usmani, Shabeen (1988). A Study of Principal Effectiveness in Relation to Professional Attainment, Socio-Economic Background, Values of Life and Attitude Towards Teaching, Unpublished Ph.D. thesis (Education), Aligarh Muslim University.
- Vishist, S. R. (1994). Encyclopaedia of Educational Administration-Educational Administration in India, New Delhi: Anmol Publications Pvt. Ltd.

A STUDY OF HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS

Bandhana

ABSTRACT

Academic achievement is undoubtedly a research after the heart of educational psychologists. In their attempt to investigate what determines academic outcomes of learners, they have come with more questions than answers. In the opinion of researcher the home environment plays a very important role in determining cognitive, emotional and social development of children. Keeping in view the previous researches investigator studied the home environment and academic achievement of students. The researcher selected a sample of 250 students (125 boys and 125 girls) from six schools of Kathua district employing stratified random sampling technique. The Home Environment Inventory (HEI) developed and validated by Dr. Karuna Shankar Misra was used to collect the data. The findings of the revealed insignificant differences between home environment and academic achievement. The lower scores on home environment and independence may be due to the influence of culture. Previous studies have also proved that home atmosphere influences academic achievement of students in the educational setup.

Introduction

Environment stands for all those circumstances, which are as curtaining their influence on the child since conception to death. Consciously or unconsciously, the environment moulds the behaviour and personality of the child. There are two types of environment i.e. natural and social. Srivastava (2000) considers that social environment plays instrumental role on human values. Home environment is a part of social environment. Pestalozzi, "Home environment is the best place for education and the first school of the child". The home environment exerts direct (Giles, 1990; Song & Halite, 1984) and indirect effect on child's achievement (Keith, Reimers, Fuhrman, Potter Baum, & Aubrey.) Levine et al. (1972) who concluded that more supportive home environment of parochial school students may have been primarily responsible for their relatively for their relatively higher academic achievement. Estrada et al. (1987) critically reviewed the dimensions of home environment and report

that controlling and punitive home environment is essentially detrimental for cognitive development and thus academic achievement. In promoting achievement across elementary and secondary school levels, theories, research, and policies have identified the significant role of families, family-school relations, and parental involvement in education (Fan & Chen, 2001; Hill & Chao, 2009; Seginer, 2006).

Academic achievement is undoubtedly a research after the heart of educational psychologists. In their attempt to investigate what determines academic outcomes of learners, they have come with more questions than answers. In recent time, prior literature has shown that learning outcomes (academic achievement and academic performance) have been determined by such variables as; family school, society, and motivation factors (Aremu & Sokan, 2003; Aremu and Oluwole 2001; Aremu.2000). Most educators have come to realize the importance of parental

involvement as integral to successful student academic performance (Comer & Haynes, 1991). The home environment plays a very important role in determining cognitive, emotional and social development of children. Bloom (1986) hypothesized that the home environment has significant effect on level of students learning. The home environment exerts direct and indirect effect on child's achievement. Vamadevappa and Usha (2006) in their study found that there is a positive correlation between parental involvement and achievement.

On parental involvement and academic achievement, studies have shown to date that the two constructs seems to be positively related. Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children, and schools (Tella and Tella 2003; Campbell, 1995; Rich, 1987). Rasinki and Fredrick's (1988) concluded that parents play an invaluable role in laying the foundation for their children learning; Zang and Carrasquillo (1995) also similarly remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Cotton and Wikelund (2005) ably capped it by asserting that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents teacher associations, and help children develop plans for their future; children are more likely to respond and do well in school. Schickedanz (1995) also reported that children

of passive parents were found to perform poorly academically. Valez in Ryan (2005) reported that academic performance is positively related to having parents who enforce rules at home. The obviousness of the research findings reported in this study is that family involvement improves facets of children's education such as daily attendance (e.g. Cotton & Wikelund, 2001; Simon, 2000), student achievement (e.g. Cotton & Wikelund, 2001; Sheldom & Epstein, 2001a, Simon, 2000; Van Voorhis, 2001) behaviour (.Sheldom & Epstein, 2001b; Cotton & Wikelund, 2001; Simon, 2000) and motivation (e.g. Cotton & Wikelund, 2001; Brooks, Bruno & Burns, 1997) Ahmad and Nigam (2009) conducted his study entitled "A Study of Academic Achievement Motivation as Related to Home Environment of Higher Secondary Students home environment of aided and private higher secondary boys and girls and found that. secondary students and found that there is a significant relationship between academic achievement motivations and home environment of higher secondary students. Muola (2010) conducted a study entitled "A Study of the Relationship Between Academic Achievement Motivation and Home Environment Among Standard Eight Pupils". He concludes that a significant positive relationship was found between six of the home environment factors, that is father's occupation, mother's occupation, father's education, mother's education, family size, learning facilities at home..

Objectives of the Study

- i) To find differences in academic achievement among secondary school students belonging to high, average and low home environment groups. ii) To find sex differences in

academic achievement among secondary school students, iii) To find interaction between home environment and sex among secondary school students with academic achievement as dependent variable.

Hypotheses of the Study

i) There will be no difference in academic achievement among secondary school students belonging to high, low and average home environment group. ii) There will be no sex difference in academic achievement among secondary school students. iii) There will be no interaction between home environment and sex among secondary school students with academic achievement as dependent variable.

Methodology

The Sample

The researcher selected a sample of 250 students (125 boys and 125 girls) from six schools of Kathua district employing stratified random sampling technique.

Tools Used

The Home Environment Inventory (HEI) was used developed and validated by Dr. Karuna Shankar Misra. And for measuring the academic achievement, the aggregate marks of the annual examination of the IX class students were collected and converted into standardized scores for the purpose of statistical analysis.

Analysis and Interpretation

The obtained data was subjected to necessary statistical computation. The data was mainly

interpreted in terms of Mean, S.D., and Analysis of Variance to find significant relation.

Categorization of Data:

The collected data needed to be categorized in the light of objectives of the study. Therefore, the researcher categorized the data collected from higher secondary students of Kathua district into three categories of home environment i.e. High home environment, Average home environment and Low home environment.

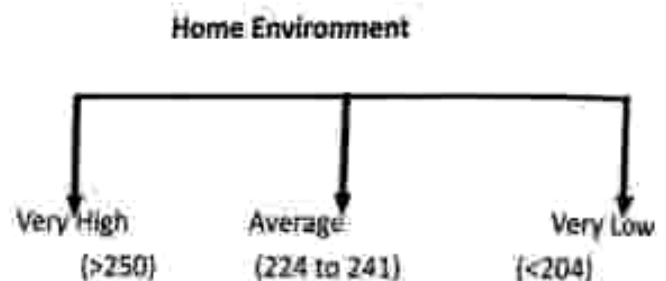


Table 1: The Details of Very High, Average and Very Low Achievers both Boys and Girls.

	Very High Home Environment	Average Home Environment	Very Low Home Environment
Boys	10	38	17
Girls	22	27	18
Total	32	65	35

Results

In order to accomplish the objectives of the study Two- Way ANOVA (3x2 Factorial Experiment) has been employed.

Table-1 Summary of Two- Way ANOVA (3x2 Factorial Experiment) for Academic Achievement Scores

Sources of variation	Sum of squares	Degree of Freedom	Mean square	F	Significance
Home Environment (A)	1621.45	2	810.73	0.53	NS
Sex (B)	534	1	534	0.35	NS
Home Environment X Sex (AXB)	1627.05	2	813.53	0.53	NS
With in	82709.7	54	1531.66		

Findings of the Study

Perusal of Table 1 reveals that calculated value of F for the main effect of Home Environment is 0.53 and it is far less than table value of F at 0.05 level of significance for degrees of freedom (df) 2 and 54 (3.17). Therefore, the calculated value of F is insignificant. Hence, the hypothesis that there will be no significant difference in Academic achievement among secondary school students belonging to High, Average and Low home Environment group is accepted.

Further Perusal of Table of 1 reveals that the calculated value of F for the academic achievement scores for the main variable of sex is 0.35 and it is far less than the table value of F at 0.05 level of significance for degrees of freedom 1 and 54 (4.02). Therefore, the calculated value of F is insignificant. Hence, The hypothesis that there will be no sex significant differences in Academic achievement among secondary school students is accepted.

The Table of summary for two way ANOVA further shows that the value of F for the interaction between Home Environment and sex is 0.53 which is also very less than the table value of F at 0.05 level of significance for degrees of freedom (df) 2 and 54 (3.17). Therefore, the calculated value of F is insignificant. Hence, the hypothesis that there will be no significant

interaction between home Environment and sex among secondary school students with academic achievement as dependent variable is accepted.

Discussion

The findings reveal insignificant differences between home environment and academic achievement. The lower scores on home environment and independence may be due to the influence of culture. Results prove that home atmosphere influences academic achievement. Home atmosphere should be conducive to academic performance. Parents who create home atmosphere, which fosters learning have children who are academically inclined (White, 1982). The research in the field of Home environment has made the researcher to believe that the students differ in academic achievement because of home environment. This generalize fact over different periods is corroborated empirically. In other words, it may be said that high academic achievers have possess good and conducive environment. On the basis of these observations, following suggestions may be laid down for the educationists, researchers, teachers and parents. Both the home and the school need to cooperate in making learners to be well adjusted emotionally as this could make better academic achievement. It is therefore

recommended that parents, teachers and school counselors should work on the well being of the students in the school. Parents should make an effort to develop conducive home environment so that children feel elevated and can make high achievement in life. The of this study are not in line with previous research

findings where it has been found that parents practices are significantly associated w academic achievement (Braford et al,1993; Paulson1994;Chao 1995;Taris et al,1993; Deslendis et al,1997; Leung et al. 1998; Hickm et al. 2001; and Kauppi et al. 2005)

References

- Ahmed, M.I. (2006) "Relationship between Parental Value Orientations and their Children's Creativity", INDIAN EDUCATIONAL REVIEW, Vol.XLII, No.1, pp.108-129.
- Aremu, A.O. (2000).Impact of home, school, and government on primary school pupils academic performance. *The Exceptional Child*, 5, (1), 106-110.
- Aremu, A. O., & Soku, B.O. (2003).A Multi-causal evaluation of academic performance of Nigerian Learner, Issues and implications for National development. In Ayodele-Bamisaiye, O, I.A, Nwazuoke, & A.Oladiran (Eds), *Education this millennium* (pp 365-375).Ibadan: Macmillan Nig. Ltd.
- Aremu, A.O. & Oluwole, D.A. (2001).Gender and birth order as predictors of normal pupil's anxiety pattern in examination. *Ibadan Journal of Educational Studies*, 1, (1), 1-7.
- Braford, B.B., Nina, M., Susie, D.L., & Laurence, S (1993). Parenting Practices and Practices and Peer Group Affiliation in Adolescence, *Child Development*, 64(2), 467-482.
- Campbell, J. (1995). *Raising your child to be gifted*. Cambridge, Ma: Brookline Books
- Comer, J.P., & Haynes, N.M. (1991). Parent involvement in schools: An ecological approach. *Elementary School Journal*, 91 (3), 271-277.
- Cotton, K., & Wiklund, K.R. (2001). Parent involvement in education. Available at: Northwest Regional Educational Laboratory Web site <http://www.nwrel.org/scpd/sirs/3/cu6.html> Accessed on 13/09/2006
- Estrada, Arsenio, W.E.Hess, R.D. and Holloway: *Affective Quality Of Mother- Child Relationship, Longitudinal Consequences For Children: School Relevant Cognitive Function in Develop. Psycho.* 23: pp. 210-215 (1987).
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review* 13(1),122.
- Levine Danial, U., Lachowicks, H., Oxman, X. and Tangeman, A: *The Home Environment of Students in a High Achieving Inner City Parochical School and a nearby Public School Soc.Edu.Vol XLV No. pp. 4-10 (1972)*.
- Muola, J.M (2010) "A Study of the Relationship Between Academic Achievement Motivation and Home Environment Among Standard Eight Pupils" *EDUCATIONAL RESEARCH AND REVIEWS Vol.V, No.5, pp.213-217*.
- Rasinku, T.V., & Fredricks, A. (1988).Sharing Literacy: Guiding principles and practices for parents involvement. *Reading Teachers*, 41, 508-513.
- Rich, D. (1987). *Schools and Families: Issues and Action*. Washington: National Education Association Report.
- Seginer, R. (2006). Parents' educational involvement: A developmental ecological perspective. *Parenting: Science and Practice*, 6, 148.
- Srivastva, S. (2000) Human values and environment effect ANVESHKA 12, 25-27.
- Vamadevappa, H.V. (2006) "Impact of Parental Involvement on Academic Achievement". *JOURNAL OF EDUCATIONAL RESEARCH AND EXTENSION*, Vol.LXIII, No.1 pp.10-20.
- White, K.R. (1982). The relationship between socioeconomic status and academic Achievement. *Psychological Bulletin*. 91, 461-481.

ACADEMIC ACHIEVEMENT OF CHILDREN OF WORKING AND NON-WORKING MOTHERS

Mahmood Ahmad Khan*
Asma Hassan**

ABSTRACT

The study was under taken to study the academic achievement of children of working and non-working mothers. The sample of the study comprised of 100 children (50 children of working mothers and 50 children of non-working mothers) selected randomly from all Govt. High and Higher Secondary Schools of zone Shopian. Mean of previous two examination results 7th and 8th would serve as the index of academic achievement and 't' test was used for the analysis of data. Bar diagrams and Line graphs were drawn to make the results transparent. The results of the study highlight that children of non-working mothers have shown academic excellence than the children of working mothers. The mean score of the children of working mothers is lower than the mean score of the children of non-working mothers in the subjects English, Mathematics, Social Science and Urdu.

Introduction

Although women's employment is associated with numerous outcomes of interest, the effect of mothers entering into job market on the well-being of children evoked significant interest. Because of working women's continuing role of child rearing and home management, her entering into life has indeed affected home-front. When mothers enter the employment market, their children face crisis just from their early age. These children are reared usually by servants who are a bit older than these children. These servants usually cannot take proper care of these children as their mothers can. Another danger is that children's basic education is lowered in quality as the educated mother is replaced by uneducated servants.

Employment of women has created number of problems to their children and paved way for controversies regarding maternal employment and child development. There is a general feeling that the maternal employment results in low academic achievement of their children. A galore of studies have been conducted by:

Hoffman (1963) found that the children of working mother has been rated lower in their intellectual performance by teachers and their scores on the school intelligence tests were also lower. Bhatti & Bhatti (1971) found that in nuclear families, children's basic education is lowered in quality as the educated mother is replaced by uneducated servants. Gold & Andres (1978) reveals that boys of middle class working mothers score lower in intelligence and academic achievement than boys whose mothers do not work. Kala (1986) found that the boys from the non-working group were better adjusted to teachers than those of the working group whereas the girls from both the groups did not differ. Mody and Murthy (1988) found that children of employed mothers reported low intelligence scores at the early age of 12 years. Blau & Grossburg (1992) have revealed that maternal employment has a negative impact on child's cognitive development. Belsky (1992) has found that securely attached children are more competent, more independent in school and are academically better than insecurely attached

*Professor, Dean & Head, Faculty of Education, University of Kashmir

**Research Scholar

children. Meins (1998) found that securely attached toddlers have larger, more varied vocabularies than those who are insecurely attached. Associated Press (1999) The more hours a mother works the lower the child's language development and academic achievement. Brooks-Gunn, Han & Waldfogel (2002) in their longitudinal study found that the three year old children of mothers who went to work before the children were nine months old had poorer cognitive outcomes and academic performance than three year old children who had stayed at home with their mothers in the first nine months of the child's life. Aizer (2004) found that children who care for themselves after school (referred to as latch key children) are at greater risk of truancy from school, stress, receiving poor grades, risk taking behaviour and substance abuse. American Academy of Pediatrics (2004) According to the periodic survey of fellows the majority of pediatricians surveyed found that mother's should not work outside the home from their child's infancy to early pre-school age. Ora, Einaya & Ehlis (2006) have found that the children of working mothers were having more difficulties and being less adjusted to kindergarten. The adjustment of their children to day care was also poorer. Verropoulou and Joshi (2006), have found that reading is, significantly, slightly poorer where less educated mothers work in the child's first year of life. It has also been found that mothers employment has a negative effect on vocabulary, math's and reading. Hangal, Vijayalaxmi & Bowlby (2007) have found that the adolescent children of home makers are more anxious than their counterparts, they have higher intellectual and school status and are happier and satisfied.

In early childhood years or in the pre-school age, a large amount of energy and a great deal of attention, especially that of mother, is needed to keep up with the rapid rate of child development. The child at this age begins to explore his environment and is curious about things and starts taking an interest in his peers and his extra-familial social groups. The pre-school age is based for socialisation. Thus, mothers and other care takers have a definite role in moulding the personality and in creating conditions conducive to the balanced development of the child particularly at the stage when he is going through rapid change in his physical, mental and social development. Although women's employment is associated with numerous outcomes of interest, the effect of mothers entering into job market on the well-being of children evoked significant interest. Children of working mothers have been found to be less well adjusted than children of non-working mothers. These children tend to be nervous and irregular in their work habits which affect their school adjustment.

With this background it is felt that the academic achievement of the children of working mothers can not be at par with the children of non-working mothers if the intervening variable of education of mothers is controlled. Therefore, the present investigator makes a humble attempt to study the academic achievement of children of working and non-working mothers.

Objectives of the Study

1. To identify children of working and non-working mothers.
2. To find out academic achievement of the children of working and non-working

mothers.

Null Hypotheses

1. There is no significant difference between children of working and non-working mothers on academic achievement. (Composite score)
2. There is no significant difference between children of working and non-working mothers on academic achievement. (Subject wise)

Definition of Variables

The different variables used in the present study are defined as under:

1. Working women:- Working women in the present study shall refer to educated women with educational qualification as graduation and above and is engaged in any government, semi-government or private salaried job.
2. Non-working women: - Non-working women in the present study shall refer to educated women with educational qualification as graduation and above but not engaged in any government, semi- government or private job.

3. Academic achievement: - Mean of the previous two examination results 7th and 8th would serve as the index of academic achievement.

Methodology and Procedure

Sample:

The Shopian District comprises of four educational zones. Out of them

only one educational zone was selected randomly by the investigator. All the children of working mothers (N=50) of the age group 14-15 years reading in 9th class of Government High and Higher Secondary Schools were contacted. Equal proportion of children of non-working mothers was taken by the investigator for the sample (N=50).

Tools:

Mean of the previous two examination results 7th and 8th would serve as the index of academic achievement.

Data Analysis:

In order to analyse the data, 't' test was used. Bar diagrams and Line graphs were drawn to make the results transparent.

Table 3.0

Significance of mean difference between children of working and non-working mothers on academic achievement (Composite score).

Group	N	Mean	SD	t-value
Children of working mothers	50	389.56	6.20	2.96**
Children of non-working mothers	50	393.24	6.25	

Note:- ** → Significant at 0.01 level.

Table 3.1

Significance of mean difference between children of working mothers (CWM) N=50 and children of non-working mothers (CNWM) N=50 on academic achievement subject-wise.

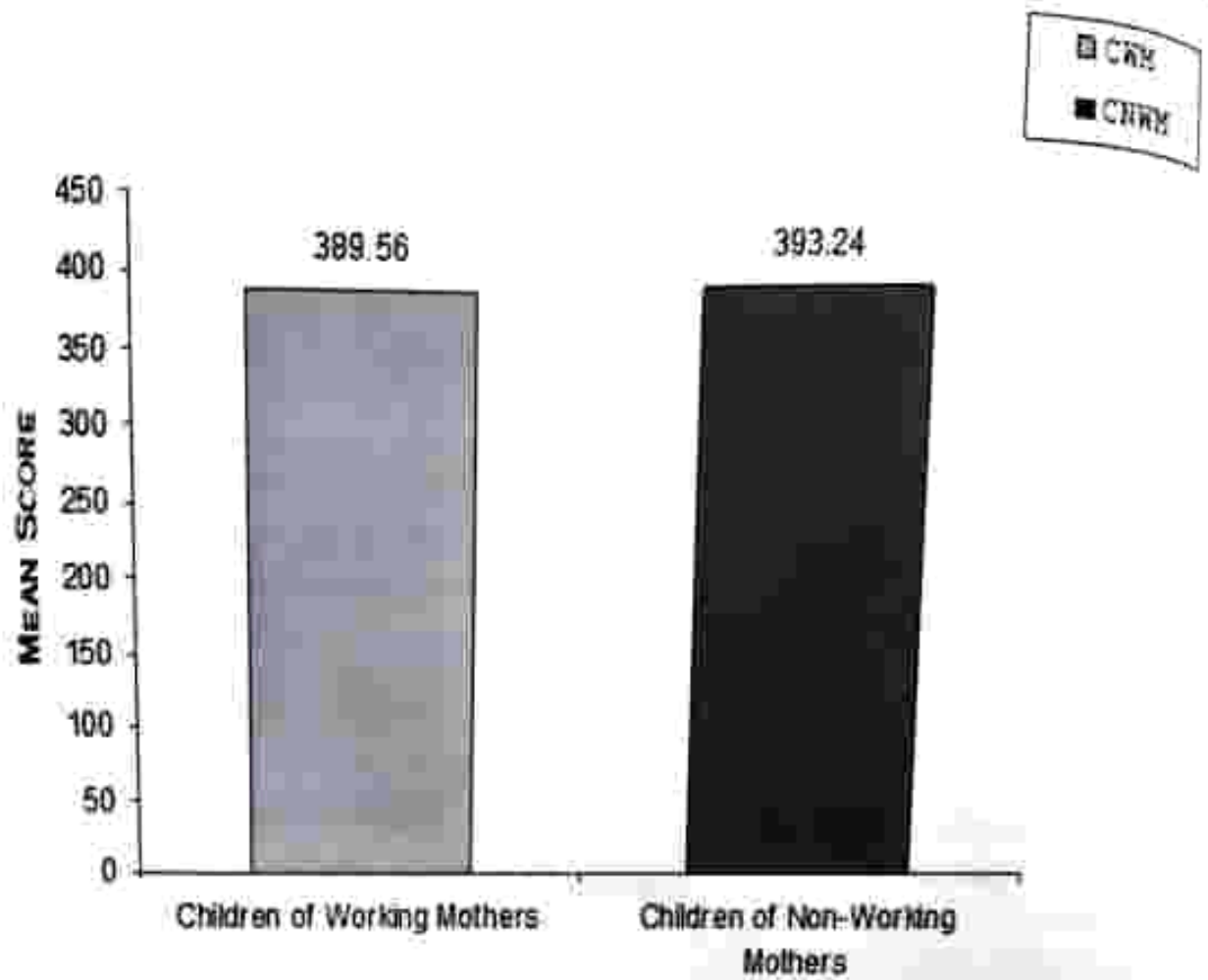
Subject	Group	Mean	SD	t-value	Significance
English	CWM	76.40	2.10	2.4*	S
	CNWM	77.44	2.30		
Mathematics	CWM	77.45	1.24	2.29*	S
	CNWM	78	1.24		
Science	CWM	80	1.25	1.06	NS
	CNWM	80.40	1.26		
Social Science	CWM	81.11	1.26	2.87**	S
	CNWM	81.80	1.27		
Urdu	CWM	75	1.22	2.22*	S
	CNWM	76	1.23		

Note:- ** → Significant at 0.01 level.

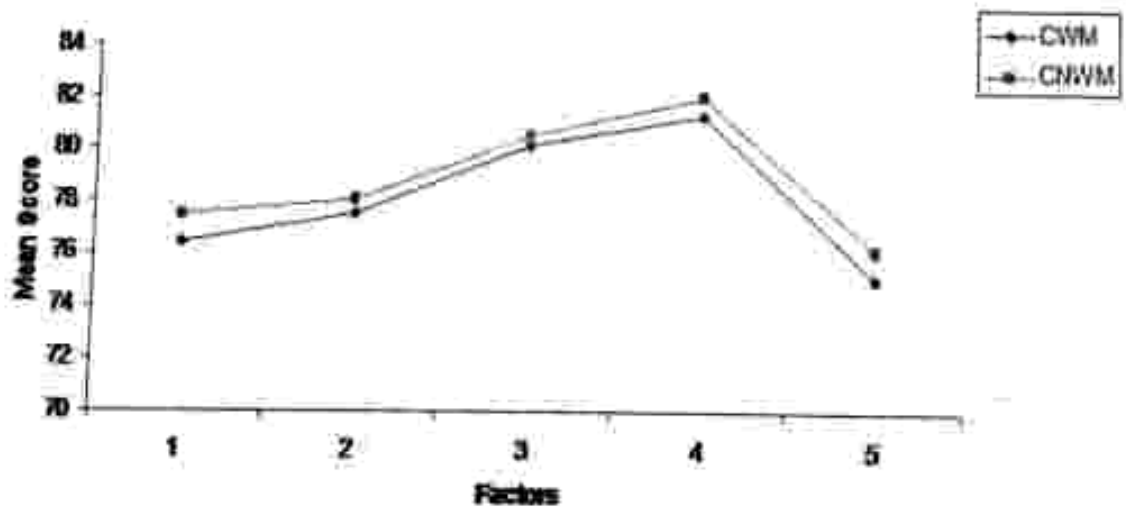
* → Significant at 0.05 level.

S - Significant.

NS - Not significant.



(Comparison between children of working mothers (N = 50) and children of non-working mothers (N = 50) on academic achievement (Composite score).



The Table also makes it clear that the mean score of children of working mothers (80) is lower than the mean score of the children of non-working mothers (80.40) on academic achievement (Science). The obtained 't' value is not significant. The mean difference fails to arrive at any significant level. Therefore, no decisive decision can be taken about this factor.

The perusal of the Table 3.1 makes it clear that the mean score of children of working mothers (81.11) is lower than the mean score of the children of non-working mothers (81.80) on academic achievement (Social Science). The obtained 't' value is significant at 0.01 level.

The details of the Table 3.1 makes it clear that the mean score of children of working mothers (75) is lower than the mean score of the children of non-working mothers (76) on academic achievement (Urdu). The obtained 't' value is significant at 0.05 level.

Children of non-working mothers get better scores in the subjects English, Mathematics, Social Science and Urdu. The reason for their academic excellence is that these children obtain every sort of help from their parents. As their mothers are equally qualified, whenever and wherever they are in trouble the mother as easily available teacher is always before them. With the result their children suffer for want of timely suggestions and care which proves very fatal in their future life. On the other hand children of working mothers suffer for want of timely suggestions and care which proves very fatal in their future life. The results of table 3.1 have been further substantiated by figure 3 where lines run apart from each other showing significant difference. Therefore the null

hypothesis:

1. "There is no significant difference between children of working and non-working mothers on academic achievement (composite score)" is rejected.
2. "There is no significant difference between children of working and non-working mothers on academic achievement (subject wise)" is partially rejected.

Conclusion and Suggestions

Conclusion:

1. It has been found that children of working and non-working mothers are significantly different on composite score of their academic achievement. The children of non-working mothers have shown academic excellence than the children of working mothers.
2. The study has revealed that the mean score of the children of working mothers is lower than the mean score of the children of non-working mothers in the subjects English, Mathematics, Social Science and Urdu.

Suggestions:

1. There should be proper arrangement of crèches for the children of working mothers. Crèches are necessary for the children of working mothers so that their proper development will take place.
2. The children of working mothers don't get proper care from their mothers even when they return home after completing days work. They are usually exhausted and hardly get time to care for their children. It is therefore necessary that working mothers should take care of their children for at least some period

time, otherwise their children would face crisis. Study should be conducted to see the effect of counselling on the academic achievement of children of working mothers.

References

- Aizer A. 2004. Home alone: Supervision after school and child behaviour. *Journal of public economics* 88, 1835 -1848.
- American Academy of Pediatrics. 2004 .Periodic survey of Fellows: caring for your baby and young child: birth to age 5. Bantam.
- Associated Press. 1999. Mothers work outside home does not hurt child. *Washington Times*. March 1, 1999.
- Blau, F; Grossberg, A. 1992. Maternal labour supply and children's cognitive development. *Review of economics and statistics* 74 (3), 474 - 481.
- Belsky, J. 1992. Non maternal care in the first year of life and the security of infant-parent attachment. *Child development*, 59, 157 -167.
- Benil U.K. 1981. *Child Psychology* NCERT New Delhi.
- Bhatty, Z. & Bhatty I. 1971. *Demographic portraits of professional women employed in India*, Bombay: Tata Mc Graw Hill.
- Brooks-Gunn, J; Han W. J & Waldfogel, J. 2002. Maternal employment & child cognitive outcomes in the first three years of life. *Child development*, 73 pp 1052 -1072.
- Sharma, B. M, 1994. *Child Education*. Common wealth publishers New Delhi.
- Mody, S.N; and Murthy, V.N. 1988. The study of mental health of children of working mothers. *Journal of personality and clinical studies*, 4, 161 -164.
- Sircar, B. 1994. *Working mothers and adolescent well being*. Common Wealth Publishers.
- Smart R. C & Smart M. S. 1975. *Readings in Child Development and relationships*. Light and Life Publishers New Delhi. P 27 -30
- Verropoulou G & Joshi H. 2006. *Mothers employment and child development*. Common wealth publishers New Delhi.
- Garg B. R. 2005. *Understanding the Young Children*. The Associated Publishers New Delhi.
- Gold, D; & Andres, D. 1978. Developmental comparisons between ten year old children with employed and non-employed mothers. *Child development*, 49 pp 243 -254.
- Hangal S.A.A Vijayalaxmi. 2007. *Self concept, emotional maturity and achievement motivation of the adolescent children of employed mothers and home makers*. *Journal of the Indian academy of Applied Psychology* 33, 103-110 Karnatak University, Dharwad.
- Hoffman L. W. 1963. The effects of maternal employment on the academic attitudes and performance of school aged children. *School psychology review*, 9, 319 -336.
- Hurlock E. B. 2007. *Child development*. Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Meins, E. 1998. The effects of security of attachment and maternal attribution of meaning on children's linguistic acquisitional style, infant behaviour and development, 21, 237-252.

JOB SATISFACTION OF REHBAR-E-TALEEM TEACHERS IN KASHMIR DIVISION

Nighat Basu*
Soheela Rani**

ABSTRACT

The present study was undertaken to study the job satisfaction of Rehbar-e-Taleem Teachers of Kashmir Division. The sample consisted of 600 Rehbar-e-Taleem Teachers working in all the ten districts of Kashmir Division. Dixit's Job satisfaction scale was administered for collection of the data. The collected data was analyzed by using percentage statistical technique. The results have revealed that there was no significant difference found between Rural and Urban Rehbar-e-Taleem Teachers on various dimensions of job satisfaction scale.

Key words: Job Satisfaction, Rehbar-e-Taleem Teachers.

Job satisfaction is a very complex and comprehensive phenomena; it refers to the satisfaction of a worker in his work. It can hardly be seen in isolation from life situation. Job satisfaction is widely accepted psychological aspect of functioning in any profession. The credit of bringing this term into currency goes to Hoppock (1935). He reviewed a little over 30 contemporary studies and concluded that there was much opinion about job satisfaction, yet there was not much factual work done in the field. It express the extent of match between workers expectations and the rewards the job provides and values it creates and gets cherished. Satisfaction is an important focus for study because it is the source of motivation to sustain effort, in performing over and required for teaching. The work satisfaction of Job satisfaction involves liking for the work and acceptance for the pressures and aspirations connected with that work (Anganeyulu 1970) Job satisfaction is most adequately conceptualized as a personalistic evaluation of conditions existing in the job (work, supervision) or outcomes that arise as a result of having a job (pay, security).

Job satisfaction may be defined as how much an individual is adjusted in his work because adjustment is more overt and more easily manipulated while job satisfaction is covert and being less invisible aspect of teacher's make-up every profession has got certain aspects conducive for job satisfaction. At the same time it has other aspects that lead to dissatisfaction. Teaching profession is no exception. It is possible to isolate the factors of dissatisfaction; attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession. Dissatisfaction of an individual, whatever may be the occupation in which he is engaged, results in professional stagnation. A dissatisfied teacher is lost not only to himself but also to the entire society. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction is just suicidal if it occurs in the teaching profession (The Indian Education Commission 1964 66).

Job Satisfaction is broadly defined as an individual's general attitude towards his or her job. A substantial amount of research has been

* Professor Department of Education, University of Kashmir

**Research Scholar, Deptt. Of Education, University of Kashmir

conducted on this topic. Hawthorne and Harwood's studies highlighted the importance of working conditions on one hand and social environment on the other, which effect human performance. The former led to the studies emphasizing the importance of motivational factors within the individual workers and the latter to the study of organizational and environmental climate of work situation. Job satisfaction is a positive emotional state that occurs when a person's job seems to fulfill important job values provided these values are compatible with one's needs. It is an individual's emotional reaction to the job itself. It is a person's attitude towards the job. People spend a sizeable amount of their time in work environment. Since job is not entity or physical thing but a complex of inter-relationships of likes, roles, responsibilities, interactions, incentives and rewards, job satisfaction has to be intimately related to all of them.

According to Gulon (1958), "Job Satisfaction is the extent to which the individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his tattletale job situation." Job satisfaction is a crucial factor in improving the quality of instruction, educational and research output and student teacher relationship. In fact the success of an educational institution can be a considerable extent which can be assessed by the level of goals of human adjustment and as one of the factor to be reckoned within an acceptable concept of efficiency. A glow of satisfaction may prevail the day's work and make events seem to run smoothly and a cloud of dissatisfaction may descend and envelop the individual in a fog of discontent. The educational institutions are considered as social system and

teachers are significant actors in that the standard of education depends on quality and competence of teacher. Whatever means are adopted for improving education nothing can be achieved if the concerned teachers do not possess the necessary intellectual and professional abilities.

A few research studies have been conducted on the working of Sarva Shiksha Abiyan (SSA). Koul F.A. (2011) found that the total enrollment in SSA schools in district Anantnag is 23590 with 12307 (52%) boys and 11283 (48%) girls. Manimekalai. (2011) found that KGBV scheme is a blessing opportunity for the never enrolled and dropout girls to continue their education. Sharma, S (2009) found that the main reason for not attending school as mentioned by children aged 6-17 years in 2006 were that they were not interested in studies. According to Revavthy. G. (2008), the teacher-student ratio should be increased. More teachers should be appointed and they should be given timely and appropriate training. According to Directorate of Economics & Statistics J&K Government (2008) 61% schools have own buildings while as the remaining 39% are housed in rented accommodations. Sakkthivel (2008) found that most of the BRTes are positives about the recent changes that are happening in the organization. Mehta. A.C. (2008) found that 11,96,663 schools were covered from 609 districts across 28 states and union territories in 2006-07. Institute of Public Auditors of India New Delhi (2008) stated that school authorities had not purchased furniture according to instruction issued by UEE mission. Mehta's study (2008) revealed that the number of schools imparting elementary education under DISE range from 853601 schools in 2002-03 to 11,24,033 in 2005.

06 and 11,96,663 in 2006-07. Nayar, U. et al (2007) found that Muslim girls and women lag behind their male counterparts. According to State Resource Centre, University of Kashmir (2007), the training given to the teachers was not satisfactory and the level of training is far from average in all the areas visited.

Teachers play vital role as mothers play for their kids. Like mothers, teachers shower their care, love respect, lead and instruct for the betterment of their students. Teachers create a safer and pleasant environment and their attitude is as positive as mothers have for the children. It is therefore necessary that a teacher must be satisfied with his job so that he can render his service to the nation with full dedication and devotion.

As is evident from the above studies of related literature that the "Rehbar-e-Taleem Scheme" being a new scheme introduced by the government of Jammu and Kashmir, there has been no research work done on the different aspects of the scheme. It was necessary to study the satisfaction of the "Rehbar-e-Taleem Teachers" viz a viz the scheme.

Statement of the problem:-

The problem for the present investigation has been taken as under

"Job Satisfaction of Rehbar-e-Taleem Teachers in Kashmir Division"

Objectives of the Study:-

1. To study the job satisfaction of Rehbar-e-Taleem Teachers in Kashmir Division.
2. To study the job satisfaction of Male and Female Rehbar-e-Taleem Teachers working in Kashmir Division.

3. To study the job satisfaction of Rural Male and Female Rehbar-e-Taleem Teachers working in Kashmir Division.

4. To study the job satisfaction of Urban Male and Female Rehbar-e-Taleem Teachers working in Kashmir Division.

5. To study the job satisfaction of Trained and Untrained Rehbar-e-Taleem Teachers working in Kashmir Division.

Hypotheses:

1. There is a significant difference between Male and Female Rehbar-e-Taleem Teachers on various levels of job satisfaction.
2. There is a significant difference between Rural male and Rural female Rehbar-e-Taleem Teachers on various levels of job satisfaction.
3. There is a significant difference between Urban male and Urban female Rehbar-e-Taleem Teachers on various levels of job satisfaction.
4. There is a significant difference between Trained and Untrained Rehbar-e-Taleem Teachers on various levels of job satisfaction.

Materials and Methods:-

Sample:

The sample for the present study consists of 600 Rehbar-e-Taleem Teachers working in Kashmir Division.

Tools Used:

The investigator used the following tools.

1. Job Satisfaction Scale developed by Dr. Meera Dixit.

Information Blank was used to collect the required information.

Statistical Treatment:-

In order to achieve the objectives formulated, the data collected was statistically analyzed by using percentage statistics.

Analysis and Interpretation:-

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

Table 1.0: Showing the levels of job satisfaction of Rehbar-e-Taleem Teachers working in various districts of Kashmir Division (N = 600)

Scores obtained in DJSS	Remarks	N	Percentage
202 – 240	Highest degree of Satisfaction	35	5.84%
181 – 201	Good degree of Satisfaction	365	60.83%
161 – 180	Average degree of Satisfaction	181	30.17%
146 – 160	Low degree of Satisfaction	13	2.16%
93 – 145	Very low degree of satisfaction	6	1.00 %

A perusal of table 1.0 shows the levels of Job Satisfaction of Rehbar-e-Taleem Teachers working in various districts of Kashmir Division. The statistical Data reveals that 5.84% of Rehbar-e-Taleem Teachers were found Highly

satisfied with the job, 60.83% were having good degree of satisfaction and 30.17% were having average degree of satisfaction with the job. However 2.16% were found having low degree of satisfaction and only 1% were found having very low degree of satisfaction with the job.

A quick glance of table 1.1 shows the levels of Job Satisfaction of Male and Female Rehbar-e-Taleem Teachers working in various districts of Kashmir Division. The statistical Data reveals that 3.33% of Male and 8.33% of Female

Rehbar-e-Taleem Teachers were found Highly satisfied with the job, 60.33% Male and 61.33% Female Rehbar-e-Taleem Teachers were having good degree of satisfaction and 33.67% Male and 26.67% Female Rehbar-e-Taleem Teachers were having average degree of satisfaction with the job. However 1.67% of Male and 2.67% Female Rehbar-e-Taleem Teachers were found having low

degree of satisfaction and only 1% Male and 1% Female Rehbar-e-Taleem Teachers were found having very low degree of satisfaction with the job.

Table 1.1: Showing the levels of job satisfaction of Male (N = 300) and Female (N = 300) Rehbar-e-Taleem Teachers working in various districts of Kashmir Division.

Scores obtained in DJSS	Remarks	Male N= 300	Percentage	Female N = 300	Percentage
202 – 240	Highest degree of Satisfaction	10	3.33%	25	8.33%
181 – 201	Good degree of Satisfaction	181	60.33%	184	61.33%
161 – 180	Average degree of Satisfaction	101	33.67%	80	26.67%
146 – 160	Low degree of Satisfaction	05	1.67%	08	2.67%
93 – 145	Very low degree of satisfaction	03	1.00 %	03	1.00 %

Table 1.2: Showing the levels of job satisfaction of Rural Male and Female Rehbar-e-Taleem Teachers working in various districts of Kashmir Division (N = 150)

Scores obtained in DJSS	Remarks	Male N= 75	%age	Female N= 75	%age
202 - 240	Highest degree of Satisfaction	2	2.67%	4	5.33%
181 - 201	Good degree of Satisfaction	40	53.33%	47	62.67%
161 - 180	Average degree of Satisfaction	30	40%	22	29.33%
146 - 160	Low degree of Satisfaction	2	2.67%	2	2.67%
93 - 145	Very low degree of satisfaction	1	1.33%	0	0.00%

A perusal of table 1.2 shows the levels of Job Satisfaction of Rural Male and Female Rehbar-e-Taleem Teachers working in various districts of Kashmir Division. The statistical Data reveals that 2.67% male and 5.33% female Rehbar-e-Taleem Teachers were found Highly satisfied with the job, 53.33% male and 62.67% female Rehbar-e-Taleem Teachers were having good degree of satisfaction and 40% male and 29.33% female Rehbar-e-Taleem Teachers were having average degree of satisfaction with the Job. However 2.67% male and 2.67% female Rehbar-e-Taleem Teachers were found having low degree of satisfaction and only 1.33% male and 0.00% female Rehbar-e-Taleem Teachers were found having very low degree of satisfaction with the job.

A perusal of table 1.3 (below) shows the levels of Job Satisfaction of Urban Male and Female Rehbar-e-Taleem Teachers working in various districts of Kashmir Division. The statistical Data reveals that 2.67% male and 4 % female Rehbar-e-Taleem Teachers were found Highly satisfied with the job, 45.33% male and 60% female Rehbar-e-Taleem Teachers were having good degree of satisfaction and 46.67% male and 30.67% female Rehbar-e-Taleem Teachers were having average degree of satisfaction with the Job. However 2.67% male and 2.67% female Rehbar-e-Taleem Teachers were found having low degree of satisfaction and only 2.67% male and 2.67% female Rehbar-e-Taleem Teachers were found having very low degree of satisfaction with the job.

Table 1.3: Showing the levels of job satisfaction of Urban Male and Female Rehbar-e-Taleem Teachers working in various districts of Kashmir Division (N = 150)

Scores obtained in DJSS	Remarks	Male N= 75	%age	Female N= 75	%age
202 - 240	Highest degree of Satisfaction	2	2.67%	3	4%
181 - 201	Good degree of Satisfaction	34	45.33%	45	60%
161 - 180	Average degree of Satisfaction	35	46.67%	23	30.67%
146 - 160	Low degree of Satisfaction	2	2.67%	2	2.67%
93 - 145	Very low degree of satisfaction	2	2.67%	2	2.66%

Table 1.4: Showing the levels of job satisfaction of Trained and Untrained Rehbar-e-Taleem Teachers working in various districts of Kashmir Division (N = 300)

Scores obtained in DJSS	Remarks	Trained N = 150	Percentage	Untrained N = 150	Percentage
202 – 240	Highest degree of Satisfaction	8	5.33%	16	10.67%
181 – 201	Good degree of Satisfaction	96	64%	105	70%
161 – 180	Average degree of Satisfaction	41	27.33%	26	17.33%
146 – 160	Low degree of Satisfaction	03	2%	02	1.33%
93 – 145	Very low degree of satisfaction	02	1.33%	01	0.67%

A perusal of table 1.4 shows the levels of Job Satisfaction of Trained and Untrained Rehbar-e-Taleem Teachers working in various districts of Kashmir Division. The statistical Data reveals that 5.33% of Trained and 10.67% of Untrained Rehbar-e-Taleem Teachers were found Highly satisfied with the job, 64% Trained and 70% Untrained Rehbar-e-Taleem Teachers were having good degree of satisfaction and 27.33% Trained and 17.33% Untrained Rehbar-e-Taleem Teachers were having average degree of satisfaction with the Job. However 2% of Trained and 1.33% of Untrained Rehbar-e-Taleem Teachers were found having low degree of satisfaction and only 1.33% of Trained and 0.67% of Untrained Rehbar-e-Taleem Teachers were found having very low degree of satisfaction with the job.

Conclusion:-

The study confirmed the following results

1. It was found that 60.83% Rehbar-e-Taleem Teachers possessed a good degree of satisfaction towards the job.
 2. 60.33% Male and 61.33% Female Rehbar-e-Taleem Teachers possessed a good degree of satisfaction towards the job.
 3. It was found that 53.33% of Rural Male and 62.67% of Rural female Rehbar-e-Taleem Teachers possessed a good degree of satisfaction towards the job.
 4. It was found that 45.33% of Urban Male and 60% of Urban Female Rehbar-e-Taleem Teachers possessed a good degree of satisfaction towards the job.
- 64% of Trained and 70% of Untrained Rehbar-e-Taleem Teachers possessed a good degree of satisfaction towards the job.

References:

- Anand S.P. (1972) "School Teacher and Job Satisfaction" *Teacher Education* Vol. 7, 16-23
- Directorate of Economics and Statistics J&K Govt. (2008) *Micro level evaluation report on Infrastructural Development under S.S.A. in Educational Zone Nambal (Budgam)*
- Dixit, M. 1986 *Manual of Job Satisfaction*. Agra: Agra Psychological Research Cell (APRC)
- Education Commission (1964-66) *Education and National Development*. New Delhi: Ministry of Education Govt. of India.
- Institute of Public Auditors of India (2008). *Report on monitoring of the financial Management and Procurement relating to SSA in Delhi*
- Jammu and Kashmir Government (2000) *Rehbar-e-Taleem Scheme*. Srinagar: J&K Government, Department of Education.
- Kohli V.K. (1992) *Teacher Education in India*. New Delhi: Sponsored by UGC
- Koul, F.A. (2011) *An Evaluation Study of Sarva Shiksha Abhiyan (SSA) in District Anantnag Kashmir*. M.Phil Dissertation Department of Education, University of Kashmir
- Mamimekhal, N. (2011) *Eliminating Gender Gap in Education through Kasturba Gandhi Balika Vidyalaya (KGBV)*. Director, Dept. of Women's studies Bharathidasan University, Trichy.
- Mehta, A. C. (2008) *Elementary education in India. Analytical Report 2006-07: Progress towards UEE*. National University of Educational Planning and Administration, New Delhi: NUEPA
- Mehta, A. C. (2008) *Elementary education in India - Where do we stand? : State report cards 2006-07*. New Delhi: National University of Educational Planning and Administration. P. 71.
- Nayar, Usha, et. al. (2007) *Minority Education - An analytical study of education of Muslim Women and Girls in India (with summary & Recommendations)*.
- Revathy, G. (2008) *Organizational Culture at S.S.A. State Project Setup, Tamil Nadu*. <http://ssa.nic.in/tamilnadu>
- Sakkthivel, A.M. (2008) *Assessment and Realignment of Existing SSA Management System in Tamil Nadu* <http://ssa.nic.in/tamilnadu>
- Sharma, S (2009) *Literacy and School Attendance in India*: New Delhi: Institute of Economic Growth
- State Resource Center (2007) *S.S.A. Monitoring Report of Srinagar and Budgam District of Jammu and Kashmir* Directorate of State Resource Center University of Kashmir.

JOB SATISFACTION OF UNIVERSITY TEACHERS IN RELATION TO GENDER AND RURAL/URBAN DICHOTOMY

Ravi Kumar
M.Y. Gupta

ABSTRACT

Job satisfaction of university teachers has important implications in the context of human resource development. Our nation is striving to catch up with the technologically developed nations of the world. The attempts along this line are mainly concerned with the attainment of qualitative improvement in its citizens, which is the basis of human resource development. In the present study, an attempt is made to study the job satisfaction of teachers working in the University of Kashmir. It is hoped that the results of the study may create a sense of awareness in the general public as well as the management of the educational institution regarding the factors responsible for job satisfaction. As a result, it may become possible to provide the most conducive atmosphere for effective teaching. In the present study, the paper examines the job satisfaction of university teachers in relation to gender and rural/urban dichotomy. First, the authors briefly describe the nature of job satisfaction. Second, the significance of the study has been discussed by the authors. Third, the methodology and procedure have also been discussed. Finally, the objectives and hypotheses have also been an epoch task of this paper. The sample for the present study comprised 100 university teachers, which included 50 Rural and 50 Urban. Among the sample subjects, 70 were Male and 30 Female university teachers. The study reveals that rural university teachers have higher job satisfaction than the urban university teachers. It was also found that female university teachers have higher job satisfaction than the male university teachers.

Introduction

Since time immemorial teachers have been placed in high esteem in every society. In olden days, in India, the 'Guru' or the 'Acharya' enjoyed covetable status and had been respected and honoured by people belonging to all walks of life, for others - a guide, a counsellor and a friend. The teacher was ready to impart to his disciples whatever knowledge and skills he had. As society became more complex, the problems that individuals had to face also multiplied. The relationship between the teacher and the students began to change too. The problems like student-unrest, wastage, underachievement, job dissatisfaction and the like also began to creep in. In modern days, these problems have reached such an enormous stature that the teacher community

as well as the student community is in constant turmoil. The modern teacher does not get due respect or status in society. He himself feels a changed value pattern in which the wealth and material possession of a person seems to be respected more than his personal qualities.

As a developing country, India faces innumerable problems in all walks of life. The field of education is also not free from these hazards. The two main groups involved in the field of education are teachers and students. It should be noted that the status of teaching profession varies from place to place, and also among teaching levels. Teachers attain true professional status only if such barriers are removed and the conditions are improved. The rewards that a true teacher values are not the material things he can possess or the physical

*Ph.D Scholar Deptt. of Education, University of Kashmir

**Associate Professor, Deptt. of Education, University of Kashmir

pleasure he can enjoy out of his earnings, but the deep satisfaction he gets in watching his students grow in their understanding of themselves and of their world, seeing them develop self-reliance, initiative and a sense of responsibility and observing if their learning of facts, skills, habits and attitudes that are essential for becoming useful citizens in modern world. Now-a-days teachers are not able to make use of their full potentialities partly because of their own indifferent and negative attitudes and partly because of the restrictions imposed by the administration on their freedom of thinking and free expression. As a result, many teachers seem to be dissatisfied with their job. However, in the context of national development, it is very essential that teachers should get full satisfaction in their job. This is because they are moulders of our future citizens, and their success in fulfilling the task entrusted to them depends to a very large extent upon the level of satisfaction they get from their job. So it becomes the duty of the nation builders to see that more satisfying conditions are present in the working environment of teachers. In this context it becomes necessary to understand the factors that contribute to job satisfaction of teachers. This task will become easy if a general idea regarding the myriad aspects of job satisfaction, based on empirical data, is obtained.

Job satisfaction is one of the most probed areas in the field of industrial Psychology. Job satisfaction is an individual response involving emotional and effective factors. As a concept, it is very broad involving a multitude of factors; hence very difficult to give a distinct and clear definition of it. The term, however, has been defined by Hoppock (1935) as "any combination

of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job". Bullock (1953) has attacked the problem of definition from another side by saying that job satisfaction is "an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with the job". So job satisfaction may refer to a set of attitudes that employees have about their jobs. It can be described as the psychological disposition of people towards their jobs, and it involves a collection of numerous attitudes or feelings. The attitudinal dimension has also been recognised in the definition of Gilmer (1966). According to him, job satisfaction or job dissatisfaction is the result of various attitudes a person holds towards his job. Attitude is the feeling that an employee has about his job, and his readiness to react in one way or another to specific factors related to that job. Mc Cormick's (1971), conception of the term also parallels the attitudinal view. He (says that job satisfaction is a specific subset of attitudes held \ says that job satisfaction is a 'specific subset of attitudes held by organization members. It is the attitude one has towards his or her job.' According to Mc Cormick's (1971), people working in an organisation may develop a set of attitudes towards the work, nature of supervision, co-workers, pay and so on. These sets go a long way in determining the level of satisfaction that they get from the job. Like any other attitude job satisfaction consists of cognitions, emotions, and behavioural tendencies. According to Blum (1949), job satisfaction is a general attitude which a worker has as a consequence of several specific attitudes in the following three areas: specific job factors, individual adjustment, and

group relationship outside the job. Smith (1963) has defined vocational satisfaction as 'a function of the workers present job, on the one hand and his frame of reference and his adaptation level on the other'.

From the above definitions, it may be inferred that job satisfaction is the feeling that an individual has while doing his job which makes him say that 'I am enjoying doing my job'. It is the general attitude in areas like job factors, individual characteristics, group relationships, and so on. Many investigations have been carried out to find out various factors that lead to job satisfaction. In most of these studies, job satisfaction has been treated as the dependent variable, and the factors assumed the role of independent variables. The factors contributing to job satisfaction seem to vary in terms of their nature, complexity and intensity in different occupational contexts. But certain factors stand out assuming importance in almost all conditions. In general, intrinsic aspects of the job, such as supervision, working conditions, wages, opportunity for advancement, security, interrelationships with boss and co-workers, communication, job benefits, and social aspects of job emerged as independent variables affecting job satisfaction. It has also been shown that job satisfaction results from the attainment of goals that are compatible with one's needs. Furthermore, mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues have also been shown to influence the level of job satisfaction of an employee. 'Mentally challenging work' means that the job gives the workers opportunities, to use their skills and abilities in the task, freedom and feedback and

opportunities for new learning, creativity and variety on how well they are doing. However, jobs with extreme levels of challenge can be damaging. If the degree of challenge is so great that the individual cannot successfully cope with it, he will experience a sense of failure and frustration with his work, while jobs that have too little challenge may create boredom. If the challenge is moderate, in the sense that success is difficult but possible, then the individual will experience pleasure and satisfaction. If the challenge of the work is sufficiently great and is accepted by the employee, he may become both interested and involved in the job. Another important point is that the challenges in the job are definitely related to the occupational level of the worker. Accordingly, employees at higher job levels are more likely to get mentally challenging work than employees at lower job levels. The concept of equitable rewards implies that employees want pay systems and promotion policies that they perceive as being just, unambiguous, and in line with their expectations. When pay is seen as fair based on job demands, individual skill levels, and community pay standards, satisfaction is likely to result. Money not only helps people attain their basic needs but it is instrumental in providing upper level need satisfaction. Fringe benefits are also important, but they are not as influential as pay itself. Many people willingly accept less money to work in a preferred location or in a less-demanding job or to have greater discretion in the work they do and the hours they work. But the key in linking pay to satisfaction is not the absolute amount one is paid, rather, it is the perception of fairness. Similarly, employees seek fair promotion

policies and practices. Promotions provide opportunities for personal growth, more responsibilities and increased social status.

Individuals, who perceive that decisions regarding promotions are made in a fair and just manner, are likely to derive satisfaction in their job.

Favourable working conditions are another factor that has a modest effect on job satisfaction. Employees seem to be more concerned with their work environment for both personal comfort and the facility for doing a good job. They tend to prefer physical surroundings that are not dangerous or uncomfortable. Temperature, light, noise, and other environmental factors should not be at either extreme. Additionally, most employees prefer working relatively close to home, in clean and relatively modern facilities, and with adequate tools and equipment. Even though a desire to have good working conditions is present in all employees, in the context of other favourable social conditions, they may not insist on working conditions even if all the requirements are not met. It has, however, been observed that complaints about physical working conditions of deeper frustrations such as anxiety, personal problems, distrust of management and dislike for the work itself disappear when these problems are resolved. Women generally tend to consider working conditions to be more important than men, and factory workers consider these more important than office workers. The latter is also true of hours of work. In fact, it is reasonable to assume that those who enjoy their work would view hours of work in exactly the opposite way from

those who do not like their work. For a man who loves his work and gets absorbed in it, the usual complaint is there is not enough time in the working day to get everything done that he wants to do. In contrast, the man who dislikes his work would prefer to get it over as fast as possible so that he can do other things which he enjoys more.

The need of an employee for supportive relationships in the work set up is an indirect manifestation of the need for social interaction. Not surprisingly, therefore, having friendly and supportive co-workers leads to increased job-satisfaction. The behaviour of one's boss also is a major determinant of satisfaction. Studies generally show that an employee's satisfaction increases when his immediate supervisor is considerate and friendly, and praises his good performance, listens to the employee's opinions, and shows a personal interest in his employees.

Although the general tendency is to treat job satisfaction as dependent variable, researchers, cognizant with the management's interest, have tried to examine the impact of job satisfaction on certain variables like productivity, absenteeism, turnover and so on. In other words, researchers by and large tend to treat job satisfaction as independent variable in quite a large number of researches.

Need and Importance of the Study

Job satisfaction may be defined as favorableness which workers view in their job. It expresses the extent of match between workers expectations and the rewards the job provides and the values it creates and gets cherished.

Satisfaction is an important focus because it is the source of motivation to sustain effort, in performing over and over and over, the many routine but necessary tasks that are required for teaching. Job satisfaction may be defined as how much an individual is adjusted in his work because adjustment is more overt and more easily manipulated, while satisfaction is covert and being visible aspect of teacher make up. Saiyidain (1950) made the role of teacher quite illustrative when he said that teacher has to patiently cut out of a crude and unshaped stone a thing of beauty. His role today, more than ever has become exceedingly crucial in the national attempt to bring about several positive changes in the society, national progress and national integration. It is increasingly realized by all those concerned with education that the standard of education in schools, colleges and universities cannot be improved unless a teacher who has the key role to play is competent and involved in his work. Unless the teacher is satisfied on job, improvements in the field of teaching and learning are bound to fail. It is increasingly realized by all those concerned with education that the standard of education in schools, colleges and universities cannot be improved unless the teacher who has the key role to play, is competent and involved in his work with a sense of self fulfillment and self realization and this is possible only when they are satisfied with their job. The teacher's entire personality is reflection on the minds of the students. If the teacher is satisfied with his job it leads a balanced and disciplined life, the children adopt these virtues as ideal unconsciously. The teacher is one who through his thoughts, works and deeds gives an impression of an honest upright life which can serve as a model for the

students to copy, follow and emulate. It is with the intention that what forces are encountered by the teachers as far as their satisfaction with job is concerned the present investigator tries to explore effort of the job satisfaction of university teachers.

The present study attempts to assess the job satisfaction of university teachers in relation to Gender and rural/urban dichotomy. The following objectives have been formulated for the present study:

Objectives of the Study

1. To study the job satisfaction of university teachers.
2. To compare Rural and Urban University Teachers on job satisfaction.
3. To compare Male and Female University Teachers on job satisfaction.

Hypotheses

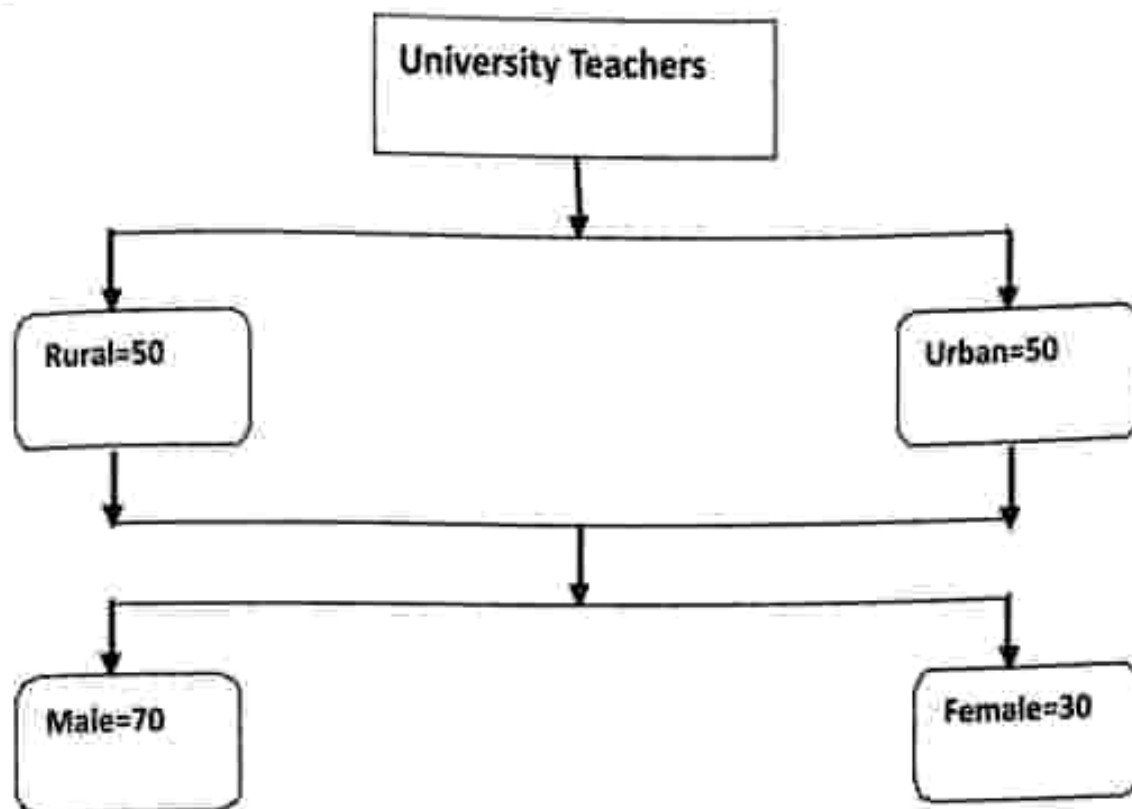
The following hypotheses have been formulated for the present study:

1. Rural and Urban university teachers differ significantly on job satisfaction.
2. Male and female university teachers differ significantly on job satisfaction.

Methodology and Procedure

Sample

The sample for the present study comprised 100 university teachers (50 rural and 50 urban). Out of the sample subjects, 70 were the male and the 30 female university teachers. The sample was taken randomly from the various faculties of the University of Kashmir. The breakup of the sample is as under:



Tool/s:

In order to collect the data from the sample subjects, the investigators selected Ramakrishnan Job Satisfaction Inventory (1998) as a tool for the measurement of job satisfaction.

significance ('t'-test). These techniques were considered to be feasible for the required analysis. In the present study, the investigators have tried to handle the statistical data carefully in order to draw out sound inferences and conclusions.

Table 01: Mean Comparisons of Rural and Urban University Teachers on Job Satisfaction

Group	No.	Mean	S.D	t-value	Level of significance
Rural	50	158.31	10.075	2.91	Significant at 0.01
Urban	50	152.80	8.89		

Statistical Treatment

The data was analyzed by applying various statistical techniques like Mean S.D and test of significance ('t'-test).

Analysis and Discussion of the Results

The data was analyzed by applying various statistical techniques like Mean S.D and test of

Table 01 shows the mean comparison of rural and urban university teachers on the job satisfaction. The mean of rural university teachers' have been found 158.31 and S.D 10.075 where as the mean of urban university teachers have been found 152.80 and S.D 8.89, the calculated t value is 2.91 which is significant at 0.01 level. It indicates that Rural University Teachers have higher job satisfaction than the

Table 02: Mean Comparisons of Male and Female University Teachers on Job Satisfaction

Group	No.	Mean	S.D	t-values	Level of significance
Male	70	149	4.70	4.99	Significant at 0.01
Female	30	154	4.54		

Urban University Teachers.

Table 02 shows the mean comparison of male and female university teachers on the job satisfaction. The mean of male university teachers' have been found 149 and S.D 4.70 where as the mean of female university teachers have been found 154 and S.D 4.54. The calculated t value is 4.99, which is significant at 0.01 level. It indicates that Female University Teachers have higher job satisfaction than the Male University Teachers.

Conclusions

The following conclusions have been drawn from the present investigation:

1. It has been found the rural university teachers were more satisfied than the urban university teachers. The mean difference favored rural university teachers and the hypothesis which read as "rural and urban university teachers differ significantly on their job satisfaction" stand accepted.

2. It was found that male and female university teachers differ significantly on job satisfaction. The female university teachers were more satisfied than their male counterparts. The mean difference favoured female

university teachers.

Suggestions

On the basis of results and conclusions of the present study the following suggestions have been drawn.

1. The highly committed and disciplined teachers should be encouraged by their authorities so that they may feel satisfied on their jobs.

2. Residential facilities should be available for all the employees of university so that the wastage of time and other related problems in order to reach the university get minimized.

3. Heads of the departments should be impartial to all the teachers.

4. Heads of the departments should solve the problems and grievances of the teachers.

Suggestions for Further Research

1. It will be worthwhile that the study may be replicated on a larger sample.

2. A comparative study may be undertaken to compare the job satisfaction of teachers of university of Kashmir with the teachers of other universities in the country.

References:

- Adler, S. (1980): Self esteem and causal attributions for job satisfaction and dissatisfaction. *Journal of Applied Psychology*, Volume 65, No.3, pp. 327-332.
- Allenherry, M.G., (1977): The relationship between emotional stability and job satisfaction of Elementary School principals. *Dissertation Abstracts International*, 37, 10, 6163-A.
- Annal, R.S., (1977): Socio-Psychological and clinical factors in post-partum sterilization with special reference to Kerala. Doctoral Thesis (Unpublished) University of Kerala.
- Bottenberg, (1981): Higherorder Need strength and job satisfaction in secondary public school teachers. *Dissertation Abstract International*, Vol.41, No.7, 2886A.
- Dyer, L. & Theriault, R., (1976): The determinants of pay satisfaction. *Journal of Applied Psychology*, Vol. 61, pp.596-604.
- Fenster, T.J. (1981). The Job Satisfaction of U.N. agents in the North Carolina Agriculture Extension Service. *Dissertation Abstract International*, 43: 5 pp.1365
- Feldman, D.C. and Arnold, H.J. (1985): "Personality type and career patterns: Some Empirical Evidence on Holland's Model", *Canadian Journal of Administrative Science*, pp. 192-210.
- Gakar, S., and Kaur, B. (1987): Personal and Professional correlates of Job Satisfaction of Home Science teachers, *Journal of the Institute of Educational Research*; Vol. 11, No. 3, pp.14-21.
- Goel, R., (1987): Job satisfaction and its correlates: An Exploratory Study. Unpublished M.A. Dissertation in Psychology, University of Delhi
- Gupta, S.P., and Shrivastava, J.P. (1980), A study of relationship between Job satisfaction and personality maturity among secondary teachers, *Journal of Education and Psychology* Vol. XXXVIII No.1, pp.28-32.
- Kumar, S.V.S. (1990): Job satisfaction of Central and State Government employees in Kerala. Unpublished Dissertation of Psychology, University of Kerala.
- Jadish, (1987). "Perceived occupational stress and employee's attitude towards job and management" *Indian journal of industrial relations*. "Vol. 23 (1), p. 80-92.
- Miera, P. (1985). Job involvement among doctors, Bank officers and Teachers, *Asian Journal of Psychology and Education* vol. 16, Special Issue pp.3840.
- Parker, D.F. and Decottis, T.A., (1983). "Organizational determination of job stress." *organizational behaviour and human performance* Vol.32, p.160-177.
- Pinchuk, G.J. (1983) Factors related to job satisfaction of teachers co-ordinators in the occupational work adjustment programme in Ohio. *Dissertation Abstract International* 43: 10, Pp. 33024A.
- Reddy, V.R. (1981): Job satisfaction of college teachers, *Journal of Education and Psychology*. Vol. VIII, No.4, 211-218.

A COMPARATIVE STUDY OF HIGH AND LOW DELINQUENCY PRONE ADOLESCENTS, ON THE LEVELS OF ACHIEVEMENT MOTIVATION

ABSTRACT

The Study was conducted with an objective to compare the high and low delinquency prone adolescents on the levels of achievement motivations. The sample of 100 subjects was drawn and Lidhoo's delinquency prone and Mukherjee's achievement motivation tool was administered to the adolescent subjects. Extreme group technique was used to categorize the high and low delinquency prone subjects. The results exhibit that the high and low delinquency prone subjects differ from each other on the various dimensions of achievement motivation which are- Hope of success, perseverance, internal control of fate respectively.

Key words: Adolescents, Achievement motivation, Delinquency.

Introduction

Crime and delinquency are no recent phenomenon. Malevolence in human behaviour is as old as organized human society. According to the Old Testament, the first crime was committed by our first ancestor's at 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 place of exercise". When we over view the literature the diverse opinions of different psychologists, sociologists and researcher's are as:-

(i) Beccaria (1764) relates delinquency with physique and crime, the delinquent offender's depicts on the intensive survey and research report grounds that the 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 (1966) depicts that 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) W. Healy (1915) relates delinquency with social conditions, The socio-environmental conditions are also governing the rate of delinquency. Several sociologists (Ohlin, 1900; Cohen, 1955; Clinard, 1942; Merton, 1937; 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.

(iii) Slawson (1926) relates delinquency with intelligence. Delinquency and intelligence have positive correlation up to certain intensity

*Director, Centre of Distance Education, University of Kashmir

**Research Scholar's, Department of Education, University of Kashmir

level than after words does not shows any interactions i-e, some works show that delinquency is negatively related with intelligence, but certain survey reports shows as the intelligence rate exceeds so the delinquency.

(iv) 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 influence the individuals behaviour either on normal or deviant behaviour.

(v) 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.

Murray (1938) defined achievement motivation as a desire or tendency to overcome obstacles, to exercise power, to strive to do something difficult and as quickly as possible.

According to Morgan (1964) "achievement motivation is a tendency to strive for success in situations involving and evaluation of one's performance is in relation to some standard of excellence".

According to McClelland and Atkinson (1968), the goal of achievement oriented activities is to succeed to perform well in relation to a standard of excellence are in comparison with others who are competitors, achievement also suggests a high level of intellectual curiosity.

Simon Fraser (2009) *The Psychology of Academic Achievement* (University of Burnaby). Educational psychology has generated a prolific array of findings about factors that influence and correlate with academic achievement. We review selected findings from voluminous literature and identify two domains of psychology: heuristics that describe generic relations between instructional designs and learning, which we call the psychology of "the way things are," and findings about met cognition and self-regulated learning that demonstrate learners selectively apply and change their use of those heuristics.

OBJECTIVES OF THE STUDY:

The current study dealt with the following objectives:

1. To identify high and low delinquency prone subjects.
2. To study and compare "Hope of success," of high and low delinquency prone subjects.
3. To study and compare "High ego ideal," of high and low delinquency prone subjects.
4. To study and compare "Perseverance," of high and low delinquency prone subjects.
5. To study and compare "Realistic attitude," and "Internal Control of fate," of high and low delinquency prone subjects.

SAMPLE

100 subjects were selected randomly from the Govt. Boys and Girls Higher Secondary Schools of district Srinagar. The grade wise sample distribution is recorded as: "Class 12th 25 subjects male, 25 subjects female," "Class 11th 25 subjects male, 25 subjects female." At least 12-13 students from each Boys Higher Secondary School and 25 students from each girls higher secondary school participated in the project.

TOOLS USED

In this study following tools were used:

1. Lidhoo's delinquency proneness scale (1984) was used for the measurement of delinquency.
2. Mukherjee's Incomplete Sentence Blank (ISB) 1977 was used for the measurement of achievement motivation on its various dimensions.

STATISTICAL ANALYSIS

Table -I: Dimension wise, significance of difference between the mean scores of "high and low delinquency prone adolescents," on the levels of achievement motivation.

Dimensions of Ach. Motivation	Groups	Mean	S.D	SEM	N	t-value	Results
Hope of Success 'IA' (HOS)	HD	3.80	5.59	1.07	27	0.17	N.S*
	LD	4.00	2.37	0.20	27		
High Ego Ideal 'IB' (HEI)	HD	3.44	2.07	0.73	27	0.97	N.S*
	LD	3.87	1.11	0.21	27		
Perseverance 'IC' (P)	HD	6.71	3.02	0.58	27	0.97	N.S*
	LD	5.90	3.12	0.60	27		
Realistic attitude 'ID' (RA)	HD	6.11	1.01	0.19	27	0.38	N.S*
	LD	6.21	1.11	0.21	27		
Internal Control of fate 'IE' (ICOF)	HD	2.22	1.37	0.26	27	5.89	Significant 0.01**
	LD	4.93	2.09	0.40	27		

Table - II: Dimension wise, significance of difference between the mean scores of male and female "high delinquency prone adolescents," on the levels of achievement motivation. (high delinquent group)

Dimensions of Ach. Motivation	Groups	Mean	S.D	SEM	N	t-value	Results
Hope of Success 'IIA' (HOS)	HD male	9.87	2.00	0.48	17	0.22	N.S*
	HD female	10.05	2.11	0.66	10		
High Ego Ideal 'IIB' (HEI)	HD male	8.93	2.89	0.70	17	0.21	N.S*
	HD female	9.19	3.08	0.97	10		
Perseverance 'IIC' (P)	HD male	7.81	6.10	1.47	17	0.16	N.S*
	HD female	4.79	5.71	1.80	10		
Realistic attitude 'IID' (RA)	HD male	4.99	3.09	0.74	17	0.22	N.S*
	HD female	5.28	3.34	1.05	10		
Internal Control of fate 'IIE' (ICOF)	HD male	6.00	5.17	1.25	17	1.08	N.S*
	HD female	3.80	5.09	1.60	10		

Table - III: Dimension wise, significance of difference between the mean scores of male and female adolescents, "low delinquency prone adolescents," on the levels of achievement motivation. (low delinquent group)

Dimensions of Ach. Motivation	Groups	Mean	S.D	SEM	N	t-value	Results
Hope of Success 'IIIA' (HOS)	LD male	5.20	1.03	0.27	13	3.95	**Significant 0.01 level
	LD female	9.00	1.61	0.43	14		
High Ego ideal 'IIIB' (HE)	LD male	8.14	2.34	0.64	13	1.23	N.S*
	LD female	7.09	2.10	0.56	14		
Perseverance 'IIC' (P)	LD male	3.07	0.87	0.24	13	8.83	**Significant 0.01 level
	LD female	5.81	0.91	0.24	14		
Realistic attitude 'IID' (RA)	LD male	7.01	3.13	0.88	13	0.10	N.S*
	LD female	6.89	2.97	0.79	14		
Internal Control of fate 'IIE' (ICOF)	LD male	2.01	1.91	0.52	13	4.48	**Significant 0.01 level
	LD female	5.33	2.00	0.53	14		

Key:

* = Not Significant. ** = Significant (0.01 level)

HD = High delinquency prone subjects

LD = Low delinquency prone subjects

Fig-1: Dimension wise comparison between "high and low delinquency prone adolescent," on their levels of achievement motivation (Mean scores) through graphic representation.

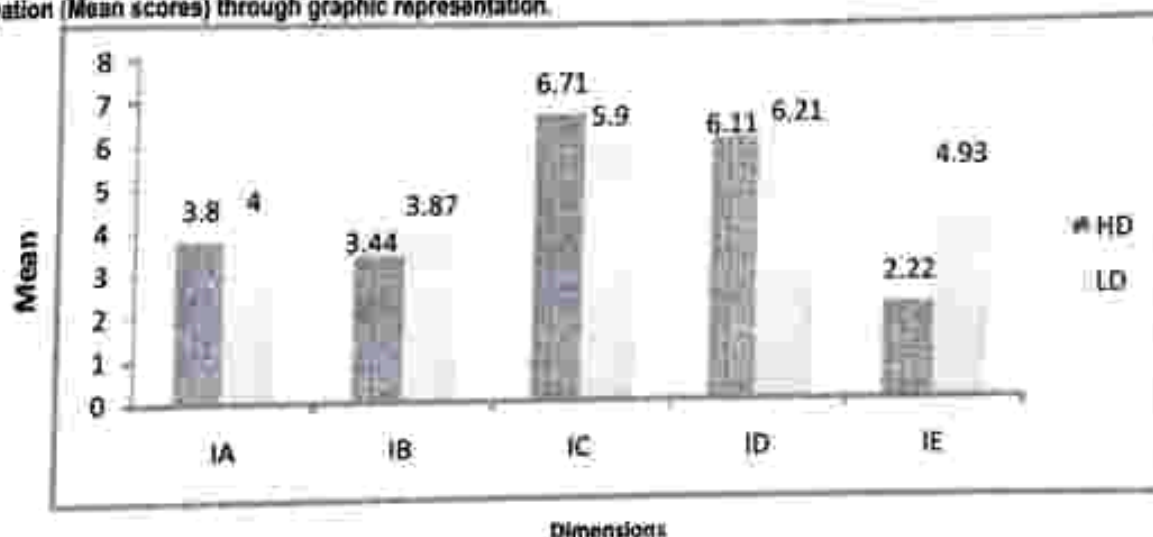


Fig-2: Dimension wise comparison between male and female "high delinquency prone adolescents," on their levels of achievement motivation (Mean scores) through graphic representation.

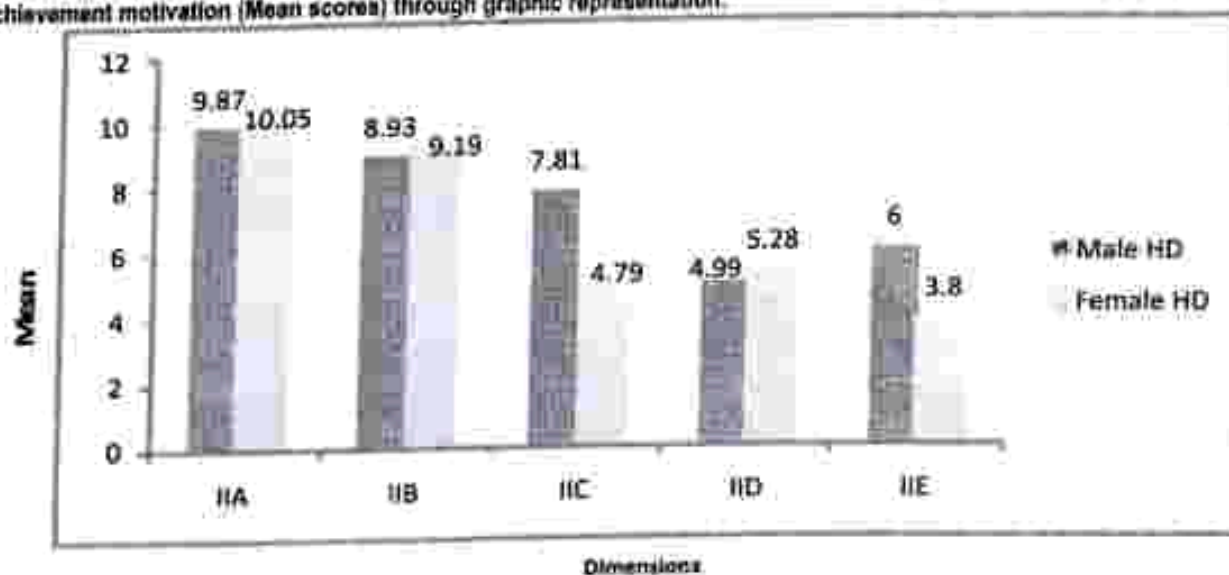
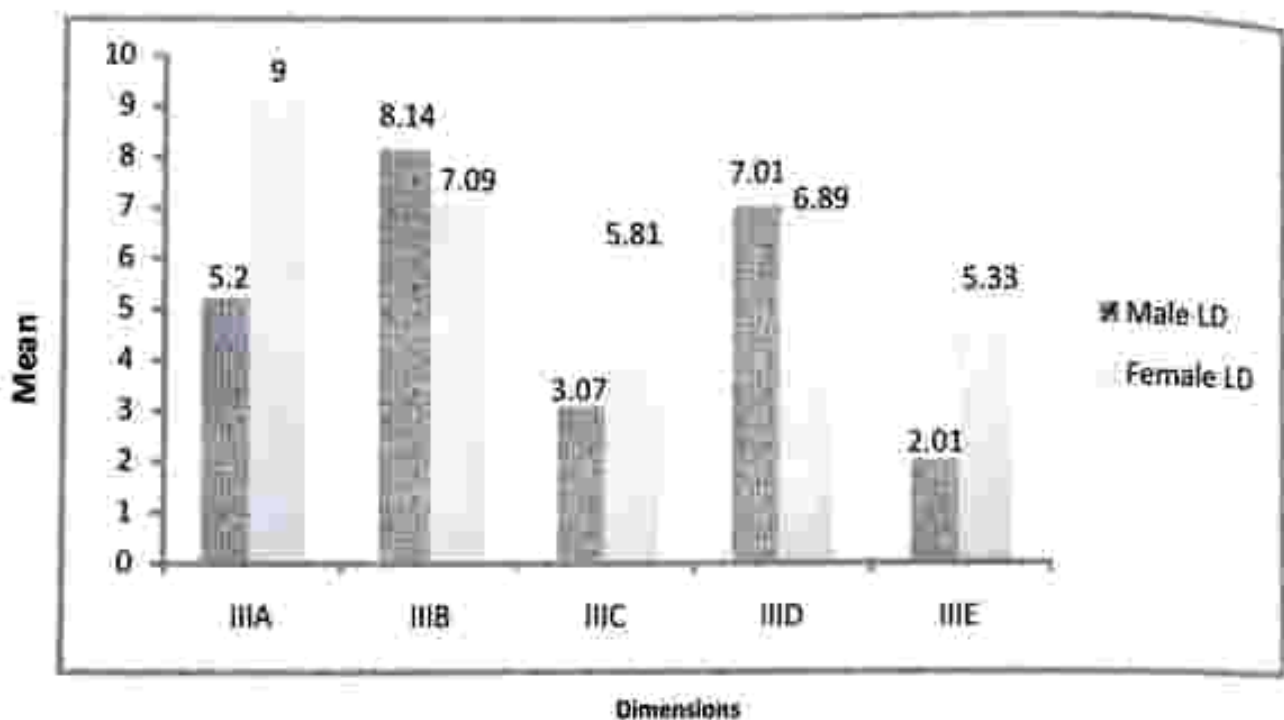


Fig -3: Dimension wise comparison between male and female "Low delinquency prone adolescents," on their levels of achievement motivation (Mean Scores) through graphic representation.



DISCUSSION AND INTERPRETATION

Table I the obtained value of 't' on the different dimensions of the levels of achievement motivation of high and low delinquency prone subjects are:-

IA- Hope of success (0.17), IB- High Ego ideal (0.97), IC-perseverance (0.97), ID- Realistic attitude (0.38) and IE- internal control of fate (5.89) respectively. The 't' values depicts that the "IE" internal control of fate dimensions shows significant difference, which is significant at 0.01 level. ($t = 5.89$, significant at 0.01 level).

Table II:- the obtained value of 't' on the different dimensions of the levels of achievement motivations of male and female high delinquency prone subjects are :-

IIA- hope of success (0.22), IIB- High Ego ideal (0.21), IIC- perseverance (0.16), IID- realistic altitude (0.22) and IIE- internal control of faith

(1.08) respectively.

The 't' values depicts that all the dimensions of achievement motivations on high delinquency prone subjects, sex wise comparison does not show any significant difference.

Table III:- The obtained value of 't' on the different dimensions of the levels of achievement motivation of male and female low delinquency prone subjects are:-

IIIA- Hope of success (3.95), IIB High Ego Ideal (1.23), IIC Perseverance (8.83), IID Realistic attitude (0.10) and, IIE Internal control of fate (4.48) respectively. The 't' values depicts that the "IIA Hope of success", IIC - Perseverance and "IIE internal control of fate" dimensions show significant difference, which are significant at 0.01 level. ($t = (3.95), (8.83)$ and (4.48) , significant at 0.01 level).

Major Findings

The major findings of the present study are presented as:-

1 No significant difference was found between "high and low delinquency prone adolescents", on the levels of achievement motivation dimensions viz:- "Hope of success," "High Ego ideal", "Perseverance" and "Realistic attitude" (IA, IB, IC & ID).

2 Significant difference was found between "high and low delinquency prone adolescents," on the level of achievement motivation dimension viz; "Internal control of fate" (IE).

3 No significance difference was found

between male and female "High delinquency prone adolescents," on the all levels of achievement motivation dimensions (IIA, IIB, IIC, IID & IIE).

4 No significant difference was found between male and female "Low delinquency prone adolescents", on the levels of achievement motivation dimensions viz; "high Ego ideal" and "Realistic attitude" (IIIB & IIID).

Significant difference was found between male and female "low delinquency prone adolescents," on the levels of achievement motivation dimensions viz; "Hope of success" "Perseverance" and "Internal control of fate" (III A, IIIC & IIIE).

References:

- Chauhan, S. S. (2006). *Advanced Educational Psychology* (IV reprint ed.), Vikas Publishing House Pvt. Ltd.
- David Spinoza, (2004). "Juvenile Justice in the Making". Oxford University Press.
- Dushkin, (2000). *Juvenile Delinquency*, McGraw Hill.
- Ganai, M. Y. and et. al. (2004). Demographic profile of out of school children in the age group of 6-14 years in the administrative Block of Chadura (Budgam) *Insight Journal of Applied Research in Education* (Spring) Department of Education, University of Kashmir.
- John Randolph Fuller (2008). *Juvenile Delinquency: Mainstreams and Crosscurrents* (Hardcover).
- Khan, N., (2007-08) "Creativity and Aspiration". (1-Edition) Rajat Publications, 4675/21 Ansari Road Darya Ganj, New Delhi-110002.
- Lidhoo, M. L. (1984). "Manual of Delinquency Proneness Scale". Psychological Corporation of India, Kachari Ghat, New Delhi.
- Mc Clelland David C., (1968) *Achieving Society*. Princeton, N.J. Van Nostrand.
- Mukherji, K., and Basu M. (1989). "Assessment of Delinquency". Wiley Eastern Limited, New Delhi, Bangalore, Bombay, Calcutta.
- Nermin Dydemir and Johnson (2009). *Schools and Delinquency Renewed*. (Book Review of London Publications).
- Nola M. Purdie and John A. Hattie (1995) The effect of motivation training on approaches to learning and self concept, *British Journal of Edu. Psychology* (1995) 65: 227-235.
- Regooli, Robert, M. Boston (2000). "Delinquency in Society", McGraw-Hill.
- Schmallegger, Frank and Boston, (2008). "Juvenile Delinquency". Pearson Publications in Education.
- Salma R. (2007) "Sex differences in self concept and achievement motivation among secondary school Students". (Unpublished M.Phil Thesis, Deptt. of Edu. Uni. of Kashmir).
- Suchedeva, M.S., and Gupta V. K., (2003). "Essentials of Instructional Technology". Vinod Publishing, Ludhiana.
- Sugata Menon, (2000). *Young Criminals Crime and Punishment in Juvenile Delinquency* (2nd Edition).
- Susan, J. Terrio, (2009). *Judging Mohammad, Juvenile Delinquency, Immigration and exclusion at the Paris Palace of Justice*.

PERSONALITY CHARACTERISTICS OF MALE AND FEMALE COLLEGE TEACHERS : A STUDY

Mohammad Iqbal Mattoo

ABSTRACT

The study was undertaken to find personality characteristics of teaching personnel working in College sector. A sample of 120 teachers was selected randomly from 15 colleges of Kashmir Valley. The age of the sample subjects was within the range of 40 to 45 years. Cattell's 16 PF questionnaire was administered to collect the required information. Data was put to statistical treatment by applying test of significance. The findings revealed some significant differences in personality characteristics of the subjects under investigation.

Key Words: Personality Characteristics; College Teachers; Male/Female.

Introduction:

Ever since the dawn of civilization teacher has been considered to be the backbone of society. He is reported as a strong agent for the welfare of the nation and is considered to be the architect of the nation (NPE, 1986). Teaching, in order to be effective and successful, must influence the thoughts and actions of pupils in most remarkable sense. The successful teaching must be effective with the help of various modern media, means and methods. The teacher is given a higher position than parents because he opens the pupils' eyes of knowledge and moulds their character accordingly. As it is said that, God created man after his own images so also the teacher fashions his student after his own image. In the western world also, the teacher is given great regards. A teacher affects eternity, he can never tell where his influence stops. His work does not confine to a particular state or country, it transcends all the boundaries. His contributions do not confine to a particular period of time. His influence is believed to cover the entire span of life. According to Robert, Coles (1990), "I mention

these teachers in my life because, in fact, they continue to be a great big part of it still. Their voices are in my head and are part of my voice, I am sure. Their thoughts and values inform what I consider and call my own thoughts and values. Their example the things they did, the style of their teaching, the strategies they employed continue to inform the way I work....".

A teacher occupies an important and unique place in the system of education. He is the heart and soul of this system and leads the students from the darkness of ignorance to the light of knowledge and understanding. Thus, the importance of a teacher for the community and educational system is very much evident. Although teaching is profession, yet people do not think of a teacher as a professional worker like other professions such as medicine, law, engineering etc. Many consider it not a profession but a mission. The role of the teacher at present is changing in view of the social, economic, political and other pressures. There is no scope for doubt in the observation that the efficiency of teachers. The identification of able and efficient teaching personnel constitutes

one of the most important of all educational concerns (Kandu, 1987). It is no exaggeration to repeat that it is the teacher around whom the whole educational process revolves. His job is gradually becoming more complex. To quote S. Radha Krishnan, "... He acts as a pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning".

While looking into the research areas carried out in the field of teacher education by a host of researchers (Gage,1963; Saxena, 1969; Kaul, 1972; Travers,1973; Chaya, 1974; Arora, 1975; Gupta, 1976; Grewal, 1976; Singh, 1976; Gupta, 1977; Sharma, 1978; Mishra,1980; Singh, 1981; Wangoo, 1986; Mattoo, 1987), it is established that personality correlates like intelligence, stable and emotional behavior and a poised personality attitude are essential postulates associated with teachers. There are still other studies (Bidle, Ellena,1964 and Ryans ,1969) which have shown that teacher's personality, knowledge of subject matter and scientific attitude towards knowledge are some corresponding factors associated with these people. Studies (Flanders,1970 and Traverse,1973) have also shown concern on the emotional, psychological and personality types of teachers and their teaching success. Teacher's (Flanders, 1970) emotional stability, outgoing behavior and positive attitude towards work are reported to be more successful as compared to those who are unstable and socially closed. Besides, healthy organizational climate correspond to work culture and breed the qualitative research orientation and teaching success. It is, therefore, pertinent that besides the

institutional factors, the personal qualities and characteristics of a teacher determine his professional success and research competence.

Need and Importance of the Study

In the light of the various researches conducted in the field of teacher education, a host of studies have been conducted on teachers but very little effort has been seen on teachers working at various grade levels. In fact, the focus areas of researcher has been only school teachers. Very few studies are seen on teachers at higher level. The review of literature also highlights that most of the studies have been on variables like job satisfaction, teaching success, adjustment, self concept, attitude, teacher trainees, personality characteristics etc. The present study seems to be first of its kind. The present study shall through light on the personality characteristics of teachers working at college sector. The present study will help the educators, planners and administrators to understand the personality characteristics of teachers....

Statement of the Problem:

Personality Characteristics of Male and Female College Teachers – A Comparative Study

Objective/s

The study was carried out with the under mentioned objective :

- ☐ To find and compare the personality characteristics of male and female college teachers as measured by Cattell's 16 PF

Hypothesis

In the view of above mentioned objective the following hypothesis has been formulated:

one of the most important of all educational concerns (Kandu, 1987). It is no exaggeration to repeat that it is the teacher around whom the whole educational process revolves. His job is gradually becoming more complex. To quote S. Radha Krishnar, "... He acts as a pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning".

While looking into the research areas carried out in the field of teacher education by a host of researchers (Gage,1963; Saxena, 1969; Kaul, 1972; Travers,1973; Chaya, 1974; Arora, 1975; Gupta, 1976; Grewal, 1976; Singh, 1976; Gupta, 1977; Sharma, 1978; Mishra,1980; Singh, 1981; Wangoo, 1986; Mattoo, 1987), it is established that personality correlates like intelligence, stable and emotional behavior and a poised personality attitude are essential postulates associated with teachers. There are still other studies (Bidle, Ellena,1964 and Ryans ,1969) which have shown that teacher's personality, knowledge of subject matter and scientific attitude towards knowledge are some corresponding factors associated with these people. Studies (Flanders,1970 and Traverse,1973) have also shown concern on the emotional, psychological and personality types of teachers and their teaching success. Teacher's (Flanders, 1970) emotional stability, outgoing behavior and positive attitude towards work are reported to be more successful as compared to those who are unstable and socially closed. Besides, healthy organizational climate correspond to work culture and breed the qualitative research orientation and teaching success. It is, therefore, pertinent that besides the

institutional factors, the personal qualities and characteristics of a teacher determine his professional success and research competence.

Need and Importance of the Study

In the light of the various researches conducted in the field of teacher education, a host of studies have been conducted on teachers but very little effort has been seen on teachers working at various grade levels. In fact, the focus areas of researcher has been only school teachers. Very few studies are seen on teachers at higher level. The review of literature also highlights that most of the studies have been on variables like job satisfaction, teaching success, adjustment, self concept, attitude, teacher trainees, personality characteristics etc. The present study seems to be first of its kind. The present study shall through light on the personality characteristics of teachers working at college sector. The present study will help the educators, planners and administrators to understand the personality characteristics of teachers

Statement of the Problem:

Personality Characteristics of Male and Female College Teachers – A Comparative Study

Objective/s

The study was carried out with the under mentioned objective :

- ☐ To find and compare the personality characteristics of male and female college teachers as measured by Cattell's 16 PF

Hypothesis

In the view of above mentioned objective the following hypothesis has been formulated:

Male and female college teachers are significantly different from each other on various personality factors.

Design of the Study

Sample

A sample of 120 college teachers (60 male and 60 female) was drawn from randomly Degree colleges of Kashmir valley. 15 institutions were involved to carry out the investigation. The age of the subjects was 40 to 45 years.

Tools

The data was collected with the help of the following tools/s:

Cattell's 16 PF Questionnaire (Adult Form). This test covers 16 personality factors. These are: Factor: A (Cool vs. Warm), B (Concrete thinking vs. Abstract thinking), C (Emotionally less stable vs. Emotionally stable), E (Submissive vs. Dominant), F (Sober vs. Enthusiastic), G (Expedient vs. Conscientious), H (Shy vs. Bold), I (Tough-minded vs. Tender-minded), L (Trusting vs. Suspicious), M (Practical vs. Imaginative), N (Forthright vs. Shrewd), O (Self-assured vs. Apprehensive), Q1 (Conservative vs. Experimenting), Q2 (Group oriented vs. Self sufficient), Q3 (Undisciplined self conflict vs. Following self image), Q4 (Relaxed vs. Tense). This Tool is readily available against price at Agra Psychology Corporation. Various other researchers have also adopted this tool in studies of similar nature (Aslam, 2011; Adfar,

2010; Wani, 2004 Bhogliwal, 1988; Mattson, 1987; Paul, 1987; Wangoo, 1986; Lusk, 1986; Pessy, 1980; Sharma, 1978; Gupta, 1977; Grewal, 1976; Mattason, 1974; Chayya, 1972; and Kaul, 1972).

Analysis of Data:

The data collected was put to statistical treatment. Mean, SD, and Test of significance were calculated. The information is presented in the below mentioned table with standardized symbols as recommended by Cattell.

Table 1.00 : Showing the Significance of Difference Between the Mean Scores of Male and Female College Teachers on Cattell's 16 Personality Factors (N = 60 each).

Factors	Group				t value
	(Male)		(Female)		
	Mean	SD	Mean	SD	
A	11.00	2.01	13.43	2.86	5.4 *
B	08.76	2.19	08.7	3.33	0.2 **
C	13.36	2.32	11.76	2.83	2.90 *
E	14.8	2.86	15.16	4.00	1.29**
F	13.3	3.19	12.53	2.58	2.58*
G	13.83	3.11	15.4	2.54	4.00*
H	13.43	3.20	13.36	2.57	0.13**
I	14.56	3.40	14.73	4.04	0.25**
L	12.06	2.43	12.7	2.30	1.56**
M	15.53	3.10	17.00	3.79	3.44*
N	13.53	3.51	12.86	2.67	0.58**
O	15.06	3.62	15.00	4.19	0.08**
Q1	10.96	3.62	12.00	2.49	1.89**
Q2	13.53	3.48	13.93	4.37	0.55**
Q3	12.26	3.22	12.10	2.41	0.15**
Q4	12.53	2.90	12.86	3.23	0.59**

A perusal of table 1.00 reveals that the male group of college teachers are seen slightly higher in their mean score (M=13.43) than the female teachers (M=11) on factor "A" (Cool vs.

Warm) of Cattell's 16PF. The calculated "t" value came out to be 2.86 which is significant at 0.01 level of confidence. So, it may be inferred that male teachers seem to be warm, outgoing, kindly, easy going (A⁺), while as the female teachers are cool, impersonal, and reserved (A⁻). The results also reveal that male and female college teachers differ significantly in their mean scores on Factor "B" (Concrete thinking vs. Abstract thinking) of Cattell's 16PF. The results reveal that no significant difference between the mean scores of male and female college teachers seem to exist on this factor, so it can be inferred that both the groups of teachers are similar on concrete and abstract thinking. The results further reveal that on Factor "C" (Emotionally less stable vs. Emotionally stable), the mean scores of college male teachers (M=13.36) is higher than female teachers (M=11.76). The obtained "t" value came out to be 2.90 which is significant at 0.01 level. So, it can be inferred that college teachers (male group) are emotionally stable, mature, realistic (C⁺) about life while as female teachers seem to be emotionally less stable, and easily annoyed (C⁻).

A perusal of the table reveals that on Factor "E" (Submissive vs. Dominant) the mean scores of male teachers is reported to be slightly lower (M=14.8) than female teachers (M=15.16). The obtained "t" value came out to be 1.29 which is insignificant. So, it can be said that both the groups of teachers are neither submissive nor dominant. Although the mean score of female teachers seem to be slightly higher than male teachers yet this differences could not differentiate any of the groups. While looking on the same table the male group of teachers has shown a higher mean score (M=13.3) on

Factor "F" (Sober vs. Enthusiastic) as compared to female teachers (M=12.53). The obtained "t" value came out to be 1.54 which is insignificant. Thus, it can be inferred that both the groups of teachers are seen sometimes to be sober and sometimes happy.

The results further reveal that the male group of college teachers has scored a higher mean value (M=15.4) on Factor "G" (Expedient vs. Conscientious) as compared to female group of teachers whose mean score came out to be 13.83. The obtained "t" value came out to be 2.50 which is significant at 0.05 level. From these results it can be inferred that male teachers tend to be conscientious (G⁺) than female teachers who seem to be expedient (G⁻). The results further reveal the significance of difference between the mean scores of male and female teachers on Factor "H" (Shy vs. Bold) of Cattell's 16PF. A perusal of this table highlights that male teachers scored a mean score of M=13.43 in comparison to female teachers with a mean score of M=13.36. The obtained "t" value came out to be 0.13 which is insignificant. So, it can be inferred that both the groups of the teachers are similar with respect to Factor "H" of Cattell's 16PF. It can also be said that both the groups of the teachers sometimes seem to be sociable, bold, ready to try new things, spontaneous and abundant in emotional response while sometimes they seem to be shy, timid, hesitant, cautious and retiring.

A perusal of table 4.7 reveals that the male teachers have shown slightly higher mean (M=14.73) on Factor "I" (Tough-minded vs. Tender-minded) as compared to female teachers whose mean score came to be M=14.73. The obtained "t" value came out to be

0.25 which is insignificant. It can be safely concluded that both the groups of teachers on one hand seem to be tender-minded, emotionally sensitive, initiative, fanciful and on the other hand they seem to be tough-minded, realistic, down to earth and responsible. With regard to Factor "L" (Trusting vs. Suspicious) the results reveal that male teachers obtained slightly a higher mean score ($M=12.70$) as compared to female teachers ($M=12.00$). The obtained "t" value came out to be 1.56 which is insignificant. It can be inferred that both the groups of teachers seem to be doubtful, skeptical and hard to fool. They also seem to be open and tolerant.

A quick look on the same table reveals that male group of teachers are reported to have a higher mean score ($M=17$) on Factor "M" (Practical vs. Imaginative) as compared to female teachers ($M=15.53$). The obtained "t" value came out to be 3.44 which is significant at 0.05 level. This implies that the male teachers tend to be imaginative, abstract and impractical (M^+) while as the female teachers are reported to be practical, grounded and steady (M^-). The results further reveal that female teachers have shown slightly a higher mean score ($M=12.86$) on Factor "N" (Forthright vs. Shrewd) when compared with the male teachers who were found to have a low mean score ($M=12.53$). The calculated "t" value came out to be 0.58 which is not significant. It can safely be concluded that both the groups of teachers are similar on the continuum of factor "N" which means that both the groups of teachers tend to be forthright and unpretentious. The results also reveal that male teachers have shown slightly a higher mean score ($M=15.06$) in comparison to female college teachers whose

mean score is reported to be 15.00, on Factor "O" (Self-assured vs. Apprehensive). The obtained "t" value came out to be 0.08 which is not significant. From these results, it can be safely concluded that both the groups of teachers seem almost similar on Factor "O" which indicates that they are sometimes placid and sometimes they tend to be apprehensive.

The information presented in the same table reveals that female teachers have shown a higher mean score ($M=12$) on Factor "Q₁" (Conservative vs. Experimenting) as compared to male teachers ($M=10.96$). The obtained "t" value came out to be 1.89 which is not significant. From these results, it can be inferred that both the groups of the teachers are sometimes seen to be conservative and respecting while as sometimes they tend to be interested in intellectual matters and experience doubts on fundamental issues. A quick glance of this table shows the significance of difference between the mean scores of male and female teachers on Factor "Q₂" (Group oriented vs. Self sufficient) of Cattell's 16PF. The results reveal that female teachers seem to have a higher mean score ($M=13.93$) in comparison to male teachers ($M=13.53$). The calculated "t" value came out to be 0.55 which is reported to be statistically insignificant. From these results, it can be inferred that both the groups of teachers are self-sufficient, resourceful and group-oriented. On Factor "Q₃" (Undisciplined self conflict vs. Following self image) the results reveal that both the groups are almost equally inclined on factor Q₃ of 16PF as no significant difference between the mean scores of these teachers was observed. However, it has been found that the mean value of male teachers ($M=12.26$) is slightly higher

than the female teachers ($M=12.1$). The mean score thus slightly favors the male teachers. The results reveal that both the groups of teachers are somewhat similar on the continuum of factor Q_3 , which indicates that sometimes both the groups tend to have strong control over emotions and general behavior and sometimes both the groups of teachers seem to be careless of social rules. The results reveal that the female college teachers have shown a higher mean value ($M=12.86$) on Factor "Q" (Relaxed vs. Tense) of Cattell's 16PF, as compared to male college teachers whose mean score is reported to be 12.53. The obtained "t" value came out to be 0.59 which is not significant. It can be safely concluded that both the groups of the teachers

are similar on the continuum of factor Q_4 . The results reveal that both the groups of teachers tend to be relaxed, sedative and satisfied. However, sometimes both the groups of teachers are seen to be tense, restless, impatient and hard-driving. Similar results are reported by various researchers ((Travers, 1973; Flanders, 1970; Combs, 1985; Biddle and Ellena, 1968; Heil, 1960).

While reviewing the hypothesis which reads as, " Male and female college teacher's differ significantly in their personality characteristics. It has been found that both the groups of teachers differ significantly in some of the personality characteristics. Therefore, the hypothesis stands partially retained.

References:

- Ahmadi, G. (1982) A Study of Student Opinions Towards Faculty Evaluation by students. Cit. in *Dissertation Abstract International Vol, 42*.
- Biddle, B.J & Lillena, W.J. (1964) *Contemporary Research on Teacher Effectiveness*. New York: Holt, Rinehart and Winston.
- Binet, A. (1961) *The Development of Intelligence in Children*. Trans. by E.S. Kite, Baltimore: Williams and Wilkins, Co.
- Boeich, G.D (1977) *The Appraisal of Teaching Concepts and Processes*. London: Addison-Wesley Publishing Company.
- Buch, M.B. (Ed.) (1974) *A Survey of Research in Education*. Baroda: Centre for Advanced Studies in Education, Faculty of Psychology and Education, MS University.
- Buros, O.K. (1965) *The Sixth Mental Measurement Yearbook*. New Jersey: Highland Park, The Gryphon Press.
- Chayya (1974) An Investigation into Certain Psychological Characteristics of an Effective School Teacher. (A comparative study of Effective and Ineffective School Teacher) Unpub. Ph.D. Thesis, University of Kanpur Cit. in M.B. Buch (Ed.) *Second Survey of Research in Education (1972-79)*.
- Cattell, R.B. and Eber, H.W. (1970) *Handbook for 16PF Questionnaire*. Campaign: IL. Institute for Personality and Ability Testing.
- Cohen, I. (1976) *Educational Research in Classroom and Schools-A Manual of Materials and Methods*. London: Harper and Row Publishers.
- Cattell, R.B. (1957) *Personality-A Systematic, Theoretical and Measurement*. Yonkers on Hudson; World Book.
- Debnath, R.C. (1966) Prediction of Student Teaching Success. Ph.D. Thesis, University of Aligarh. *A Survey of Research in Education (1974)*.
- Doyle, Jr. K.O (1974) Student Ratings as Criteria for Effective Teaching. *American Educational Research Journal, Vol.(11), No.3*.
- Eysenck, S.B.G (1960) *Personality Structure and Measurement* London: Routledge & Kegan Paul.
- Ebel, R.L. (Ed.) (1969) *Encyclopedia of Educational Research*. (4th Edition), London: The Macmillan Company, Collier Macmillan Ltd.
- Flanders, N.A. (1985) *Analyzing Teaching Behavior*. London: Addison-Wesley Publishing Company.
- Gage, N.L. (1963) *Handbook of Research on Teaching*. Chicago: Rand Mc Nelly and Company.
- Gupta, R.C. (1976) Prediction of Teacher Effectiveness Through Personality Test. Ph.D. Thesis, University of Banaras, cit. in M.B. Buch. *Third Survey of Research in Education*.
- Gupta, V.P. (1977) Personality Characteristics, Adjustment Level, Academic Achievement and Professional Attitude of Successful Teachers. Ph.D. Thesis, University of Punjab. Cit. in M.B. Buch (Ed.). *Second Survey of Research in Education (1972-79)*.
- Guilford, J.P. (1956) *Fundamentals of Statistics in Psychology and Education*. New York: McGraw Hill Book Company.
- Gills, J. (1968) Personality Needs of Teachers. *A Survey of Educational Research*, Baroda.
- Hall, C.S & Lindzey, G. (1970) *Theories of Personality*. New York: John Willy and Sons.
- Harris, C. (1960) *Encyclopedia of Educational Research*, New York: The MacMillan Company.
- Jangira, N.K. (1992) *An Experiment in Teacher Education and Teacher Effectiveness*. New Delhi: Frank Bros. & Co.
- Khanna, A.P. (1985) *A Study of Personality Patterns of Successful High School Teachers of Aligarh Dist.* Ph.D. Ed.

- Research, PP.954.
- Khan, S. (1987) A Comparative Study of Personality Characteristics of Physical Educational Teachers and General Education Ph.D. Education. Nagpur University. *4th Survey of Educational Research* PP.954.
- Lux, Y.M. (1980) Teacher and Principal Perceptions of Evaluation Criteria. Cit. in, *Dissertation Abstract International* Vol.41, No.4.
- Linton, R. (1945) *The Cultural Background of Personality*. New York: Application Century.
- Mattason, K.D. (1974) Personality traits associated with effective teaching in rural and urban secondary schools. *Journal of Educational Psychology* Vol.66, no.1, 125-128.
- Mattoo, M.I. (1987) Personality factors associated with effective teaching in rural and urban secondary schools unpublished M.Phil. Thesis University of Kashmir.
- Mishra, S.P. (1980) Correlates of effective teaching as measured by student rating. *The Journal of experimental education*, Vol. 49, No.1
- Najma, N. (2004) A comparative study of the personality factors of Teachers working at elementary, secondary, higher secondary, college and university levels. Unpublished M.Ed. dissertation. Kashmir University Department of Education. PP.34-35.
- Pressy, Criss Tenna (1980) The prediction of teacher effectiveness. A linear regression analysis of mean residual student achievement and teachers personality characteristics. Cit. in *Dissertation Abstract-A*; Vol. 40, no.12.
- Ryans, T.N. (1985) A study of some correlates of teaching success. *Journal of vocational and educational guidance*.
- Report of Education (1966) Ministry of Education. New Delhi: Government of India (1946-66)
- Singh, S.K. (1976) A study of some personality variables related to Teachers. Ph.D Thesis, University of Patna. Second survey of research in education.
- Sing, B.K. (1984) A psychological study of the patterns of personality variables of rural and urban college students of Agra region.
- Singh, Sahab (1981) Relationship between teachers personality, teaching success and behavioral changes in students. *Indian Education Review*, Vol.15, no.1, 78-80.
- Travers, R.M.W. (1973) *Second handbook of research on teaching* Chicago; Rand McNally.
- Verma, N.P. (1975) A study of rural students of secondary schools reading in towns and villages in respect of certain psychological (cognitive and personality variables).
- Wexler, G.J. (1977) Personality characteristics of innovative elementary teachers as measured by the Cattell's 16PF Questionnaire. cit., Vol.37, no.1.
- Wangoo, M.L. (1986) *Teacher personality correlates and scholastic competence as related to teacher effectiveness*. Unpublished Ph.D. Thesis. University of Kashmir.
- Wani M, A. (2004) *Personality factors associated with effective teaching as seen through Cattell's 16PF*. Unpublished M.Ed. Dissertation, university of Kashmir, Srinagar.

A COMPARATIVE STUDY OF ADJUSTMENTS OF FIRST GENERATION LEARNERS AND NON FIRST GENERATION LEARNERS AT COLLEGE LEVEL

Afrooza*
M.Y. Ganai**

Introduction

Education is the right and the privilege of everybody in free India. Gone are the days when only the selected few could receive education. The type of education that existed before 1947 in our country was different that type of education was meant for the selected people only. Moreover the authorities imparted that type of education for their selfish motives. Education that exists in free India is absolutely different from the old one. Now education is maintained by authorities belonging to free India and it is meant for every citizen of the free country. No doubt, India got freedom about half a century back and many good efforts have been made to uplift the weaker sections of the society through many possible means, but much more needs to be done.

The "Declaration of the Rights of the Child" proclaimed by the general Assembly of the United Nations in 1959 includes two principles relating to education, in which principle states that the child is entitled to receive education which shall be free and compulsory at least in the elementary stages. S/he shall be given an education which will promote his /her general culture and ability, individual judgment and his/her sense of moral and social responsibility so as to become a useful member of society. This responsibility, in the first instance lies in the hands of his/her parents. The "Declaration of

the Elimination of All forms of Discrimination" proclaimed by the General Assembly of the United Nations in 1960 includes in Article I, this reference to education, "For the purpose of this convention, the term 'discrimination' includes any distinction, exclusive limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin economic condition or birth, has the purpose or effect of nullifying the imparting of equality of treatment."

Another problem with this deprived group is that the poor familial environment also determines the Childs development. These problems have effected a large chunk of population. Consequently their children are left without the formal schooling. The children from poorer homes are having very less facilities towards education as compared to those who are from the educated and elite families. Same is the case with those who belong to the category of first generation learners who face more and more difficulties in learning as compared to those whose parents are educated. Hence, in this way inequality in these two groups becomes clear.

Now, it is clear that poor families lack facilities but the families of first generation learners lack awareness. The weaker sections of the society the scheduled castes and scheduled tribes, in

*Ph.D Scholar, Department of Education, University of Kashmir

** Associate Professor, Department of Education, University of Kashmir

particular need to be protected from all kinds of prejudices, discrimination, social injustices and exploitation. Besides the scheduled castes and scheduled tribes, there is another category of learners known as first generation learners who are facing a number of difficulties, which are responsible for his or her adjustment. Similarly, the inequality becomes wider in such cases as compared to the advanced sections of the society.

Need and Importance of the study:

India after attaining independence from the foreign rule became a democratic nation and diverted its full attention towards the education. Because education in India has historically been the prerogative of the few. The educational development took place within the frame work of a stratified social system. The Universal Declaration of Human Rights accepted that everyone has the right to education since education is responsible for all-round development of human personality, dignity and respect for human rights and of fundamental freedom. Culture requires inculcation of awareness towards environmental, physical, social, spiritual and sense of responsibility.

Democracy is a way of life and its values need to be imbibed through education and practiced in the day to day life and quality of democracy depends on its citizens willing to discharge their responsibilities towards the self, the family, the community, the national and humanity at large. As per Article 46, the state will pay special attention to the educational and economic interests of all backward classes, especially the scheduled caste and scheduled tribes. Education shall be directed to the full development of the human personality and to

the strengthening of respect for human rights and fundamental freedoms.

Education in India has historically been prerogative of a few. Since educational development took place within the frame work of a stratified social system, it has always been focussed on the needs of privileged ones. The present day Indian society is therefore divided into various caste groups which interact within their own formations: with the result, those with a high educational profile and those who were disadvantaged once continue to remain so of these the Scheduled Castes and Scheduled Tribes from the largest part.

Education is directly related to the development of a country. Efforts are being made both by the union government as well as state governments to provide numerous facilities to the disadvantaged groups with a view to bring them at par with the various advantaged groups. Opening of schools in habitations with a higher concentration of disadvantaged population, scholarships, merit scholarships, free uniforms, midday meals and providing coaching classes to the needy children are some interventions which aim at increasing the enrolment and retention of Scheduled Castes children in school.

Education is both a tool as well as a factor of production owned and used by individuals according to their ownership intensity both as a means and process. To fight the social and economic injustice perpetrated by the advantaged sections of society, individuals need to develop survival competencies which are invariably possessed by the advantaged groups. Thus they keep on passing relevant information and knowledge to the advantaged few alone. ⁸

This type of arrangement therefore institutionalizes differentiation between the advantaged and the disadvantaged. This problem is evidently more grave in the case of Scheduled Castes and Scheduled Tribes girls because they are doubly disadvantaged.

Besides Scheduled Castes and Scheduled Tribes education of minority groups has also been the centre of the Indian educational scenario, contemporary sociologists define minorities as that group of people who are perceptibly differentiated from others in the same society by race, nationality, religion or language and who in turn endorse their perception. They also, generally, lack power and hence are subjected to certain exclusions discrimination and other differentiated treatments.

But in spite of all its efforts, for ameliorating the position of weaker and under privileged sections of the society, their progress and development in the field of education is not satisfactory, their enrolment in the educational institutions is lower than that of others, the rate of dropouts and stagnation is higher in underprivileged groups as compared to developed groups. Besides underprivileged sections of society, first generation learners also may be suffering from some deficiencies lagging them behind in the field of education. The handicaps are poor home environment, lack of facilities, poor social and economic background and lack of guidance and parental encouragement for education. The percentage of first generation learners is steadily increasing over the last decades, which is bound to pose certain problems to the learners themselves, to their teachers as well as the educational institutions. Hence inequality becomes much

common and wider in such cases. Due to illiteracy of parents first generation learners are not aware about the vital importance of the education which is the key input for national development and such plays a significant role in adjusting them in the society. Hence it is expected that this group of learners may be facing adjustment problems because they neither have congenial atmosphere nor they receive any encouragement from their parents for the pursuit of education.

Objectives:

The following objectives have been formulated for the present investigation:

- i. To study the adjustment of first generation learners and non first generation learners at college level on various dimensions of adjustment.
- ii. To compare first generation learners and non first generation learners at college level, on various dimensions of adjustment.
- iii. To compare first generation learners boys and girls at college level on various dimensions of adjustment.
- iv. To compare non first generation learners boys and girls at college level on various dimensions of adjustment.
- v. To compare first generation learners and non first generation learners boys at college level on various dimensions of adjustment.
- vi. To compare first generation learners and non first generation learners girls at college level on various dimensions of adjustment.

Hypothesis:

The following hypotheses have been formulated for the present investigation.

- i. First generation learners and non first generation learners differ significantly on various dimensions of adjustment.
- ii. First generation learners boys and non first generation learners girls differ significantly on various dimensions of adjustment.
- iii. Non first generation learners boys and girls differ significantly on various dimensions of adjustment.
- iv. First generation learners and non first generation learners boys differ significantly on various dimensions of adjustment.
- v. First generation learners and non first generation learners girls differ significantly on various dimensions of adjustment.

Method and Procedure:

Sample:

The sample for the present study consisted 30 first generation learners boys plus 30 first generation learners girls (60 first generation learners) and 30 non first generation learners boys plus 30 non first generation learners girls

(60 non first generation learners) from different colleges. The sample was randomly selected from the different colleges of District Baramulla. Thus first generation learners and non first generation learners boys and girls were selected to serve as the subjects for the study.

Tools:

A self constructed information schedule and Bell's Adjustment Inventory (Adult Form) was administered on the subjects to collect the data.

Statistics:

The data collected was subjected to the statistical treatment by applying test of significance.

Interpretation of the data:

The present study was conducted to compare the two groups viz, first generation learners and non first generation learners on sex basis at college level on various areas of adjustment as per Bell's Adjustment Inventory (Adult Form). Five hypotheses were formulated for the investigation, in order to test the hypotheses, the data collected through the selected tools was statistically analyzed. Therefore, the whole information was subjected to test of significance by employing "t" Test. The same information

Table 1.00 Comparison of first generation learners and non – first generation learners at college level on various dimensions of adjustment (N = 60 in each group).

Areas of Adjustment	FGLs		NFGLs		"t" Value	Level of significant
	Mean	SD	Mean	SD		
Home	13.02	3.46	7.85	2.65	6.61	Sig. at 0.01 level
Health	11.91	2.70	7.61	2.31	6.82	do
Social	13.51	2.68	9.51	2.46	6.15	do
Emotional	12.46	3.21	8.64	2.43	5.30	do
Over all	50.80	9.52	33.63	6.53	8.33	do

Table 2.00 Comparison of first generation learners boys and girls at college level on various dimensions of adjustment (N = 30 in each group).

Areas of Adjustment	FGLs (Boys)		FGLs (Girls)		"t" Value	Level of Significant
	Mean	SD	Mean	SD		
Home	12.40	3.69	13.64	3.24	1.39	Not Sig.
Health	9.50	2.58	14.32	3.21	6.51	Sig. at 0.01 level
Social	14.40	3.27	12.63	2.32	2.45	Sig. at 0.05 level
Emotional	10.50	3.21	14.42	2.97	4.96	Sig. at 0.01 level
Over all	46.80	10.65	54.81	10.04	3.00	Sig. at 0.01 level

Table 3.00 Comparison of non – first generation learners boys and girls at college on various dimensions of adjustment (N = 30 in each group).

Areas of Adjustment	NFGLs (Boys)		NFGLs (Girls)		"t" Value	Level of Significant
	Mean	SD	Mean	SD		
Home	8.30	3.66	7.42	2.11	1.15	Not Sig.
Health	5.80	2.55	9.43	2.04	6.15	Sig. at 0.01 level
Social	10.60	3.53	8.42	1.96	2.98	Sig. at 0.05 level
Emotional	7.40	2.11	9.89	2.40	4.29	Sig. at 0.01 level
Over all	32.10	8.43	35.16	9.21	1.34	Not Sig.

Table 4.00 Comparison of first generation learners and non - first generation learners boys at college level on various areas of adjustment (N = 30 in each group).

Areas of Adjustment	FGLs (Boys)		NFGLs(Boys)		"t" Value	Level of Significant
	Mean	SD	Mean	SD		
Home	12.40	3.69	8.30	3.66	4.32	Sig. at 0.01 level
Health	9.50	2.58	5.80	2.55	5.61	Sig. at 0.01 level
Social	14.04	3.27	10.60	3.53	4.32	Sig. at 0.05 level
Emotional	10.5	3.21	7.4	2.11	4.49	Sig. at 0.01 level
Over all	46.8	10.65	32.1	8.43	5.92	Sig. at 0.01 level

Table 5.00 Comparison of first generation learners and non – first generation learners girls at college level on various areas of adjustment (N = 30 in each group).

Areas of Adjustment	FGLs (Girls)		NFGLs (Girls)		"t" Value	Level of Significant
	Mean	SD	Mean	SD		
Home	13.64	3.24	7.42	2.11	8.88	Sig. at 0.01 level
Health	14.32	3.21	9.43	2.04	7.08	Sig. at 0.01 level
Social	12.63	2.32	8.42	1.96	7.79	Sig. at 0.05 level
Emotional	14.42	2.97	9.89	2.40	5.56	Sig. at 0.01 level
Over all	54.81	10.04	31.6	9.21	7.92	Sig. at 0.01 level

has been presented in tabular form as:

Discussion of Results:

The variables covered in this investigation were home, health, social, emotional and overall adjustment problems of first generation learners and non first generation learners on sex basis at college level. The data was collected and arranged in tables from 1.00 to 5.00. The interpretation and discussion of the results based on this tabulated data is presented as under:

Table No. 1.00: Indicates that the first generation learners of college level differ significantly at 0.01 level on home ($t = 6.61$), health ($t = 6.82$), social ($t = 6.15$), emotional ($t = 5.30$) and overall ($t = 8.33$) than non first generation learners. The non first generation learners were found to be better in home, health, social and were emotionally stable than first generation learners of college level.

Table No. 2.00: In this table comparison was done on the gender basis between the first generation learners of college level at various dimensions of adjustments. It is evident from the table that on health ($t = 6.51$), emotional ($t = 4.96$) and overall ($t = 3.00$) adjustment, the two groups boys and girls of college level differed significantly at 0.01 level. On social area ($t = 2.45$) both the groups differ significantly at 0.05 level. Whereas on home area ($t = 1.39$) they did not differ significantly. Table indicates that boys of college had better health and emotional adjustment than the girls. On social adjustment girls were found to be superior than boys.

Table 3.00: Indicates a comparison on the basis of gender of college students who were non first generation learners at various areas of

adjustments. The two groups of students boys and girls non first generation learners differed significantly at 0.01 level on health ($t = 6.15$), social ($t = 2.98$) and emotional ($t = 4.29$). On the other side both the groups did not differ significantly on home ($t = 1.15$) and overall adjustments ($t = 1.34$). The non first generation learners boys of college level had better health and emotional adjustment than college girls, whereas the girls had better social adjustment than boys. The two groups of students i.e., boys and girls were found to be similar in home and overall adjustments.

Table 4.00: Shows that first generation learners of college level differed significantly at 0.01 level from their counterpart at home ($t = 4.32$), health ($t = 5.61$), social ($t = 4.32$), emotional ($t = 6.49$) and overall ($t = 5.92$). The non first generation learners of college level boys were found to be better in home, health, social, emotional and overall adjustment than first generation learners boys of the same class.

Table 5.00: Shows the difference between first generation learners and non first generation learners at college level girls at the various areas of adjustment. The non first generation learners of college level girls differ significantly from their counterpart at all the areas of adjustment such as home ($t = 8.88$), health ($t = 7.08$), social ($t = 7.79$), emotional ($t = 5.56$) and overall ($t = 7.92$) adjustment. The non first generation learners of college level girls were found to be better adjusted at all the above mentioned areas of adjustment as compared to first generation learners of the similar group.

Conclusion:

On the basis of the results the following conclusions have been drawn:-

i. The non first generation learners at college level were found to be better adjusted in home, health, social, emotional and overall adjustment than their counter part first generation learners.

ii. The first generation learners boys were found better adjusted in the health and emotional areas of adjustment than the girls of the same group. On social adjustment girls were found to be superior than boys of the similar class.

iii. The non first generation learners boys at college level found to have less problems in the areas of health and emotional areas than non first generation learners girls at the college

level. However it was found that non first generation learners college girls were better adjusted in the area of social adjustment as compared to non first generation learners college boys.

iv. The non first generation learners boys at college level were found to be well adjusted in home, health, social, emotional and overall adjusted areas than their counter part, i.e. first generation learners boys.

The non first generation learners girls at college were found to be better adjusted on home, health, social, emotional and overall adjustment than the first generation learners girls of college level.

References:

- A Shared Agenda: A Leadership Challenge to Improve College Access and Success. 2004. Pathways to College Network: The Education Resources Institute (TERI), Boston, M.A: Pathways to College Network Clearinghouse.
- Hsiao, Karin Petersen. Nov. 1992. First-Generation College Students (ERIC ED351079) ERIC Digest, November. Office of Educational Research and Improvement, Los Angeles, CA: ERIC Clearinghouse Products (071), www.eric.ed.gov
- Schmidt, Peter. 2003. Academe's Hispanic Future: The nation's largest minority group faces big obstacles in higher education and colleges struggle to find the right ways to help. *The Chronicle of Higher Education*, v. 50, Issue 14 (28 November): A8. <http://chronicle.com>
- Stripling, Jenny J. 1999. Facilitating Transfer for First-Generation Community College Students (ERIC ED430627). ERIC Digest, June. www.eric.ed.gov
- Thayer, Paul B. 2000. Retention of Students from First Generation and Low
- Anderson John. 1951. *the Psychology of Development and Personal Adjustment*, Henny Holt & Co. New York.
- Bulletin No. 30. 1990. Education for All. UNESCO, Bangkok.
- Hall, S. Calvin Lindzey and John. B. Campbell. 2002. *Theories of personality*, 4th Ed. Hall Calvin S. (Calvin Springer)
- Kakkar, A. 1964. Adjustment problems of adolescents. Ph D

- thesis Allahabad University. cit. in Buch M.B. (Ed). *A survey of research in education* (1974) (P 155)
- Munn Norman. 1943). *Psychology: The Fundamental Human Adjustment*, Houghton Heffin Co. Boston.
- Nanda, A. 1957. Psychological needs of adolescent girls and their bearing on individual adjustment Cit. in Buch M.B. (Ed). *A survey of research in education*. Baroda case (1974)
- Nadeem, N.A. 1986. A comparative study of first generation learners (FGLS) and non-first generation learners (NFGLS) in relation to their intelligence, creativity and academic achievement. Unpublished report of the project on FGLS Kashmir University. Department of Education.
- Nayar, P.R. 1997. *Psychology of Education*. In 5th Survey of Educational Research 1988-92, Trend Reports, Vol.1, NCERT, New Delhi.
- Panda, K.C. 1991. *Research in Psychology of Education*. A trend Report in M.B Buch (Ed.) 4th Survey in Education 1983-88 vol. I NCERT, New Delhi.
- Sharma, G.R. 1978. A study of factors underlying adjustment problems of professional and non-professional college students. Ph D thesis. Merut University, Cited M.B. Buch. (Ed) *Second survey of research in education 1972-73, 1979*.
- Shukla, P.C. 1981. Adjustment problems at plus two level. *The Educational review*, Vol. Lxxxvii No 2 (P 36-37).
- Shukla, V.N. 1993. *Constitution of India*. Eastern Book Company, New Delhi.

"DR. SARVEPALLI RADHAKRISHNAN'S VISION OF TEACHER"

G. M. Malik*
Rukhsana Akhter**
Saima Iqbal**

ABSTRACT

The present study was conducted to analyse the role of teacher as envisioned by Dr. Sarvepalli Radhakrishnan. The main objective of the study was to analyze the role of teacher in different perspectives. For conducting this study, the philosophical and historical methods were employed. The primary and secondary sources related to Dr. Radhakrishnan's educational philosophy were evaluated after detailed analysis. The general philosophical tools for the study which were used in the present investigation are induction, deduction, dialectical analysis and synthesis. The study revealed that the teachers' duty is not only to acquaint the students with subject matter, principles and generalizations but also to inculcate in them a sense of research and criticism so that they will be able to acquire the habit of free and impartial judgment. The study further revealed that teacher acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.

Introduction

A reflective Indian thinker, philosopher, president, a prolific writer, Dr. Sarvepalli Radhakrishnan was born on September 5, 1888 at a small place Tirutan, forty miles to the north-west of Madras. He graduated, with a Master's Degree in Arts from Madras University. In Partial fulfillment of his M.A. degree, Radhakrishnan wrote a thesis on the ethics of the Vedanta titled "The Ethics of the Vedanta and its Metaphysical Presuppositions", which was a reply to the charge that the Vedanta system had no room for ethics. Professor A. G. Hogg awarded the following testimonial for this thesis: "The thesis which he prepared in the second year of his study for this degree shows a remarkable understanding of the main aspects of the philosophical problems a capacity for handling easily a complex argument besides more than the average mastery of good English".

From 1909 to 1918, Radhakrishnan worked as Assistant Professor and then professor of philosophy at Presidency College, Madras. He remained engaged in the seasons study of

Indian Philosophy and religion. He was appointed professor of Eastern Religious and ethics at Oxford in 1936. He served as Vice-Chancellor of Banarras Hindu University from 1939-1948.

While going through the review of the studies conducted on various thinkers, many researches has been conducted on Aurobindo, Jawaharlal Nehru, Swami Dayanand, Mahatma Gandhi, Vivekananda, Rabindranath Tagore, Dr. Zakir Hussain. There is almost no study conducted on Radhakrishnan, which could reflect the role of teacher envisaged by the great Indian Philosopher.

Statement of the Study

The research problem thus conceived has been formulated as:

" Dr. Sarvapalli Radha Krishnan's vision of teacher " "

Objective of the Study

To study the role of teacher as envisioned by Dr. Sarvapalli Radhakrishnan in different perspectives.

* Professor (Ret.) Department of Education, University of Kashmir.

**Research Scholar's, Department of Education, University of Kashmir.

Methodology

Philosophical and historical methods has been used and apart from that both primary as well as secondary sources related to Dr. Radhakrishnan has been employed for the collection of data. Accordingly the data has been collected, scrutinized and critically analyzed for interpretation and for drawing conclusions.

Role of Teacher in Different Perspectives

Radhakrishnan was aware of the importance and respect which teachers commanded in Ancient India. He was of the view that throughout the history of civilization, teachers were able to transmit the intellectual traditions and the technical skills from one generation to other. So, he was very clear in his mind regarding the role of the teacher in the scheme of education. He felt that the higher the aims of education, the greater is the obligation of the teacher to help the students in achieving them. For him, the function of the teacher is of vital importance.

He did not attach importance to mercenary attitude. He was aware of the type of teachers we have, who are expected to carry on our ancient tradition. His anxiety was to raise their lot so that we got better teacher in future. Radhakrishnan was of the view that unless teachers are satisfied with the conditions in which they have to work the talk achieving this or that aim would yield nothing.

He remarked: "It is essential that we should have teachers who by their example exercise a wholesome influence on the students, teachers who are free from the cancer of communalism and functionalism, wholesome instruction in the classes is also essential".¹

Radhakrishnan was of the firm opinion that it is not merely the instruction imparted to the students in the classroom, the kind of life teachers lead that leaves an impact on the minds of the students. Therefore, it is also the example, which the teachers set that influences the personality of the students. It is believed that love of the pupils is the first essential quality of a successful teacher. In Radhakrishnan's University Education Commission Report (1948-49), he has observed that the teacher's duty is not only to acquaint the students with subject matter, principles and generalizations but also to inculcate in them a sense of research and criticism so that they will be able to acquire the habit of free and impartial judgment, "It is the main duty of the teacher to arouse interest in his pupils for the subject which he teaches. A teacher who is not aware about the latest development or advancement in his subject and does not have independent thinking and ideas about his duties, cannot infuse the desire of love for the truth to his pupils".²

Radhakrishnan perceived that the relations between the teacher and the taught should be sacred, student should be trained by the teacher to approach life's problems with fortitude, self control and sense of balance which our new conditions demand. The teacher should have affectionate attitude towards his pupils and should be alert enough towards the physical fitness of the students. In his opening address at Vivekananda College, Tiruchirapalli on 23rd July, 1957, Radhakrishnan said, "A good student is not merely one who was read much but one who has been taught from books. It is therefore essential that our teachers should be of proper quality, not only in scholarship but in sympathy

for the pupils... We should place before the pupils the best that has been thought and said on any particular subject and then leave it to him to reflect and decide.. No student should become a robot or automation".³

The teacher's task is to impart effective reading writing communication and thinking skills in the formative years to enable him to emerge as an individual entity. Thus the role of teacher is a friend, philosopher, guide and a role model.

Radhakrishnan believed in the fact that respect for the teacher cannot be forced. It has to be earned by the teacher. In his view, teachers have a great role to play in the shaping of the minds and hearts of our youths. Therefore teachers by their conduct should be an example to the students.

Radhakrishnan envisaged teacher's role in uplifting student moral and ethical behavior. Education imparted by the teacher should be such that it could help the students to meet the moral challenge of the age, it should be liberating and life giving. It must give a basic meaning to personality and existence and equip the students with the power to overcome spiritual inertia and foster spiritual sensitivity. He felt that teachers can provide moral and social guidance through tutorials. There is nothing greater than the freedom of the human spirit. Therefore, freedom of the human spirit must be the ideal which every teacher should set before himself. He observes that in our educational institutions, we feed the animals, train the mind, but do not attend to the spirit in man. In his book, "our heritage" (1973) Radhakrishnan observes: Enlightenment and ethics are the two things essential for the full development of a human being: "Enlightenment in

our libraries, our laboratories, in classrooms, our lecture rooms, ethics meditation develop our soul improving mind and making it something different from what we find it to be".⁴

Radhakrishnan believed that in our country we look at teachers as gurus, acharyas. Acharya is one whose achar or conduct is exemplary, if he is a victim of durachaar, then he is not an acharaya. He must be an example of good conduct. He must inspire the pupils, who are entrusted to his care with love of virtue and goodness and abhorrence of cruelty and violence... We must love the good and detest the bad. Until we are able to give our youngsters that kind of outlook, we cannot call ourselves good teachers. Andhakar is not merely intellectual ignorance, but spiritual blindness. He, who is able to remove that kind of spiritual blindness, is called a guru. Are we deserving of that noble appellation of an acharya or a guru? That is the first thing that everyone of us will have to realize. Radhakrishnan expects teachers to be example of good conduct so that the pupils might imbibe the right spirit.

Radhakrishnan envisaged an important role of teacher in building the character of students, when he observes: "Character is that on which the destiny of a nation is built, a great nation, we must try to train a large number of young men and women who have character".⁵

Radhakrishnan believed in teacher's role in preserving the basic values of our own cultural heritage without losing the momentum which science and technology gives to human progress. He felt that the moral and spiritual values of our civilization may possibly serve as the basis for a larger human fellowship. Our minds and hearts

require to be changed. "We have to grow in human greatness, in humanity and in goodwill. We must train not only the intellect but bring grace into the hearts of men".⁶ Radhakrishnan pleads for acquiring international standards of behaviour, humility and a spirit of selfless dedication to work.

These traits of our character could help us build an ending edifice of the nation to which we belong. It is not the technical skill or intellectual ability which makes a society great or lasting. "Greatness is not possible to attain if the spirit is weak. Therefore freedom of the human spirit must be ideal which every teacher should get before himself".⁷ Radhakrishnan's life long search for insight was a voyage to discovery of himself, a penetration of the depth of his own nature; but he had sharpened this insight from whatever outside sources were available, evolved his own spirituality by applying it to everyday life and transmitted it to those who would also apply it in their own way and learn from it.

Radhakrishnan stressed that the fundamental duty of a teacher is to teach his subject enthusiastically and he should have knowledge about the latest developments in his subject. In this view, a University teacher should involve himself in research work and should give more importance to teaching. He remarked that, "The profession of the teacher should not be reduced to a trade. It is a calling a vocation - a mission. It is the duty of teachers to make pupils good citizens of the new democracy. They must impart to the students zest for new experience, love for adventure in knowledge".⁸

Radhakrishnan was of the firm opinion that every attempt should be made to draw a good

proportion of the best ability in the country in the teaching profession. He stressed that as the personality of the teacher has great influence on the pupils. So his responsibility to the teaching profession cannot be evaded. Thus Radhakrishnan does not envisage teaching as an ordinary profession, where in anyone who cares to join it either on the strength of academic qualifications or otherwise, can be regarded as a proper teacher. He feels that teacher role is not limited to providing mere knowledge to the students but helps the students in the process of perfection.

The teacher is dynamic force, an institution without teacher is just like a body without the soul, a Skelton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today then the need for strong manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities.

The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country gets evaluated in and through the work of the teacher. The people of a country are the enlarged replica of their teachers. They are the real nation builders.

Teachers needs to achieve the objectives of excellence compiled with equity and social justice by way of imparting quality education to all students with out any discrimination so that they become physically fit, mentally alert, emotionally balanced and spiritually sound.

Thus from the above discussion it needs no description that the teacher is the pivot of any education system of younger students. On him

rests the failure or the success of the system. If the teachers are well educated and if they are intellectually alive and take keen interest in their jobs, then only success is ensured. But if on the other hand if they lack training in education and if they cannot give their heart to their profession the system is destined to fail. Hence, the teacher is another vital component of any educational institution.

Conclusion

- 1 Radhakrishnan believed that the teacher's duty is not only to acquaint the students with subject matter, principles and generalizations but also to inculcate in them a sense of research and criticism so that they will be able to acquire the habit of free and impartial judgment.
- 2 Teacher should be example of good conduct.
- 3 Teacher should be free from communalism and functionalism.
- 4 Teacher should be aware about the

latest developments or advancements in the subject.

- 5 Teacher taught relationship should be sacred.
- 6 Teacher should build the character of student.
- 7 Teacher should preserve the basic values of our own cultural heritage.
- 8 The fundamental duty of the teacher is to teach his subject enthusiastically.
- 9 Radhakrishnan felt that teacher's role is not limited to providing mere knowledge to the students but helps the students in the process of acquiring perfection.

Glossary of Hindi Words

Achar: Conduct.

Acharya: Guide or instructor.

Andhakar: Darkness.

Durachar: Wrong doings or misconduct.

Vedanta: School of Hindu philosophy.

References

- Mani R.S. (1965). Education ideas and ideals of Eminent Indians, New Delhi. Delhi Book Society of India, p. 85.
- Panday, R. S. (1990). Educational Philosophy of Sarvepalli Radhakrishnan, the Associated Publishers, Ambala Cantt. India. p. 123.
- Radhakrishnan, S. (1960). Occasional speeches and writings Govt. of India's Published Divisions, pp. 240-247.
- Radhakrishnan, S. (1973). Our Heritage, New Delhi. Orient Paper Blacks.
- Randhakristinan, S. (1960). Occasional Speeches and Writings Govt. of India, Publications Divisions, p.

99.

- Radhakrishnan (1970). The Present Crises of Faith, New Delhi. Orient Paper Backs, p. 174.
- Radhakrishnan (1960). Occasional Speeches and Writings Govt. of India Publications Divisions. Vol. 11, p. 260.
- Radhakrishnan (1960). Occasional Speeches and Writing Govt. of India, Publication Division P. 110.

A STUDY OF SELF ESTEEM AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Bharti Sharma Punj*

ABSTRACT

Personality factors are being recognized as compared to cognitive factors to determine achievement and related behavior of students. Personality factors like self esteem, locus of control and many others have direct influence on child's academic performance. Self esteem is a basic human need which is essential to normal and healthy development. It has survival value. The investigator undertook a study to measure the self esteem and academic achievement of high school students and to see the interaction effect of academic achievement on self esteem. It was found that there are significant differences in self esteem among high and low achievers.

In the field of school learning, personality factors are quite significantly influential. Personality factors are being recognized as compared to cognitive factors to determine achievement and related behavior of students. Muthain (1988) defines the standard of education in terms of integrated personality development. Researcher has been interested in individual differences in personality studies. (John et.al, 1994) have linked the five dimensions of personality to other constructs of personality like Self Knowledge. The self is that organized system within the personality which is the collection of attitudes, opinion and believes that individual holds about himself. Self knowledge plays a key role for gaining achievements in one's life. Numerous studies have reported that self esteem is positively related to effective performance in groups of both sexes and all ages (Coopersmith, 1964). It has been observed that many researchers investigated educational problems as well as making predictions on academic success or failures and concentrated mainly on cognitive measures ignoring personality factors. Personality factors like self esteem, locus of

control and many others have direct influence on child's academic performance. The children's performance in academics not only depends upon his cognitive level but also on his self concept which impacts his performance. This is so because a child scoring low marks will tend to have negative feelings towards himself, while a child scoring high marks will regard self as working well and become motivated to achieve more. The extent to which child is motivated to learn influences his performance in academics. Self esteem is a basic human need which is essential to normal and healthy development. It has survival value.

In the light of above discussion, the investigator undertook a study to measure the self esteem and academic achievement of high school students and to see the interaction effect of self esteem on academic achievement.

Objectives of the Study were:

1. To find significant differences in self esteem among high and low achievers.
2. To find significant sex differences in self esteem among high school students.
3. To find whether significant interaction

*Senior Lecturer in Education, KCS College of Women, Jammu

exists between academic achievement and sex among high school students with self esteem as a dependent variable.

Hypotheses of the Study were:

1. There will be no significant differences in self esteem among high and low achievers.
2. There will be no significant sex differences in self esteem among high school students. There will be no significant interaction between academic achievement and sex among high school students with self esteem as a dependent variable.

Sample for the present study was obtained from different school Kathua district of Jammu and Kashmir State studying in 9th standard. The Self Esteem Inventory by Dr Standley Coopersmith was used as a tool to assess high, medium, or low self esteem of the students. For determining Academic achievement, marks of all students obtained in their 8th Class Board Examination have been taken into consideration. In the present study, investigator employed Two-Way Analysis of Variance (2×2 Factorial Experiment) for self esteem scores to provide concrete information about the interactional effects.

Following conclusions have been drawn:

1. There are significant differences in self

esteem among high and low achievers

2. There are no significant sex differences in self esteem among high school students.
3. There is no significant interaction between academic achievement and sex among high school students with self esteem as a dependent variable.

Discussion

Research has documented the important role the high self esteem played in academic achievement of students. The findings of the study were supported by different studies conducted earlier. Panwar (1986), Singh (1986) found the positive and significant relationship in academic achievement and self esteem. Naderi et al (2009) in their study "Self esteem, gender and academic achievement of undergraduate students" found that there is significant differences in academic achievement of students with high and low self esteem.

In the present study the personality factor i.e. self esteem has been studied. It has been found that high achievers have high self esteem as compared to the low achievers. So, it becomes the responsibility of the teachers and the parents to help the low achievers to improve their self esteem.

(2×2 Factorial Experiment) for self esteem scores

Sources of Variance	Sum of Squares	Degree of Freedom	Mean Square	F	Significance
Academic achievement	994.05	1	994.05	8.48	Significant at .01 level
Sex	48.05	1	48.05	0.41	N S
Academic achievement and Sex	130.05	1	130.05	1.11	N S
Within	8910.6	76	117.24		

References

- Coopersmith, S.(1964). "Relation between Self esteem and Sensory Perceptual Constancy," JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 68,217-221.
- John, O.P., et.al (1994). " THE Little Five: Exploring the Nomological network of the Five-factor Model of personality in Adolescents Boys", CHILD DEVELOPMENT 65: pp 160-178.
- Muthian, P.M.(1988). "The role of College in National Building towards Excellence", Jaipur publishers.
- Naderi, Babiballah et.al(2009). "Self esteem, Gender and Academic achievement of Undergraduate Students". AMERICAN JOURNAL OF SCIENTIFIC RESEARCH, Vol.X, No 2, pp. 118-122.
- Panwar, P.S.(1986). " Role of Academic achievement and School Background in Self concept, Self disclosure and inferiority Feeling among students of Kumaun Hills", Fourth Survey of Research in Education, MB Buch, New Delhi, NCERT,pp 411-412.
- Singh, R.R.(1986). "Relationship between Academic achievement and Self concept", Indian EDUCATIONAL REVIEW, 22(1) pp 35-39.

A STUDY OF JOB SATISFACTION OF PERMANENT AND CONTRACTUAL FEMALE HIGHER SECONDARY LECTURERS OF KASHMIR (J&K)

Tasleema Jan*
Razwan Roomi Rather**

Introduction

Job satisfaction is a very complex and comprehensive phenomena. It can hardly be seen in isolation from real life situation. Job satisfaction has been defined as a pleasurable emotional state resulting from appraisal of one's job, an effective reaction to one's job and attitude towards one's job. Job satisfaction is a widely accepted psychological aspect of functioning in any profession. The credit of bringing this term into currency goes to Hoppock (1935). He reviewed a little over 30 contemporary studies and concluded that there was much opinion about job satisfaction yet there was not much factual work done in this field. The standard of education along with other factors depends on quality of teachers and their job satisfaction. A teacher, who is happy with his job, plays a Pivotal role in the upliftment of the society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils.

Job satisfaction plays a great role in defining our efficiency and productivity. A teacher who is satisfied and happy with his job will have higher productivity than a teacher who looks his job only as a means for monetary benefits. This is because job satisfaction provides a person with inner motivation and self encouragement to give his best to his job. He will always try to scale

new heights of success. A teacher who is satisfied with his job helps in creating a positive work environment. He always helps in boosting up the morale of his colleagues and helps in creating a harmonious relationship at work.

Job satisfaction may be defined as how contented an individual is satisfied with his or her job. It expresses the extent of match between workers expectations and the rewards the job provides and the values it creates and get cherished. Satisfaction is an important focus because it is the source of motivation to sustain effort, in performing over and extent period, the many routine but necessary tasks that are required for teaching. Job satisfaction may be defined as how much an individual is adjusted in his work because adjustment is more overt and more easily manipulated while satisfaction is covert and being visible aspect of teachers make up.

In the field of education, little research has been conducted on job satisfaction. Studies on job satisfaction of teacher's reveals interesting contradictions. Therefore it will be proper to explore more and more to confirm, verify and validate facts.

Statement of the Problem

The problem for the present study is as under, "A Study of the job satisfaction of permanent and

*Senior Assistant Professor, Faculty of Education, University of Kashmir

**Research Scholar

contractual female lecturers of Kashmir".

Objectives:-

The following objectives were formulated for the purpose of present study:-

1. To compare permanent and contractual female lecturers with respect to the following dimensions of job satisfaction:-
 - a. Intrinsic aspect of the job.
 - b. Salary, Promotional avenues and service conditions.
 - c. Physical facilities.
 - d. Institutional plans and policies
 - e. Satisfaction with Authorities.
 - f. Satisfaction with social status and family welfare.
 - g. Rapport with students.
 - h. Relationship with co-workers.

Hypothesis:- The following hypothesis were formulated for the present investigation:-

1. There is no significant difference between permanent and contractual female lecturers on following dimensions of job satisfaction:-
 - a. Intrinsic aspect of job.
 - b. Salary, promotional avenues and service conditions.
 - c. Physical facilities.
 - d. Institutional plans and polices.
 - e. Satisfaction with Authorities.
 - f. Satisfaction with social status and family

welfare.

- g. Rapport with students.
- h. Relationship with co-workers.

Methodology and Produce:-

Sample:- The investigators conducted a study on job satisfaction of permanent and contractual female lecturers. The sample for the present study was collected on random basis. 100 female permanent and contractual lecturers were selected as sample for the present study.

Data gathering tool:-

For the present study the investigators used job-satisfaction scale developed by Meera Dixit to collect the data

Statistical Treatment:-

The data collected was subject to following statistical techniques.

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

Analysis and Interpretation:-

In order to achieve the objectives formulated for the present study the data collected was statistically analyzed by using t-test.

The Perusal of table 1.0 shows that there is no significant difference between contractual and permanent female lecturers on intrinsic aspect of job satisfaction. The calculated t-value (1.86) is less than the tabulated value (1.98) at 0.05 level.

Table 1.0:- Showing Intrinsic Aspect of Job

Type	Mean	S.D	t-value	Level of significance
Contractual female	26.08	4.08	1.14	Not significant
Permanent female	24.80	2.19		

Table 1.1 Showing salary promotional avenues and service conditions.

Type	Mean	S.D	t-value	Level of significance
Contractual female	20.04	5.24	6.34	Significant at 0.01 level
Permanent female	28.16	3.76		

Table 1.2: Showing Physical facilities

Type	Mean	S.D	t-value	Level of significance
Contractual female	27	5.17	0.67	Not significant
Permanent female	27.08	6.06		

Table 1.3: Showing Institutional plans and policies

Type	Mean	S.D	t-value	Level of significance
Contractual female	19.12	3.96	2.32	Significant at 0.05 level
Permanent female	21.44	3.11		

Table: 1.4: Showing satisfaction with authorities

Type	Mean	S.D	t-value	Level of significance
Contractual female	22.72	4.01	1.38	Not Significant
Permanent female	21.44	3.11		

Table 1.5: Showing satisfaction with social status and family welfare

Type	Mean	S.D	t-value	Level of significance
Contractual female	22.72	4.01	1.38	Not significant
Permanent female	24.20	3.60		

The perusal of table 1.1 shows that there is a significant difference between contractual and permanent female lecturers on salary, promotional avenues and service conditions of job satisfaction. Since the calculated t-value (6.34) is greater than the tabulated value (2.63) at 0.01 level. It indicates that permanent female lecturers are more satisfied on this dimension than contractual female lecturers.

The perusal of above table shows that there is

no significant difference between contractual and permanent female lecturers on physical facilities of job satisfaction. Since the calculated t-value (0.67) is less than the tabulated value (1.98) at 0.05 level.

The perusal of table 1.3 shows that there is a significant mean difference between contractual and permanent female lectures on institutional plans and policies of job satisfaction. Since the calculated t-value (2.32)

Table 1.6: Showing rapport with students

Type	Mean	S.D	t-value	Level of significance
Contractual female	23.16	3.45	2.88	Significant at 0.01 level
Permanent female	25.64	2.60		

Table 1.7 : Showing relationship with co-workers.

Type	Mean	S.D	t-value	Level of significance
Contractual female	17.44	4.28	2.73	Significant at 0.01 level
Permanent female	19.96	1.80		

is greater than the tabulated value (1.98) at 0.05 level. Therefore the result reveals that permanent female lecturers are more satisfied on his dimension than contractual female lecturers.

The perusal of above table shows that there is no significant difference between permanent and contractual female lecturers on satisfaction with authorities. Since the calculated t-value (1.38) is less than the tabulated value (1.98) at 0.05 level.

The perusal of table 1.5 shows that there is no significant difference between contractual and permanent female lecturers on satisfaction with social status and family welfare. Since the calculated t-value (1.38) is less the tabulated value (1.98) at 0.05 level.

The perusal of above table shows that there is a significant difference between contractual and permanent female lecturers on rapport with students. Since the calculated t-value (2.88) is greater than the tabulated value (2.63) at 0.01 level. It indicates that permanent female lecturers are more satisfied on rapport with students than contractual female lecturers.

The perusal of table 1.7 shows that there is a significant difference between contractual and

permanent female lecturers on relationship with co-workers. Since the calculated t-value (2.73) is greater than the tabulated value (2.63) at 0.01 level. It indicates that permanent female lecturers are more satisfied on this dimension than contractual female lecturers.

FINDINGS:-

The following results were derived from the study.

1. It has been found that both permanent and contractual female lecturers were satisfied on intrinsic aspect of job.
2. Permanent female lecturers have been found more satisfied on salary, promotional avenue and services conditions as compared to contractual female lecturers.
3. Both the two groups viz permanent and contractual female lecturers have been found satisfied on physical facilities.
4. Permanent female lecturers have been found more satisfied than contractual female lecturers on institutional plans and policies of job satisfaction.
5. It has been found that both permanent and contractual female lecturers were satisfied with authorities.

6. Both the two groups viz contractual and permanent female lecturers have been satisfied on rapport with students as compared to contractual female lecturers.

7. Permanent female lecturers have been found more satisfied on institutional plans and

policies as compared to contractual female lecturers.

8. Permanent female lecturers have been found more satisfied with authorities as compared to contractual female lecturers.

References:

- Agarwal Meenaksahi (1991) Job Satisfaction of teachers in relation to some demographic variables and values. Ph.D. Edu, Agra university, cit. in fifth survey on research in edu. Vol II : (1988-92) PP. (14-34) NCERT.
- Adaval, S.B. (1976) Teacher education. Problem and perspectives. NCERT, New Delhi.
- Anand, S.P. (1972) . School teacher and job satisfaction. Journal of teacher education, vol, 8, No. 1, pp (16-23).
- Chandriah, K. (1994) Institutional climate and teachers job

- satisfaction. Indian educational review vol. XXI, No.2.
- Educational commission (1966), the report of the education commission (1964-66). Mistry of education, govt. of India.
- Gangappa, M.A. (1969), Professional status, of a teacher educational India, 36, (188-190).
- Hoppoack. R. (1935), Job satisfaction, Harper and Bros, New York.
- N.P.E. (1986), National policy of education. Ministry of Human resources development deptt. Of education, News Delhi,

EFFECT OF COUNSELLING ON THE NEED-ACHIEVEMENT AND STUDY-HABITS OF UNDERACHIEVERS

Aamina Parveen*
M.A. Khan**

Teachers often mistakenly assumed that underachievement is a simple problem. This is why one often sees on school reports dreaded stereotyping comments such as 'not working to potential', 'lazy', or worse still, 'dumb' but in disguised terms. The review has attempted to address the issue of underachievement in schools, especially at the secondary level. The lack of generally accepted definitions and agreed causes of underachievement was found to be a long standing problem among educationists. The gifted underachiever was identified as one of the types of underachievers that has attracted greater attention in recent time. The available literature has provided insights into the problem and revealed promising intervention strategies for the remediation of the situation, suggesting that underachieving learners can still learn if provided with the appropriate help. (Ogbonnia Chukwu-Etu, 2009).

The No Child Left Behind (NCLB) Act of 2001 which President George W. Bush signed into law on January 8, 2002, clearly demonstrated a strong national commitment to improving the academic success of all children (U.S. Department of Education, 2002). NCLB legislation is forcing school systems across the nation to focus on student outcomes. This focus on accountability and outcomes puts pressure on administrators, teachers, and school

counsellors alike. All of these professionals are responsible for making the changes that are mandated within the NCLB and need to be involved in the process of increasing student achievement, reducing the achievement gap, improving school attendance and graduation rates, and ensuring adequate levels of safety within school systems. Although the specific term "underachievement" was not used in the NCLB, the law is clearly aimed at all students who do not succeed, whether it is because they can't or because they won't. It is therefore the responsibility of every country to take necessary steps to control wastage or underachievement and to ensure the student's academic process.

Extensive research has been conducted to examine the role of psychological and social factors on academic achievement (Bruinsma, 2004; Caprara, Barbaranelli, Steca, & Malone, 2006; Dickhouser & Reinhard, 2006; DuPaul et al., 2004; Englund, Luckner, Whaley, & Egeland, 2004; Evans & Rosenbaum, 2008; Gooden, Nowlin, Frank, & Richard, 2006; Greene, Millar, Crowson, Duke, & Akey, 2004; Guglielmi, 2008; Howes et al., 2008; Martin, Montgomery, & Saphain, 2006; Martins & Alexandre, 2008; Papaioannou, Armpatzoglou, Kalogiannis, & Sagovits, 2008; Schwartz, Gorman, Duong, & Nakomoto, 2008). The direct relationship between intelligence and academic achievement has also been widely studied.

* Assistant Professor, Department of Education, University of Kashmir.

** Professor, Dean & Head, Faculty of Department of Education, University of Kashmir.

(Ediseth, 2002; Kossowska, 1999; Parker et al., 2004; Smith, Smith, & Dobbs, 1991; Stipek & Gralinski, 1996) made a comparison of personality, intelligence, and achievement motivation of successful and unsuccessful students and found that successful students in all the academic groups are significantly superior in intelligence than unsuccessful ones in the respective groups.

Thus, it can be maintained that the intellectual abilities of students have a positive association with their scholastic achievement. Some children with a considerable intellectual ability fail at subjects in which they should succeed at. This is only partly understood and should be a matter of concern for parents and the education system. Hence the importance of non-intellectual factors needs to be studied.

In the achievement related areas, need for achievement (Need-achievement) has been found to be a significant variable, which contributes to better performances in people (Deshpande, 1984; Sween, 1984; Rai, 1980; Shivappa, 1980; Pathek, 1974; Sinha, 1970; Mehta, 1969; Atkinson, 1958). McClelland et al, 1953; found significant correlation between academic performance and need-achievement. The achievement motivation has been studied both in relation to economic growth (McClelland, 1961) and academic performance (McClelland et al 1953, Atkinson, 1958).

There is statistically significant evidence of superior learning in a person with high need-achievement than a person with low need-achievement. Many studies have supported the positive relation between need-achievement and school grades. (Morgan, 1952; McClelland, Atkinson, Clark, and Lowel 1953; Gebhart and

Hoyt 1958; Merrill and Murthy 1959; Weiss Werthemier and Groesbeck 1960; Rai 1974), found that need-achievement and intelligence were differential personality correlates. (Chaudhari 1975), found that achievement motivation of bright achievers was higher than that of bright underachievers.

The role of study habits in academic achievement has been studied repeatedly during the past four decades. Jain (1967), found that bright achievers were characterized by better study habits and higher achievement motivation than dull achievers. (Shivappa 1980), found that study habits and educational aspiration were positive correlates of academic achievement. Regarding the study of over-achievers and under-achievers, a review of the literature shows these two groups differed significantly in regard to their study habits. Over-achievers had better study habits (Diner, 1960; Desena Paul, 1964; Sorenson, 1964 and Smith Leland, 1965). Singh (1984), found that high achieving adolescents had significantly better study habits than middle and low achievers. Patel (1986), found that the better the study habits, the higher the achievement. Kapoor (1987) found that high achievers had better study habits compared to the average and the low achievers. (Lidhoo and Khan 1990), found that poor study habits and low need-achievement were associated with underachievement among bright subjects. Ansari (1980) found that study habits and study attitudes were both significant variables which determine the academic performance of the students. (Russell and Petrie 1992) cited a research study aimed at finding out the relationship between study habits and student attitude and academic performance

(cumulative GPA) of college students. The findings of this study indicated a positive correlation between study attitude, study habit and academic achievement. A research was conducted to assess the impact of study habits on achievement in reading English. The research revealed that study habits had an influence on achievement in reading English for high school students and that it may be possible to predict achievement in reading English analyzing study habits (Reddy, 2008).

From the above-cited studies it appears that need-achievement and study habits are important factors which contribute to the overall achievement of a person. High achievers are characterized by better study habits and higher levels of need-achievement. In contrast underachievers possess lower level of need-achievement and poorer study habits. However there have not been enough experimental studies to test whether we can help underachievers to realize their potential through the use of counselling intervention. Therefore, the investigator has explored whether counselling intervention can improve the need-achievement and study habits of underachievers.

Need and Importance

Guidance plays a vital role in removing the educational, personal, social, mental, and emotional problems of the students. Kochhar (2000) considers guidance necessary to help students with specific problems like lack of relationship between ability and achievement, deficiency in school subjects, faulty study habits, defective methods of learning and poor motivation. In a study, Braddock (2001), stated that the purpose of guidance and counselling

services for school children are to improve academic achievement, increase conflict resolution skills, decrease dropouts and foster positive attitudes toward school, learning, and study. Brigman and Campbell (2003) found that implementation of Student Success Skills Curriculum as a school counselor-led intervention program resulted in sizable gains in student achievement on the FCAT. Hussain (2006) found that guidance services are effective for the improvement of teaching instruction. It is therefore recommended that a center for guidance services or a guidance clinic should be established in each school. "The guidance and Counselling program is an integral part of a schools' total educational program; it is developmental by design, focusing on needs, interests, and issues related to various stages of student growth". (Cooley, 2010; Coy, 2004).

A review of the research on school Counselling shows that the services of school counselors have a positive effect on children. (Borders & Drury, 1992; Gerler, 1985; St. Clair, 1989; Whitson & Sexton, 1998). Quantitative analyses of research (meta-analyses) substantiate the beneficial effects of school Counselling programs. (Baker, et al 1984; Prout & Demartino 1986; Sprinthall 1981). School Counselling programs have significant influence on discipline problems. Baker and Gerler (2001); Omizo, et al (1988) reported that students who participated in a school Counselling program showed significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Heyden (2011), while discussing the aim of guidance and counselling services, opines that their purposes are similar to the purposes of education in

general to assist students in fulfilling their basic psychological needs, understanding themselves and accepting others, developing associations with peers. Realizing successful achievement, and providing opportunities to gain independence.

In the light of these above cited studies, there may be a need in the school system to identify underachievers and their specific problems. It may be necessary to support underachievers through counselling. This requires determining the effect of counselling on their need-achievement, study habits and academic achievement, as these appear to be significant correlates of underachievement. Many of the students of government schools belong to poor and less educated or illiterate families. They are therefore more deprived of proper educational guidance at home. This study is an effort to help underachieving students in government schools, including the students of these less educated or illiterate families. The study aims to determine if counselling can improve the level of achievement of these students. The investigator made counselling interventions with underachievers to improve their need-achievement and study habits. These counselling interventions allowed the parents, teachers, counselors and administrators understand that counselling helps underachievers to boost their need-achievement and improve study habits. This study may encourage administrators to consider having school counselor for the assistance of students, especially underachieving students.

Statement of the Problem

In the light of the studies the investigator has reviewed, the investigator chose to identify

underachievers and apply a counselling process to their scholastic situations. This was intended to determine if counselling could improve need-achievement and better their study habits. Few studies have been conducted in India on the issue in general. No study has been conducted specifically on the variables need-achievement and study habits with respect to the effect of counselling intervention in the valley of Kashmir. The purpose of this study is to determine:

The Effect of counselling on the need-achievement and study habits of underachievers.

Objectives of the Study

This study is designed to achieve the following objectives:

- i) Identify the underachievers.
- ii) Help underachievers raise their need-achievement through counselling.
- iii) Help underachievers improve their study habits through counselling.

The research questions for this study were:

Does the counselling have a positive impact on student's need-achievement? Does the counselling have a positive impact on student's study-habits?

Participants

All the students studying in the 9th class within an age range of (14 to 15) from the Govt. high and higher secondary schools for girls of educational zones Rainawari and Gulab Bagh of district Srinagar (N = 310) were contacted.

A mental measurement test Ravens Advanced Progressive Matrices (1962), Non-Verbal, was administered to the subjects in different groups

in order to measure intelligence. Mean of two annual examination results (7th & 8th) was considered as the criterion for academic achievement. Subjects whose academic achievement scores lie 10 percentile of their intelligence percentile scores were considered as achievers and were dropped from the study (N = 181). The subjects whose scores lie 10 percentile or more below their intelligence percentile scores, were considered as underachievers (N=129). Nine students were dropped because of their often absence.

Thus in the final analysis the investigator was left with 120 subjects, who served as the sample for the study. The criterion model for the selection of underachievers is in line with Gowan (1960), which has been successfully used by Mohan and Nehru (1972), Mohan and Khera (1978) Khan (1996), Khan (2000) and Parveen, A. (2003).

Research Design

The sample subjects were divided into two parallel group experimental and control groups (N = 60 each). The control factors to equate the groups concerned were I.Q and age.

Instruments

The three instruments used were (a) Ravens Advanced Progressive Matrices (1962), for the measurement of intelligence. (b) B.N. Mukherjee's Incomplete Sentences Blank, 1968 for the measurement of need- achievement. (c) Study Habit Inventory Khan (1999), for the measurement of study habits.

Pre-Test

The investigator, in consultation with the concerned teachers, administered a test of academic achievement to students in both the

experimental and control groups for the subjects: Mathematics, General English, General Science, Social Science and Urdu. The Investigator also administered the tests of need-achievement and study habits to both the experimental and control groups.

After the establishment of problem areas in both the need-achievement and the study habits of each subject (experimental group, N = 60) counselling intervention was arranged.

Counselling Intervention for Experimental Group

Many who counsel agree that the fundamental goal of counselling is to effect change in behaviour which in turn permits the recipient (counsee) to live a more productive and self-satisfying life. In a school situation counselling focuses upon the individual problems and needs of students and helps them learn what is needed to solve these problems. It is the responsibility of the counsellor to obtain an adequate understanding of the individual's problems and accordingly select the appropriate method and techniques to use during counselling. The investigator started with a directive approach William-Son's (1939), and when the situation demanded, a non-directive approach was used, Roger's (1951). Throughout this research an attempt was made to adjust the techniques used to the requirements of situation and the student.

During Treatment, the counselling process focused on three elements:

Existing Behaviour: The behavior which is causing the subject to underachieve.

Change in Behaviour: A change in this underachieving behavior through counselling.

Terminal Behaviour: Increased achievements in consonance with the cognitive ability after counselling; including greater need-achievement and improved study habits.

Time Budget

In order to improve the need-achievement, study habits and academic achievement budgeting of counselling time was done by the investigator in conjunction with the students.

Total number of counselling sessions for each subject : 20

Average time for each session : 60 minutes

Gap between counselling sessions : 06 days

Phases of Counselling

1. **Establishing the relationship:** In the counselling setting, the relationship between the counselor and the counselee has significant importance. When the counselor establishes rapport with a client; the relationship includes such factors as respect, trust, and a sense of psychological comfort. Rapport refers to the psychological climate that emerges from the interpersonal contact between counselor and the client. From the beginning the investigator endeavored to convey trust, acceptance and confidentiality to build a warm and understanding atmosphere. She listened to each client, gave them attention, expressed a caring attitude and empathized with them. Importance was given to everyone being given a chance to speak about their problems and desires so that everybody could benefit. To give them training in speaking about their problems and to get them started, the investigator initiated the first session by saying, "now we will begin by listening to your problems related to

your academic studies".

2. **Assessing the problem:** Having determined the purpose for which a counselling relationship was established, the investigator and the client then agreed as to how this goal will be achieved. This required that the client, who is likely to be unsophisticated about counselling, to developed some idea of the nature of the counselling relationship and its legitimate uses. It was the investigator's job to help them do this, and the investigator accomplished this through a variety of techniques. The investigator stated concerning the purpose and procedure of the counselling, and communicated to the client in a variety of ways (words, attitudes, manner) how the counselling process would proceed and what role was expected of both parties. This made the counseling process more effective.

3. **Goal-setting:** The clients stated their purpose, they and the investigator agreed as to how they will proceed. Their next step was to clarify the nature of the client's difficulties and to gain some understanding of their dynamics. This included a consideration not only of the problem itself, but of the client as a person in relation to the problem. Thus the investigator was concerned with clarifying both the client's perception of their difficulties and their feelings concerning their difficulties.

4. **Initiating interventions:** As the client's thoughts and feelings about their difficulties became clarified and better understood, they began to move toward their counselling goal. Part of this movement may, in the beginning, simply be the result of this clarification. As the client began to understand the nature of their difficulty and to express their feelings about it,

they began to learn to handle these feelings. They became able to look squarely at themselves and their concerns without feeling overwhelmed by them. In addition, as the problem was clarified it became more amenable to attack. Based on their tentative understanding of the problem, the investigator and the client tried various approaches to it. Those, which seem to work, were pursued and the progress was made in a consistent direction.

5. Termination and follow-up: Before counselling was terminated, a brief period of consolidation was advised. The investigator encouraged the client to consider his counselling experiences in the light of probable future developments. The client tried to draw from his counselling experience some insights about himself and his approach to personal difficulties and to apply these to his future. The investigator's purpose was not only to increase client's ability to deal with the difficulties, but also a gentle improvement in his ability to cope with himself and his world. This does not mean to say that a person may not seek further counselling later but it was hoped that the effects of counselling experience would continue beyond the termination of the counselling itself.

PostTest

After the counselling process was completed the investigator conducted need-achievement and study habit tests to the experimental and control groups, to determine the effect of counselling on their need-achievement and study habits. The

tests used to assess need-achievement and study habits were the same tests that were employed at the pre-test stage

Results

The present investigator had to analyze the impact of counselling intervention on the need-achievement and study habits of underachievers (experimental group). For this purpose the data was treated to Fisher's 't' test and the impact of counselling was established on the basis of need-achievement and study habits of the subjects before and after the counselling sessions. The collected information and the impact of counselling on different parameters of achievement were put into the three segments of analysis, (I) Need-achievement (II) Study Habits.

I. Need-Achievement

(Experimental Group)

Table 1

AREAS	PRE-TEST		POST-TEST
	\bar{X}	σ	\bar{Y}
Hope of Success	0.80	4.93	3.25
			3.67
			3.10*
Ego-Ideal	1.03	3.35	4.60
			1.34
			7.6*
Perseverance	0.60	3.47	5.28
			1.68
			9.36*
Realistic Attitude	0.90	4.24	4.02
			2.51
			4.87*
Internal Control of Fate	0.52	2.98	4.37
			0.96
			9.62*

* Significant: Representing the significance of mean difference between (pre and post test) need achievement scores (factor wise) of experimental group.

Table 2

Total	\bar{X}	3.85	21.52
	σ	8.98	5.02
	t'		13.28*

- * Significant: Representing the significance of mean difference between (pre and post -test) need-achievement scores (total) of experimental group.

Control Group

Table 3

AREAS	PRE-TEST		POST-TEST
Hope of Success	\bar{X}	1.02	1.18
	σ	4.27	4.07
	t'		0.21**
Ego-Ideal	\bar{X}	1.05	0.93
	σ	3.48	3.47
	t'		0.19**
Perseverance	\bar{X}	0.72	0.48
	σ	3.39	3.65
	t'		0.38**
Realistic Attitude	\bar{X}	1.23	1.32
	σ	3.67	3.58
	t'		0.14**
Internal Control of Fate	\bar{X}	0.67	0.53
	σ	2.65	2.68
	t'		0.29**

- ** Not significant : Representing the significance of mean difference between (pre and post -test) need achievement scores (factor wise) of control group.

Table 4

Total	\bar{X}	4.68	4.45
	σ	8.52	7.83
	t'		0.08**

- **Not significant : Representing the significance of mean difference between (pre and post -test) need achievement scores (total) of control group.

II. Study Habits
(Experimental Group)

Table 5

Areas	Pre-Test		Post-Test
Time Appropriate	\bar{X}	3.85	7.43
	σ	1.33	0.62
	t'		18.89*
Content of Study	\bar{X}	2.58	7.50
	σ	1.06	1.14
	t'		24.6*
Interference during Study	\bar{X}	3.78	7.68
	σ	1.12	1.17
	t'		18.57*
Other Indulgences	\bar{X}	2.33	6.83
	σ	0.84	0.98
	t'		26.47*

* Significant: Representing the significance of mean difference between (pre and post -test) Study Habits scores (factor wise) of Experimental group.

Table 6

Total	\bar{X}	12.55	29.45
	σ	2.37	2.35
	t'		39.30*

* Significant: Representing the significance of mean difference between (pre and post-test) Study Habits scores (total) of Experimental group.

Control Group

Table 7

Areas	Pre-Test		Post-Test
Time Appropriation	\bar{X}	4.00	4.25
	σ	1.39	2.01
	<i>t'</i>		0.78**
Content of Study	\bar{X}	2.87	2.92
	σ	1.38	1.90
	<i>t'</i>		0.16**
Interference during Study	\bar{X}	3.93	3.80
	σ	1.18	2.60
	<i>t'</i>		0.35**
Other Indulgences	\bar{X}	2.55	2.33
	σ	1.16	0.84
	<i>t'</i>		1.22**

** Not significant: Representing the significance of mean difference between (pre and post-test) Study Habits scores (factor wise) of Control group.

Table 8

Total	\bar{X}	13.35	14.55
	σ	2.86	5.06
	<i>t'</i>		0.55**

** Not significant: Representing the significance of mean difference between (pre and post -test) Study Habits scores (total) of Control group

Discussion

The investigator was desirous to find out if underachievers could be helped through Counselling intervention so as to bring their achievements at par with their intellectual capability. After the establishment of problem areas in reference to their need-achievement and study habits, counselling sessions were organized and the pre and post-test need-achievement, study habits and academic achievement scores of both the experimental group and the control group were subjected to statistical analysis as shown in Table 20 to 31.

Need-Achievement

The perusal of table 1 shows that the mean difference between (pre and post-test) need-achievement scores in all the areas favors post-test. The mean difference between the pre and post-test in the area of Hope of Success (A) of experimental group is 3.10 which is significant at 0.01 level. Before Counselling intervention the underachievers had the belief that they could succeed, sometimes blaming the situation around them and sometimes their own self for their failures. They wanted to initiate the process of moving forward but their poor hope to succeed did not allow them. They were always had the thought that whatever and however they performed they could not win. Their fear of failure became a hurdle in their path to progress. The investigator made them understand that they have enough capabilities to dominate their surroundings and their problems. They learned that their will power can change their situations and they can become champions in their field. Results that previously were difficult now became easier to achieve. They were quoted the examples of

great persons who excel in spite of hurdles coming in their ways. The result was that these underachievers worked hard with optimistic mind and their underachieving behavior got changed. This is evident from their post-test scores of need-achievement in the area of Hope of Success.

Table 1 is representing the mean difference between the pre and post-test scores in the area of Ego-Ideal (B) which is 7.6 and is significant at 0.01 level. This could only happen when Counselling intervention was given. Earlier the underachievers were confronted with the problem of what to do and what not to do. Here the investigator played a valuable role in making them understand their capabilities and accordingly decide their plans for their future. They were dreaming about things which were either below or above their capacities. These underachievers were expecting that they would be able to achieve outcomes they could not achieve because of their specific capabilities. The investigator familiarized them with their residual capacities and counseled them to frame their ambitions according to their own desires and abilities. Decisions as per their capabilities lead them nearer to their destiny. They redefined their goals in accordance to both their interests and abilities and found significant changes in their approach. It helped them to come out of their false Ego-Ideal and shape their attitude according to their own mental and physical structure.

The mean difference between the pre and post-test scores in the area of Perseverance (C) is 9.36 which is significant at 0.01 level. As was evident during the counselling intervention these students' Failures had weakened their will power and lead them to underachievement.

While as there are people who seek lessons from failure in spite of the hurdles that intervene in their progress. They try again and again until they succeed. Underachievers were helped through counselling to come out from their fear of failure. They were assisted to believe that behind every success lies perseverance. Humans are the crown of all creations, and are enough capable to adapt and adjust their surroundings. Nothing is impossible when followed by consistent efforts. This affected their approach towards upcoming challenges and they realised that the only way to improve is through hard work and dogged perseverance.

The Table 1 is further authenticating the effectivity of counselling intervention. The mean difference between the pre and posttest scores of need-achievement in the area of Realistic Attitude (D) is 4.87 which is significant at 0.01 level. Before treatment, Students (experimental Group) were in conflict with the world and with themselves. While solving their own problems and proceeding forward they were encouraged to be realistic so that they would not misunderstand the association between themselves and their environment. Sometimes they were denying who they really were and follow the things which were not suiting their mental and physical capabilities. This resulted in failure. The investigator helped them to realise that one should have a realistic approach while dealing with life. They were suggested that there is no harm in accepting one's weaknesses. Instead one should become aware of what he is and what he can be. They saved time and effort making more appropriate decisions about themselves. This resulted in more positive and successful outcomes.

Counselling has shown its effect at one after another step. The mean difference between pre and post-test scores in the area of Internal Control of Fate (E) is 9.62 which is again significant at 0.01 level. Earlier external control of fate was another obstacle in the way of many of the subjects. Whenever they confronted problem instead of initiating a solution, they would wait for others to help them. Sometimes they blamed others parents, teachers, classmates etc. for their poor condition or performance which was totally unrealistic. They were helped to develop the tendencies to face their situations on their own. They were assisted to know that situations usually affect our decisions, but our will power and Internal Control of Fate plays a major role in overcoming the influence of these situations. The investigator with the help of counselling succeeded in developing their internal control of fate which is depicted from the post-test scores of need-achievement of experimental group in the area of internal control of fate. Table 2 is representing the significance of mean difference between (pre and post-test) need-achievement scores (total) of experimental group. The mean difference is 13.28 which is significant at 0.01 level. Each and every factor was modified by counselling intervention. With the result the pre and post-test need-achievement scores (composite) was influenced. The results are authenticating the fact that counselling has brought significant improvement in the need-achievement scores of experimental group

In table 3 and 4 the significance of mean difference between (pre and post-test) need-achievement scores of control group are represented area wise and composite

respectively... None of the values are significant at 0.05 level. No improvement was seen in control group as far as their post-test need-achievement scores are concerned It was obvious because the independent variable (counselling intervention) which could make difference was not provided to this group.

Study Habits

The perusal of table 5 is representing the mean difference between (pre and post-test) study habit scores (factor wise) of experimental group. There is significant improvement in all the areas of need-achievement which is the effect of Counselling. The difference between pre and post-test scores is significant at 0.01 level in the all areas of study habits. Underachievers were poor in different areas of study habits. In time appropriation they had difficulty determining when to study, how to manipulate daily assignment and what to do in order to accommodate every subject of their academics into their time schedule. During counselling intervention the investigator facilitated them to frame a time table with the help of which they could do focus equal attention on every subject of their syllabus. They were assisted how to use their time in a better and more economical way. In the beginning sessions the subjects were made aware that they were a special group who were achieving low because they did not know effective study methods. They were asked about their problems with studying. Typical complaints were difficulty in Mathematics and English, slow learning; weak vocabulary and expression; lack of a quiet place to study; forgetfulness; nervousness during examinations and no planned study time. Attention was also given to those problems

related to studies that the subjects mentioned themselves.

Management of their time contributed to their academic achievement, because it not only saved them time, it also brought quality to their time spent studying. Now they were in a position to spend time on other activities. To quote cases of three girls who were very busy in their domestic activities because they were the only female and helping hands for their families. They were counselled to maintain time table both for their domestic and academic assignments they were now in the position to complete every assignment in the proper time which resulted in their spending sufficient time on their academics studies which earlier was not possible for them. The improvement is reflected in mean difference between pre and post-test scores of study habits in the area of Time Appropriation (A) which is 10.36 and is significant at 0.01 level.

In Table 5 the mean difference between pre and post-test study Habit scores in the area of Content of Study (B) is 24.6 which is significant at 0.01 level. Before counselling students were unsure of what to study and what not to study. Sometimes their whole day was spent watching television and sometimes they were motivated towards a single subject only. Management of their time and the content of study contribute to their academic achievement. It not only saved time but also brought quality to their academic activities. The underachievers (experimental group) were assisted to give the maximum time to the studies which effected their academic achievement and in which there performance was poor. Sometimes when they were annoyed with their syllabus oriented books they were suggested to read story books, comics and

newspaper etc. in order to develop their study habits. This has definitely brought quality in their Content of study which is clear from the post-test study habit scores. Underachievers showed a significant improvement in their Habits of Study.

Earlier the underachievers were disturbed during their studies due to one or other reason. Their domestic engagements, overpowered brothers, their parent's ignorance about the value of Education were intervening in their studies. English was another hurdle in their way to excel. They were helped to develop new look for education as this is the only way to make them self-sufficient. Underachievers were advised to be selective while watching the TV or listening to the Radio. By doing so they saved time which they could then utilize on their studies. Result is evident in table 5 the mean difference between pre and post-test study habit scores in the area of Interference During Study (C) is 18.57 which is significant at 0.01 level.

The investigator left no stone untouched. There were some candidates in this study who were often disturbed due to one or another reason. Some were overburdened in their domestic life; some were interested in other activities rather than academics. Every candidate was counselled in such a way that they formulated the solution to these problems themselves. For example there were few girls who were afraid of examinations. Some of the girls were annoyed with their over burdening syllabus and some felt underprepared. When they prepared their school assignments in time, and were in a position to give the maximum time to their studies due to better management of time they

were able to learn and prepare the notes on time in contrast to their earlier routine. This resolved their problem of indulging in other activities during their study time. They found a significant improvement in their study habits which is reflected in table 5 in the area of Other Indulgences (D). The result was when their exams started the feeling of now being prepared resolved their previous fear of examinations.

Table 6 is representing the significance of mean difference between (pre and post-test) study habit scores (total) of experimental group. The mean difference is 39.30 which is significant at 0.01 level. It was obvious because most of the problems pertaining to their study habits were resolved with the help of counselling intervention. The results are authenticating the fact that counselling has brought significant improvement in the study habit scores of experimental group.

The perusal of Table 7 and 8 makes it obvious that no mean difference between (pre and post-test) study habit scores (factor wise and composite) of control group was found. This again ascertains the effectivity of counselling.

This is confirmed from the above discussion that school counselors in collaborative efforts can implement both systematic and programmatic changes in schools and communities to prevent students from underachievement. They can be assisted in fulfilling their basic psychological needs, understanding themselves and accepting others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence.

References:

- Ansari, Z.A. (1980). Study Habits and Attitudes of Students. Development and Validation of Questionnaire Measures. Islamabad: National Institute of Psychology.
- Atkinson, J.W., (1958). Motives in Fantasy, Action and Society. Princeton, O. Van Nostrand Co. INC.
- Baker, S.B., Swisher, J.D. et al (1984). Measured effects of primary prevention strategies. *The Personnel and Guidance Journal*, 62, 459-464.
- Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.). *The Handbook of Counseling*. Thousand Oaks, CA: Sage Publications.
- Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487-498.
- Braddock, L. (2001). Guidance program pages. Retrieved from www.fcps.com. 19-06-2001, Handbook.
- Brigman Greg, Campbell Chari. (2003). Helping students improve academic achievement and school success behavior. ASCA/ Professional School Counselling 7 (2) Dec. 2003, 91-98.
- Bruinsma, M. (2004). Motivation, cognitive processing and achievement in higher education. *Learning and Instruction*, 14(6), 549-568.
- Caprara, G. V., Barbaranelli, C., et al (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6), 473-490.
- Chaudhari, V.P. Jain (1975). Factors contributing to academic underachievement. Ph.D. Psy., Nag. U.
- Cooley, L. (2010). *The power of groups: Solution-focused group counselling in schools*. Thousand Oaks, CA: Corwin Press.
- Coy, D.R. (2004). *Developmental guidance and counselling in today's schools*. Alexandria, VA: National Association of Secondary Schools.
- Desena, P.A. (1964). The effectiveness of two study habits incentives in predicting consistent over, under, and normal achievement in college. *J. Counselling Psychology*, 11, 388-394.
- Deshpande, A.S., (1984). A study of determinants of achievement of students at the SSC examination in the Pune division of Maharashtra state. Ph. D. Edu., Pune U., Cit. in Buch, M.B. (Edu.) fourth survey of education, New Delhi: NCERT. PP. 819-820.
- Dickhouser, O., & Reinhard, M.A., (2006). Factors Underlying Expectancies of Success and Achievement: The Influential Roles of Need for Cognition and General or Specific Self-Concepts. *Journal of Personality and Social Psychology*, 90(3), 490-500.
- Diner, C.G. (1960). Similarities and differences between over-achieving and underachieving students. *Personal Guidance Journal*, 38, 396-400.
- DuPaul, G. J., et al., (2004). Elementary school students with AD/HD: predictors of academic achievement. *Journal of School Psychology*, 42(4), 285-301.
- Ediseth, A. (2002). The Relationship between Intelligence, Approaches to Learning and Academic Achievement. *Scandinavian Journal of Educational Research*, 46(2), 219-230.
- Englund, M. M., et al. (2004). *Children's Achievement in Early Elementary School: Longitudinal Effects of Parental Involvement, Expectations, and Quality of Assistance*. *Journal of Educational Psychology*, 96(4), 723-730.
- Evans, G. W., & Rosenbaum, J. (2003). Self-regulation and the income-achievement gap. *Early Childhood Research Quarterly*. In Press, Uncorrected Proof.
- Gebhart, C.G. & Hoyt Donald (1958). Personality needs of under and over-achieving freshmen. *J. App. Psychology*, 42, 125-28.
- Gerler, E. R., Kinney, J., & Anderson, R. F. (1995). The effects of counseling on classroom performance. *Journal of Humanistic Education and Development*, 23, 155-165.
- Gooden, M. A., Nowlin, T. Y., et al. (2006). The Achievement Gap and the No Child Left Behind Act: Is there a Connection. In *Advances in Educational Administration* (Vol. Volume 9, pp. 231-247). JAI.
- Gowan, J.C., (1960). Factors of achievement in high school and college. *J. of counselling psychology*, 73, PP.91-95.
- Greene, B. A., Miller, R. B., Crowson, et al. (2004). Profiting high school students' cognitive engagement and achievement: Contributions of classroom perceptions and motivation. *Contemporary Educational Psychology*, 29(4), 462-482.
- Guglielmi, R. S. (2008). Native Language Proficiency, English Literacy, Academic Achievement, and Occupational Attainment in Limited-English-Proficient Students: A Latent Growth Modeling Perspective. *Journal of Educational Psychology*, 100(2), 322-342.
- Heyden, S.N. (2011). *Counselling children and adolescents*. Belmont, CA: Brooks/Cole.
- Howes, C., et al. (2008). Erratum to "Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs" [*Early Childhood Research Quarterly* 23 (2008) 27-50]. *Early Childhood Research Quarterly*, 23(3), 429-430.
- Hussain A. (2006). Effect of guidance services on study attitudes, study habits and academic achievement of secondary school students. *Bulletin of Education and Research*, June 2006, Vol. 28, No. 1, pp.35-45.
- Jain, S.K., (1967). Study Habits and Academic Attainment in Uttar Pradesh Colleges. Unpublished Ph.D. Thesis Agra University.
- Kapoor, Rita, (1987). Study of factors responsible for high and low achievement at the junior high school level. Ph.D. Edu., Avadh U., Cit., in Buch, M.B. (Edu.) Fourth survey of research in education (1983-1988) Vol. 1, New Delhi: NCERT, PP. 829-830.
- Khan M.A., (1996). Gifted achievers and underachievers their personality profiles, need-achievement and socio-economic status. *Indian Educational Review*, Vol. 31, No. 2, PP. 151-155.
- Khan M.A., (2000). Gifted achievers and underachievers on personality, need-achievement and socio-economic status variables. *J. Indian Educational Review*, Vol. 36, No. 2, PP. 33-47.
- Kochhar, S.K. (2000). *Educational and Vocational Guidance in secondary schools*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kossowska, S. (1999). Learning styles: differential effects of self-control and deep-level information processing on

- academic achievement. *Personality Psychology in Europe*(7), 263-281.
- Lidhoo, M.L. & Khan, M.A., (1990). Bright underachievers among the socially backward: Counselling and remedial measures. *Indian Edu. Review*, vol. XXV, No. 1, PP. 21-30.
- Martin, J. H., Montgomery, R. L., & Saphian, D. (2006). Personality, achievement test scores, and high school percentile as predictors of academic performance across four years of coursework. *Journal of Research in Personality*, 40(4), 424-431.
- Martins, S. S., & Alexandre, P. K. (2008). The association of Ecstasy use and academic achievement among adolescents in two U.S. national surveys. *Addictive Behaviors*, In Press, Accepted Manuscript.
- McClelland, C.D. et al, (1953). *The achievement motive*. New York: Appleton century Crafts.
- Mehta, Prayag (1969). *The achievement motive in high school boys*. Research Monograph, New Delhi: NCERT.
- Merrill, R.M. & Murthy, D.T., (1959). Personality factors and academic achievement in college. *Journal of Counselling Psychology*, 6, 207-211.
- Mohan, V. & Nehru, K., (1972). Differentiation of over and underachievers on 16 personality factors. *Psy. Studies* 17, P. 52-55.
- Mohan, V. & Khera, N., (1978). The relation of over and underachievement of socio-economic status and 16 PF in school children. *Educational trends*, Vol. 13, No. 1, P. 13-23.
- Morgan, H.H., (1952). Psychometric comparison of achieving and non-achieving college students of high ability. *Journal of Consulting Psychology*, 16, 252.
- Mukherjee, B.N., (1968). *Research manual for Mukherjee's Incomplete Sentence Blank*. Canada: York University, Toronto.
- Ogbonnia Chukwu-Etu, (2009). Underachieving learners: Can they learn at all. *ARECLS*, 2009, Vol. 6, (pp. 84-102).
- Ornizo, M.M., et al. (1988). Teaching children to cope with anger. *Elementary School Guidance & Counseling*, 22, 241-245.
- Papaioannou, A. G., et al. (2008). Social agents, achievement goals, satisfaction and academic achievement in youth sport. *Psychology of Sport and Exercise*, 9(2), 122-141.
- Parker, J. D. et al. (2004). Academic achievement in high school: does emotional intelligence matter? *Personality and Individual Differences*, 37(7), 1321-1330.
- Parveen Amina, (2003). Effect of individual counselling on the achievement of underachievers. M.Phil., Edu., University of Kashmir, J&K.
- Patel, S., (1986). A psychological study of high achievers. Ph. D. Psy., Guj. U., Cit., in Buch, M.B. (Edu.) Fourth survey of research in education (1983 - 1988) Vol. 1, New Delhi: NCERT. P. 842.
- Pathak, C.C., (1974). A study of achievement motive. Educational norms and school performance of high school pupils. Ph.D. thesis SPU. Cit., in Buch, M.B. (Edu.) Second survey of research in education, Baroda SERD, P. 190-191.
- Prout, H.T. & Demartino, R.A. (1986). A meta-analysis of school-based studies of psychotherapy. *Journal of School Psychology*, 24, 285-292.
- Rai, P.N. (1974). A comparative study of a few differential personality correlates of low and high achievers. Ph.D Education, Agra University, 1974.
- Rai, P.N., (1980). Achievement motive in low and high achievers A comparative study. *Indian Educational review*, Vol. 14, No. 3, pp. 117-123.
- Ravens, J.C. (1962). *Advanced progressive matrices, Set I and II instructions, scoring key and norms*. London: H.K. Lewis & Co.
- Reddy, A.M. et al. (2008). Impact of study habits on achievement in reading in English. *Indian Educational Review*, Vol. 44, No. 2, pp. 91-119.
- Rogers, C.R., (1951). *Client-centered therapy*. Boston, Houghton, Muffin Co.
- Russell, R.K.; Petrie, T. A. (1992). Academic adjustment of college students: Assessment and counseling. In Steven D. Brown, Robert W. Lent. *Handbook of Counseling Psychology*.
- Schwartz, D., et al. (2008). Peer Relationships and Academic Achievement as Interacting Predictors of Depressive Symptoms During Middle Childhood. *Journal of Abnormal Psychology*, 117(2), 289-299.
- Shivappa, D., (1980). Factors affecting the academic achievement of high school pupils. Ph. D. Edu., Kar. U., Cit., in Buch, M.B. (Edu.) Third Survey of Research in Education. (1978-1983) New Delhi: NCERT. P. 690.
- Sinha, N.C.P. (1970). Need for achievement and academic attainment. *Indian Educational Review*, 5 (2), 59-63.
- Singh, S., (1984). Relationship of home environment, need for achievement and academic motivation with academic achievement. Ph. D. Psy., MAG. U., Cit., in Buch, M.B. (Edu.) Fourth survey of research in education (1983 - 1988) Vol. 1, New Delhi: NCERT. p. 856.
- Smith, T. C., Smith, B. L., & Dobbs, K. (1991). Relationship between the peabody picture vocabulary test-revised, wide range achievement test-revised, and wechsler intelligence scale for children-revised. *Journal of School Psychology*, 29(1), 53-56.
- Smith, L., (1965). Significant difference between high ability achieving and non-achieving college freshman as revealed by interview data. *J. Educ. Res.*, 59, 10.
- Sorenson, H. (1964). *Psychology in education*. New York: McGraw Hill.
- Sprinthall, N.A. (1981). A new model for research in the science of guidance and counseling. *The Personnel and Guidance Journal*, 59, 487-493.
- St. Clair, K.L. (1989). Middle school counseling research: A resource for school counselors. *Elementary School Guidance & Counseling*, 23, 219-226.
- Stipek, D., & Gralinski, J. H. (1996). Children's beliefs about intelligence and school performance. *Journal of Educational Psychology*, 88(3), 397-407.
- Sween, (1984). Academic achievement of high school students in relation to the instructional design, intelligence, self-concept and need-achievement. Ph.D. Edu., Pan. U., Cit., in, Buch, M.B (Edu.), fourth survey of research in education (1983-88). Vol. 1, P. 861.
- U.S. Department of Education. (2002). *No Child Left Behind*. Available online at www.ed.gov/offices/OESE/reference.html.
- Weiss, P.M., Werthemier & Groesbeck (1960). Achievement

motivation, academic aptitude and college grades. *Edu. Psychol. Measurement*, 20, 663-665.

Whiston Susan C. & Sexton Thomas L. (1998). A Review of School Counseling Outcome Research: Implications for Practice. *Journal of Counseling and Development*, Fall

1998, Vol. 76, 412-425.

Williamson, E.G. (1939). *How to counsel students*. New York; McGraw Hill Book Co.

"SELF-CONCEPT OF MALE AND FEMALE HIGHER SECONDARY SCHOOL STUDENTS IN DISTRICT PULWAMA"

Najmah Peerzada*
Jassia Ahad**

INTRODUCTION

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and nonacademic's), gender roles and sexuality, racial identity, and many others. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.

The self-concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. The self-concept is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behavior and they also provide an evaluative and interpretive context for the current view of self.

Early in the history of psychology self was

considered as a topic of interest. For example in the times of James (1890) the self played a central role in psychological thinking and to a good extent, its study was pursued by introspection [Calkins, 1915]. Self-concepts are hence self-percepts, which have acquired meaning and which have been related to other self-percepts. The self-percepts are observed facts, the impressions of raw material of self which individual receives via several senses. Since the person cannot subscribe the meaning to himself in vacuum, the concept of self is generally a picture of the self in some role, certain situation, in some position, performing certain set of function, or in some relationship. The whole idea of concepts and percepts has been beautifully knitted by "Rogers" in his publication.

To quote him "the self-concept or self-structure may be thought of as an organized configuration of percepts of the self which are admissible to awareness. It is composed of such elements as perceptions of ones characteristics and abilities, the percepts and concepts of self in relation to others and environment, the value qualities which are perceived and associated with experience and objects, goals and ideals which are perceived as having positive or negative valence". William James (1890) holds self concept that a person is tempted to call by the name me or mine.

*Assistant Professor, Department of Education, University of Kashmir.

** Research Scholar, Department of Education, University of Kashmir.

Self-concept has a generally stable quality that is characterized by orderliness and harmony. Each person maintains countless perceptions regarding one's personal existence, and each perception is orchestrated with all the others. It is this generally stable and organized quality of self-concept that gives consistency to the personality. This organized quality of self-concept has corollaries.

People in all fields especially the students in the field of education get frequently encountered with the marvelous situations where they have to accommodate and adjust themselves very carefully. Students, especially, at secondary level have to face new situations at every step. It is therefore obvious that considering the secondary stage education the students are to be dealt with delicacy in all matters, on the other hand they themselves have to realize their worth and capacity to achieve whether they desire for. Secondary education being the link between elementary, tertiary and higher education is the stage of crucial importance. Its successful completion is a requirement for admission into institutions of higher learning, at the same time, being a terminal stage; it caters to the need of those who enter the world of work. The age of students at secondary stage of education ranges from 15-18 years so they come under the category of adolescents. The adolescents at secondary stage of education has already developed the concept of self whereby he performs mostly all activities in accordance to his potentialities especially his achievements in all domains therefore depends upon the knowledge of his own self and his potentialities thus self concept helps him to achieve his goals properly and systematically. This knowledge of self helps an individual to set his goals in

accordance with his capabilities and also helps him in achieving them, as individual knows himself better than anyone else but this ability to understand oneself is an unfolding process that continues throughout life and is influenced greatly by social interaction. Developmental tasks can be noted at each level that assists one in this process. During infancy the child learns quickly to distinguish his mother from other women. In early childhood he becomes aware of some of his physical abilities and limitations which are amplified and strengthened by new learning's. Pre-adolescence is a time when strong sex identity is developed, family influence weakens at this stage and social acceptability becomes an important and more vital aspect of the self. With added learning the self begins to become more unified, his personal identity is classified and his social role begins to take shape. The new identity that emerges during this period is the product of the conflicting pulls that the cohesive family unit and tangential peer demands procedure. Consciousness of oneself in some cases emerges suddenly almost without warning. A boy walking to school suddenly realize, "I am myself; I am nobody else". A mother of three children exclaims, "All these years I just did what was expected. I never thought of me. At 36 I found myself". It is a staggering experience and one that is likely to throw the individual off balance for a time. To some it is electrifying and deep satisfying, to other it is depressing for it signifies that a person stands alone in the world. The greatest single determinant of ones self-concept is his family. Through interaction with this primary reference group the individual develops early experiences of adequacy, acceptance, identification and expectancies of

the society into which he is increasingly moving; from the first day of life the child begins to develop a sense of whether he is adequate or inadequate individual. The degree to which he feels adequate forms the basis upon which he is able to accept or reject others.

Individuals who have no doubt about their adequacy possess the capacity for being quite accepting of others. Earliest identification of the child is with family progressively, identification moves from the immediate family across the spectrum towards the world of adult life, relatives, neighbours and classmates become integrated within the self as the individual develops. The family is reflective of the greater culture of which he is to become a part. It is from the family that the child differentiates goals, values, techniques and ways of behaving acceptable to society. They, then lead to the value and direction that he will consider as he makes decisions in the future. This decision making capacity in the adolescent students especially at the secondary level plays a great role to perform better and also to select the positive ways of attainment. It is obvious that the period during secondary education is a period of stress and storm, a period of transition between childhood and adulthood, thus the stage of secondary education is very crucial. Though family plays an important role during this period but the role of school or teacher cannot be neglected. Since security is the basic need of an adolescent but freedom (which involves responsibility and risk) is essential for his personal growth which in turn is essential for his educational career. During this transition period student has to face certain changes like the changes in mood, attitude and dispositions.

At this stage students have to undergo many struggles and conflicts, that they are sometimes misunderstood by parents, friends, relatives and teachers. Among them the job of the teacher is very complicated because he is always dealing with a heterogeneous class/group, having students of different IQ's personality factors, motivation, attitude, aspiration and also the varied forms of self-concept.

Sex difference is also one of the most important and burning issue, which psychologists, educationists and sociologists are dealing with. It has been observed that children enter schools "with well developed idea of what constitutes correct male and female behaviours". "Children learn that acting and thinking in ways appropriate to their sex meets with approval" says Chapman. Gender segregation, very much over a period of time nurtures girls to be feminine and boys to be masculine. Girls find that they are considered relatively fragile and in need of protection and that grace, nurturances, obedience and performance of domestic tasks is smiled upon. Boys on the other hand are seen as strong needing activity and less dependent. Aggression and assertiveness, usually discouraged among girls, is approved of as a sign of masculinity among boys.

NEED AND IMPORTANCE OF THE STUDY

Since present age is the age of competition and achievements, education, therefore, has a tremendous role to play in motivating the students to achieve higher and to have the realistic aspiration in all of their doings especially at secondary stage of education. The students have to realize their capacities and must have the self introspection in various matters. It is therefore imperative that the

adolescent at secondary level of education has developed a self-concept whereby he performs all his activities in accordance to this knowledge of self. It is quite obvious that an individual knowing his self develops a sort of self-concept whereby he develops a realistic approach to achieve higher and to excel others in his endeavors. Present system of education lays much emphasis upon all round personality development of every individual. Therefore considering this aim of education, the stress at secondary stage of education is to be laid on nourishing and developing the self-concept among the school students.

Since Self-concept has a profound effect on the overall behaviour of the students whether male or female. Self-concept of a student from psychological viewpoint is the reflection of his inner and outer characteristics. Studies which have been conducted by the experts in the world have shown that self-concept is a great source of prediction for social and vocational success of an individual.

The investigator by making survey of various related literature and to make an in depth study of the problem in hand, decided to take sex difference as one of the variables so to make a comparison between boys and girls on self-concept.

Therefore the investigations observe the need to study and to compare the level of self-concept being possessed by both the sexes, boys and girls, at higher secondary stage of education.

STATEMENT OF THE PROBLEM

The problem selected for the present study is as

under:

"Self-Concept of male and female higher secondary school students in district Pulwama".

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present investigation:

1. To study the self-concept of male and female higher secondary students.
2. To compare male and female higher secondary school students on Real-self.
3. To compare male and female higher secondary school students on Ideal-self.

HYPOTHESES

The following hypotheses have been formulated for the present investigation.

1. Male and female higher secondary school students differ significantly on on Real-self
2. Male and female higher secondary school students differ significantly on the Ideal-self.

SAMPLE:-

Fifty male and fifty female higher secondary school students were taken as a sample for the present investigation. The sample was taken on the basis of random sampling technique from District Pulwama. The sample was taken from different zones like Pulwama, Shadimarg, Kakapora, Pampore and Tahab.

TOOLS:-

The data was collected with the help of Sagar Sharma Self-Concept Inventory. The inventory has two main items. These forms are "I am"

(Real Self) and "I would be" (Ideal Self).

PROCEDURE:-

The sample has been collected on the basis of random sampling technique. Sagar Sharma's Self-concept Inventory has been applied to collect the information from fifty male and fifty female higher secondary school students of District Pulwama.

STATISTICAL TREATMENT:-

The data collected was analyzed by applying Mean, Standard Deviation (SD) and 't' test in order to find out the significance of difference in the mean scores of male and female higher secondary school students on Self-Concept.

ANALYSIS AND INTERPRETATION OF DATA

The data collected through the administration of Sagar Sharma Self-Concept Inventory was statistically analyzed by applying 't' test. The analysis and interpretation of data have been arranged in a tabular form in the following manner.

Table - 1

Mean comparison of male and female higher secondary school students on Real-Self.

GROUP	Mean X	SD δ	"t" value	N = 50 (in each group)
				Level of Significance
MALE	59.62	9.47	t = 5.18	Significant at 0.01 level
FEMALE	50.18	8.80		

Table no.1 shows the mean comparison of male and female higher secondary school students on Real-self. The table reveals that male and female higher secondary school students differ significantly on Real-self. The 't' value was found 5.18 which is higher than the table value 2.63 and is significant at 0.01 level. This shows that male higher secondary school students have

higher Real-self than the female higher secondary school students.

On the overall Self-concept the male students have better Real-self than the female students. In the light of this result the first hypothesis, refer Chapter no.1, which reads as "Male and female higher secondary school students differ significantly on Real-self" stands accepted.

Table - 2

Mean comparison of male and female higher secondary school students on Ideal-Self.

GROUP	Mean X	SD δ	"t" value	N = 50 (in each group)
				Level of Significance
MALE	66.14	7.68	t = 2.65	Significant at 0.01 level
FEMALE	62.35	8.67		

Table no.2 shows the mean comparison of male and female higher secondary school students on Ideal-self. The table reveals that male and female higher secondary school students differ significantly on Ideal-self. The 't' value was found 2.65 which is higher than the table value 2.63 and is significant at 0.01 level. This shows that male higher secondary school students have higher Ideal-self than the female higher secondary school students.

On the overall Self-concept the male students have better Ideal-self than the female students. In the light of this result the second hypothesis, refer Chapter no.1, which reads as "Male and female higher secondary school students differ significantly on Ideal-self" stands accepted.

CONCLUSIONS:

On the basis of the discussions of the results in the proceeding chapter, the following conclusions have been drawn:

1. Male higher secondary school students have better Real-self than the female higher secondary school students.

2. Male higher secondary school students have better Ideal-self than the female higher secondary school students.

References:

- Alder, A. [1928] *Understanding Human Nature*. London and New York.
- Allport, G. W. [1937] *Personality: A Psychological interpretation*.
- Arun Kumar *Encyclopedia of Psychology*.
- Beane, J.A. and *Self-Concept, Self-Esteem and the Curriculum*, Lipka, R.P. [1986] New York: Teachers College Press.
- Bisland [2004] *An analysis of Self-concept of gifted and non-gifted Middle school students based on reading Achievement*. *Gifted Child quarterly* Vol. 38 No. 4, Fall 1994.
- Bowers, K.S. [1973] *Situation in Psychology: An analysis and a critique Psychological review*.
- Brief, A.P. and *The self in organizations: A conceptual review*.
- Aldag, R. J. [1981] *Academy of Management Review*.
- Burns, R [1982] *The self in organizations: A conceptual review*. *Academy of Management Review*.
- Burns, R [1982] *Self concept development and education*. London, Holt Education.
- Calvin, S. Hall Gardener [1957] *Theories of Personality*, Replica press, Lindsey, John B. Campbell Delhi.
- Chauhan, S. S. *Advanced Educational Psychology*.
- Deborah, A. Stowers and *Does self concept depend on body image*.
- Mark W. Durm [1996] *A gender analysis: Athens State College, Psychological report (1996)*
- Gecas, V. [1982] *The self concept: Annual Review of Sociology*.
- Geetha, B. Nambissan [1995] *Gender and Educational perspective in Education: A journal of the society for educational research and development (dev.)*
- Guilford, J. P. [1956] *Fundamental statistics in psychology*, New York, McGraw Hill Co.
- James, W. [1980] *The principles of Psychology*. New York: Holt.
- John Stewart Dacey *Adolescent today*.
- Joise Tong [1996] *Self concept and sex role orientation in gifted High school students*.
- J. R. Maze *The meaning of behavior*.
- Maikhuri, R & Pande [1997] *Self concept of adolescents in relation to academic achievement*. *Psycho-Lingua* vol. 27
- Maria Jose Sotelo [2000] *Sex difference in self concept in Spanish Secondary school students*. *Department of Analysis and Psycho-socio educative intervention*, University of Vigo.
- Shamir, B. [1991] *Meaning of Self and Motivation in Organizations*.
- Tripti Bassi [2003] *Gender in Schools*. *Journal of Indian Education*.
- Schlenker, B.R. [1985] *Identity and self-identification in the self and social life*. New York, McGraw Hill.
- Ramnath Sharma *Guidance & Counselling in India*. Printed in Rachana Sharma *India at Nice Printing Press, Delhi*.
- Markus, H. & *The dynamic self-concept. A social psychological*
- Wurf, E. [1987] *Perspective, Annual Review of Psychology*.
- Kerlinger, Fred N. [1983] *Foundation of Behavioural Research*. New Delhi subject publication.
- Schlenker, B.R. [1980] *The self-concept, social identity & interpersonal relations*. Monterey CA: Brooks/Cole.
- Mzobanzi M. M. Boya [1995] *Gender differences in teachers behaviour in relation to adolescents self-concept*. *Psychological report*.

A STUDY OF MENTAL HEALTH AMONG SCHOOL TEACHERS

Nasreen Qusar*

ABSTRACT

Mental health Possessing mental health, an individual can adjust properly to his environment can make the best effort for his own, his family and his society's progress for betterment. The chief characteristics of mental health, it is evident, is adjustment. The greater of successful adjustment, the greater will be the mental health of the individual. The present study was undertaken to study the mental health of primary, middle, high and higher secondary teachers who were working in state Government, public/missionary, army and Navavidyalas of Kashmir Valley. For measuring mental health by Dr. Jagdish and Dr. A.K. Srivastava scale was used. The sample of the study consisted of 720 teachers randomly selected from the schools of eight districts of whole Valley. The data was analyzed through mean, S.D, t-test and three way ANOVA. The findings of the study revealed that Age and type affects the mental health of teachers. Qualification, Experience and Marital status also affects the mental health of teachers.

Introduction

Mentally healthy individual is one who is himself satisfied, lives peacefully with his neighbors, makes healthy citizens of his children and even after performing these fundamental duties has enough energy left to do something of benefit to society. Possessing mental health, an individual can adjust properly to his environment can make the best effort for his own, his family and his society's progress for betterment.

The chief characteristics of mental health, it is evident, is adjustment. The greater of successful adjustment, the greater will be the mental health of the individual. Lesser mental health will lead to lesser adjustment and greater conflict. The healthy individual can interpret any new situation and adopt it to suit himself or adopts himself to suit it. He maintains healthy and benevolent attitude towards life. He is aware that difficulties visit every one in life, so that running away from them is cowardice. This can be solved only by squarely facing up to them

with courage. Whereas the focus in the modern school should be upon the child, his growth, and his adjustment and the mental health of the teacher is certainly no less important. In fact, when we consider the influence from the standpoint of adjustment one can have over a vast number of children, the adjustment of the teacher assumes even greater importance than the adjustment of any other single person in the classroom. Teaching also involves a greater deal of nervous strain.

The teacher needs time to collect his wits and his energy. A free period when he can take a minute to relax without having children under foot, perhaps time for a cup of coffee on days that have been particularly trying will often do wonders in terms of setting the ship back on an even keel. Teacher may actually involve considerable fatigue on the part of the teacher depending on the size of the subject taught, the nature of the pupils and of the subject taught, and, of course, the physical stamina of the teacher. Teachers, especially those in the

*St. Lecturer in KCS College of Education (Women), Jammu.

smaller schools, are often loaded down co-curricular assignments, committee meetings, various other assignments, unending reports and other clerical if not janitorial duties in addition, of course, to a full teacher load.

Mental health for the present investigation is defined operationally the ability or quality of adjustment of the female teachers working in primary, middle, high/higher secondary schools of Government, Public/Missionary, Army and Navavidyalas of Kashmir valley.

Objectives of the Study

1. To study significance of differences in mental health among female teachers belonging to different levels of age (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
2. To study significance of differences in mental health among female teachers belonging to different levels of qualification (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
3. To study significance of differences in mental health among female teachers belonging to different levels of experience (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
4. To study significance of differences in mental health among female teachers belonging to different levels of marital status (A) levels of school (B) and type of school (C) individually and jointly in different combinations.

Hypotheses of the Study

1. There will no significance of differences in mental health among female teachers belonging to different levels of age (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
2. There will no significance of differences in mental health among female teachers belonging to different levels of qualification (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
3. There will no significance of differences in mental health among female teachers belonging to different levels of experience (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
4. There will no significance of differences in mental health among female teachers belonging to different levels of marital status (A) levels of school (B) and type of school (C) individually and jointly in different combinations.

Method and Procedure

First of all list of institutions of primary, middle, high/higher secondary schools were prepared. The stratification was done on the basis of type of schools existing at different levels of education in the valley. All schools falling in the category were considered as a population and the stratification was done across the different districts. The total list indicated that the number of all types of schools at all levels of education were very few in some categories. So it was decided to select 60 schools of each category.

Tool used

Mental health inventory. By- Dr. Jadish and Dr. A.K. Srivastava.

Statistical Analysis of Data

After the data was collected by administering mental health inventory to each category three way analysis of variance (2x3x4) is used.

The mean differences in mental health with reference to different levels of age, levels of school and type of schools in 2x3x4 factorial design are shown in the table:

Source of Variance	SS	Df	MS	F
Variable A	122944.27	1.00	122944.27	121.22 *
Variable B	3952.66	2.00	1976.33	1.95 **
Variable C	1866.18	3.00	622.06	0.61 **
AxB	1734.36	2.00	578.12	0.57 **
AxC	2087.33	3.00	1043.87	1.03 **
BxC	4030.34	6.00	4030.34	3.97 *
AxBxC	6498.84	6.00	1083.14	1.07 **
Within	219080.00	216.00	1014.26	

The mean differences in Mental health with reference to different levels of qualification, levels of school and type of schools in 2x3x4 factorial design are shown in the table:

Source of Variance	SS	Df	MS	F
Variable A	97485.70	1.00	97485.70	107.60 *
Variable B	198.70	2.00	99.35	0.11 **
Variable C	13255.05	3.00	4418.35	4.88 *
AxB	806.23	2.00	268.74	0.30 **
AxC	9452.51	3.00	4726.26	5.22 *
BxC	14999.07	6.00	14999.07	16.56 *
AxBxC	4185.20	6.00	694.20	0.77 **
Within	195693.50	216.00	905.99	

The mean differences in Mental health with reference to different levels of experience, levels of school and type of schools in 2x3x4

factorial design are shown in the table:

Source of Variance	SS	Df	MS	F
Variable A	3681.67	1.00	3681.67	4.45 *
Variable B	41652.36	2.00	20826.18	25.17 *
Variable C	7803.28	3.00	2601.09	3.14 *
AxB	597.11	2.00	199.04	0.24 **
AxC	2567.90	3.00	1283.95	1.55 **
BxC	13762.64	6.00	13762.64	16.63 *
AxBxC	24792.43	6.00	4132.07	4.99 *
Within	178719.20	216.00	827.40	

The mean differences in mental health with reference to different levels of marital status, levels of school and type of schools in 2x3x4 factorial design are shown in the table:

Source of Variance	SS	Df	MS	F
Variable A	122085.70	1.00	122085.70	136.28 *
Variable B	11661.47	2.00	5830.74	6.51 *
Variable C	2850.35	3.00	950.12	1.06 **
A x B	77.06	2.00	25.69	0.03 **
A x C	2155.55	3.00	1082.77	1.21 **
B x C	11868.39	6.00	11868.39	13.25 *
A x B x C	9394.74	6.00	1565.79	1.75 **
Within	193506.90	216.00	895.87	

Conclusions

1. Age affects the mental health of teachers. Level of school does not affect the mental health and type of school affect mental health of teachers, where as age with level of school does not affect mental health, but age with type of school and level with type of school affects mental health. When age, level and type interact with each other it is found that they do not affect mental health among female teachers.

2. Qualification affects the mental health of teachers. Level and type of school does affects the mental health where as qualification

and level also does not affect the mental health, qualification with type also does not affect and level with type affect mental health. When qualification, level and type interact with each other it is found that they does not affect mental health among female teachers.

3. Experience, level of school and type of school affects the mental health of female teachers. Where as experience with level and experience with type of school does not affect mental health, but level with type of school affect mental health of teachers. When experience, level and type interact with each other it is found that they does not affect mental

References:

- Birnigham, J.A. Job satisfaction and mental health among Mimmensota teachers. Dissertation Abstracts international 1985.
- Buch. M.B. (ed.) A survey of research in education Baroda Centre of advanced study in education 1974.
- Scott, W.A. (1958) Research definitions of mental health and illness psychological Bulletin.
- Aggarwal J.C. Introduction to education in psychology.
- Ananda S.D. Mental health in high school teachers, Regionla college of education Bhubaneshwar IER 1989.
- Clauseen J.A (1950) Sociology and the field of mental health New York Russell solve foundation.

health among female teachers.

Marital status and level of school affects the mental health of teachers, but type of school does not affect it. Marital status with level of schools and Marital status with type of schools does not affects the Marital status. But, level and type of schools affect mental health .When marital status, level and type interact with each other it is found that they does not affect mental health among female teachers.

- Gates, A.Z (1972) Educational psychology Deep and Deep publication New Delhi.
- Handa Ashu (2000) A study of mental health of the teachers among Govt and private schools in relation to their job satisfaction, Jammu.
- Verma L.K & Sharma N.R. (1989) Advance statistics in education and psychology Jammu Narendra Publishing House.
- Verma L.K & Sharma N.R. (1990) Basic statistics in education psychology Narendra publishing House Jalandhar.
- Verma L.K & Sharma N.R. (2000) Statistics in education and psychology.

PERSONAL AND SOCIAL ADJUSTMENT, PHYSICAL FITNESS & ACADEMIC ACHIEVEMENT OF RURAL AND URBAN STUDENTS OF DISTRICT SRINAGAR

M. Y. Ganai*
Basharat Ali**

ABSTRACT

The present study was carried out to compare the Personality adjustment, Physical Fitness, Academic Achievement and Sports performance of Rural and Urban Students of District Srinagar. A sample of 2000 students from 25 higher secondary schools was randomly selected from both rural and urban areas of district Srinagar. The research tool employed for the assessment of sample subject's AAHPER youth fitness test for the assessment of physical fitness, Achievement cards for the assessment of academic achievement and sports events (100m race, long jump & shot put) for assessment of sports performance. The findings revealed significant difference in physical fitness, Academic achievement and sports performance between rural and urban students. Besides rural urban Students showed some significant differences in academic achievement:

Key words: Personality adjustment, social adjustment, Physical Fitness, Academic Achievement and Sports performance.

Introduction

Physical Fitness, ability of the human body to function with vigour and alertness, without undue fatigue, and with ample energy to engage in leisure activities, and to meet physical stress. Muscular strength and endurance, cardio-respiratory integrity, and general alertness are the overt signs of physical fitness. "Wealth of the nation resides in the health and vitality of its people. Every nation is becoming increasingly concerned about the physical fitness of its people recognizing that physical fitness is fundamental and contributory to happy and useful living in any capacity." (John E. Nixon and Ann E. Jewett, 1969.)

A person being physically fit and socially acceptable can achieve and reach up to national and international performance level. Bucher has said that "physical education is an integral part of education process, is a field of Endeavour that has its aim as the improvement of human performance through the medium of physical

activities that has been selected with a view to realize this outcome." Healthy living and physical fitness are closely connected. Being physically fit not only helps people live healthy lives it also helps people be happier. People who make physical activity and exercise a part of their daily lives when they are young are more likely to keep it in their lives as they grow older and benefit from it throughout their lifespan. Physical activity is defined as any movement that spends energy. Exercise is a subset of physical activity, but it is an activity that is structured and planned. While many children engaged in physical activity, usually by playing with their friends, the amount of physical activity they get as they grow into adolescents usually declines. The health Centers for Disease Control and Prevention (CDC), doing some kind of physical activity or exercise on a regular basis helps to increase strength and flexibility, improve endurance, control weight, increase bone mass, and improve self-esteem, as well as reduce stress, anxiety, depression and the risk of

* Associate Professor, Department of Education, University of Kashmir.

**Lecturer, Physical Education, Govt Girls Higher Secondary School Kothibagh.

developing high blood pressure. . Physically fit means having strong legs, having oxygen uptake and having powerful heart. These qualities are termed as leg strength fitness, Aerobic fitness and cardiac fitness. Physically fit person, with healthy body having sound mind can achieve better in academic field. Besides playing a child should have to perform better in the studies to achieve the goal in academic field.

Academic achievement of pupils is of paramount importance, particularly in the present socio-economic and cultural context. In the schools great emphasis is placed on academic achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance. The school performs the function of selection and differentiation among students and opens avenues for advancement again. Primarily in terms of academic achievement the effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve better. To maximize the academic achievement within a given setup is, therefore the goal of every educationist researcher, teacher or an educational administrator. The behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments, a sequence of adjustment beings when a need is felt and ends when it is satisfied. A hungry man, for example, is stimulated by his physiological state to seek food; he eats and thereby reduces the stimulation condition that impelled him to activity. He is then adjusted to this particular need. Social adjustments are similar. In most cultures people want to be recognized and

approved by their fellows. When a man is criticized, that need is thwarted. In response, he may try various ways to regain approval: or he may belittle the critic or argue that someone else is to blame. The latter behaviours do not really bring approval, but they are adjustments of a sort because they tend to reduce the feeling of distress. Adjustment processes concerning human beings have hand-in-glove relationship with human nature. It is adjustment which is responsible for the organization of behaviour.

Overview

The findings of the research reviewed that there are significant difference between rural and urban students in personal and social adjustment. Most of the students have adjustment problems, It has been also reviewed that the students of urban area are possessing high academic achievement. Many researches have reviewed that rural area students have high physical fitness than urban students. It has also been reviewed that the school providing better sports facilities and equipments to the students showed better sports performance.

Shukla, P.C. (1981) Confirmed that: (i) there is a significant difference between rural and urban students in their adjustment problems. Both the groups differ at. The rural students have more problems of adjustment than the urban students, (ii) the boys and girls differ significantly among themselves in respect of their adjustment problems. Thus it can be established that adjustment problems are found more in girl students than in boy students. Sex is found to be related with adjustment problems.

According to Kaur, Narinder, (1991), the three main effects of sex. Intelligence and emotional

stability and four interaction effects for each of the five motor-fitness components. (a) intelligence was correlated with emotional stability as well as all the five motor-fitness components; (b) emotional stability with SU. 55. SBI and 51'; (c) all the five motor-fitness components were interrelated with each other; (d) emotional stability was neither correlated with intelligence nor with SU.

Kaur, Daljit. 1991 Finds: (1) the rural and urban groups differed significantly on physical fitness variables. (2) Different age-steps (independently affected) some of the dependent variables, while these age-steps interacted with regard to other variables. (3) There was a notable interaction between residence and age in the physical fitness variables. (4) Subjects with urban residence were significantly superior to rural subjects. (5) The physical fitness levels of 12, 13, 14 and 15 years old girls differed significantly.

Robert M. Malina 2000 has revealed that the physical fitness of school children resident in an urban colonia and in a rural indigenous community in Oaxaca, southern Mexico, was compared. Two measures of performance-related fitness (standing long jump, 35-yard dash [32 m]) and four measures of health-related fitness (grip strength, sit and reach, timed sit-ups, distance run) were taken on 355 rural (175 boys, 184 girls) and 324 urban (163 boys, 161 girls) school children, 6-13 years of age. Urban children were significantly taller and heavier than rural children. Absolute grip strength did not consistently differ between rural and urban children, but when adjusted for age and body size, strength was greater in rural children. Explosive power (standing long jump)

and abdominal strength and endurance (timed sit-ups) were better in urban than in rural children without and with adjustment for age and body size. Urban-rural differences in running speed (dash) and flexibility (sit and reach) varied by age group and sex. Younger rural children and older urban girls performed better in the distance run, whereas older rural and urban boys did not differ in endurance. The size advantage of urban children does not necessarily translate into better levels of performance- and health-related physical fitness. The observed differences may be related to activity habits associated with school physical education and lifestyle in the respective communities.

Results of investigation carried out by Szklarska (1998) show a similar tendency of differences between rural and urban population in dynamic and explosive strength. It is worth emphasizing, that present investigations have confirmed the already well-known phenomenon (przeweda 1985, Dutkiewicz 1985, 1990 Szopa et al. 1985) concerning rural children superiority over urban children in the level of run endurance development and of an opposite characteristic in the of speed abilities. In addition, the difference of frequency movement points to smaller speed abilities of rural children. According to the suggestion presented in some research works (Wolanski and Parizkowa 1976, Szopa et al. 1985, 1996), such a situation can be the result of specific environmental stimuli. Assuming that the level of motor and functional development is a more sensitive indicator of environmental of temporal changes (Wolanski and Pyzuk 1972, (Zekonski Wolanski 1981) , (Wolanski and Siniarska 1982), the tendency found in rural children can be considered to be

advantageous, particularly in the youngest age group.

The results indicate disappearance of typical urban gradients in population of Southern Poland the indices of level differentiation of somatic functional and motor development of children and youth of 7-19 years Verma and Srivastava in 1997 studied "Academic Achievement and value pattern of Athletes of vidya Bihari". He has found that the female athlete taken together at national level were significantly higher in their academic achievement in comparison to male athletes.

Singh Darshan in (1992) studied the Performance of the students in track and field events. He revealed that the maximum physical facilities schools had better track and field performance than the minimum - physical facilities schools and the mediocre - physical facilities schools performed better than minimum physical facilities schools. However no significant difference was found in the sports performance of maximum and mediocre physical facilities schools. The maximum coaching-facilities schools, had better performance in track and field events than the mediocre and minimum facilities schools, but no significant difference was found between the sports - achievements of mediocre and minimum facilities school.

Objectives of the Study

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

1. To study the personal and social adjustment, physical fitness, academic achievement, and sports performance of rural and urban students of District Srinagar.

2. To compare the personal adjustment of rural and urban students of District Srinagar.
3. To compare the social adjustment of rural and urban students of District Srinagar.
4. To compare the personal adjustment of rural and urban Girls of District Srinagar.
5. To compare the social adjustment of rural and urban Girls of District Srinagar.
6. To compare the personal adjustment of rural and urban Boys of District Srinagar.
7. To compare the social adjustment of rural and urban Boys of District Srinagar.
8. To compare the physical fitness of rural and urban students of District Srinagar.
9. To compare the physical fitness of rural and urban Girls of District Srinagar.
10. To compare the physical fitness of rural and urban boys of District Srinagar.
11. To compare the academic achievement of rural and urban students of District Srinagar.
12. To compare the academic achievement of rural and urban Girls of District Srinagar.
13. To compare the academic achievement of rural and urban boys of District Srinagar.
14. To compare the sports performance of rural and urban students of District Srinagar.
15. To compare the sports performance of rural and urban area Girls of District Srinagar.
16. To compare the sports performance of rural and urban boys of District Srinagar.

Sample

For the present study 2000 students from 25 higher secondary institutions located in rural

and urban areas of district Srinagar has constituted the sample.

The sample higher secondary institutions in the district Srinagar were identified from the list obtained from the Directorate of School Education Kashmir and the list of the selected samples participated in different sports tournaments was confirmed from the records available in District youth services and sports office Srinagar.

The sample for the present study was drawn randomly from each segment. Among the two thousand selected samples, 155 subjects had played at national level tournaments in which 79 were boys and 76 were girls. The 319 subjects played at District level tournaments including 162 boys and 157 girls. The total numbers of the subjects played at school level tournaments was 1526 in which 759 were boys and 767 were girls. The selected samples were in the age group of 15-18 years.

Tools Used

California test of personality questionnaire (CTP) used as to compare the personal and social adjustment of rural and urban students of district Srinagar.

AAPHER youth fitness test was used as tool to measure the physical fitness of the subjects.

To compare the academic Achievement of the selected subjects, the investigator has collected marks of the selected subjects from the official records of the respective institutions. The achievement cards

contained Board Examination marks (10th class). The percentage of these marks has been computed in order to compare academic achievement of rural and urban students of district Srinagar.

100mt race, Shot put and Long jump used as tool to assess the sports performance of the subjects.

Statistical Treatment

In order to accomplish the objectives of the present study, the data collected was subjected to suitable statistical analysis using percentage, mean, S.D. and t-test.

Analysis and Interpretation

The results have been categorized under the following four sub-headings:-

- Personal and social Adjustment
- Physical fitness
- Academic achievement
- Sports performance

The following tables show mean difference in personal and social adjustment, physical fitness, academic achievement and sports performance of rural and urban students of both govt. and private higher secondary institutions of district Srinagar.

Table:1.1 Mean Comparison of Rural and Urban Students on total Personal Adjustment. (N=1000 in each group)

Variable	Sample	Mean	S.D	t-value	Level of significance
Urban	1000	46.2	8.0	6.73	0.01*
Rural	1000	40.544	9.57		

Table-1.1:- Shows mean comparison of Rural and Urban students on total personal tment.

Table -1.2 Mean Comparison Of Rural Urban Students on total Social Adjustment.

Variable	Sample	Mean	SD	t-test	Level of significance
Urban	1000	48.19	8.17	8.38	0.01*
Rural	1000	44.33	9.64		

Adjustment. The tables reveals that there is significant differences between Rural and Urban students on personal Adjustment at 0.01 level. It further shows that urban students are superior in personal Adjustment than rural students.

Table: 1.2 shows mean comparison of the rural and urban students on total social

adjustment. The table shows that rural and urban students differ significantly at 0.01 level

Table-1.3 Mean Comparison of Rural and Urban Girls on total Personal Adjustment. (N=500 in each group)

Variable	Sample	Mean	S.D	t-value	Level of significance
Urban	500	45.42	7.964	9.61	0.01*
Rural	500	39.26	10.25		

The table shows that the rural and urban girls differ significantly at 0.01 level on total personal

Table-1.4 Mean Comparison of Rural and Urban Girls on total Personal Adjustment. (N=500 in each group)

Variable	Sample	Mean	S.D	t-value	Level of significance
Urban	500	45.42	7.964	9.61	0.01*
Rural	500	39.26	10.25		

on total social Adjustment. The table further indicates that urban students are high on social adjustment than the rural students.

Table1.3 Shows mean Comparison of rural and urban girls on total personal Adjustment. The table shows that the rural and urban girls differ

adjustment. It has to be found that urban girls are higher in total personal adjustment than rural girls.

Table-1.5 Mean Comparison of rural and urban boys on total personal adjustment. (N=500 in each group)

Variable	Sample	Mean	S.D	t-value	Level of significance
Urban	500	46.98	7.98	7.56	0.01
Rural	500	41.82	8.66		

Table 1.5 Shows mean comparison of Rural and an urban boy on total personal Adjustment. The table reveals that the Rural and Urban boys differ significantly at 0.01 level on total personal adjustment. The analysis of the data further indicates that urban boys are having high personal Adjustment than Rural boys.

Table 1.6 Shows mean comparison of Rural and urban boys on total personal Adjustment.

The table reveals that the Rural and Urban boys differ significantly

Table-1.6 Mean Comparison of rural and urban boys on total personal adjustment.
(N=500 in each group)

Variable	Sample	Mean	S.D	t-value	Level of significance
Urban	500	46.98	7.98	7.56	0.01*
Rural	500	41.82	8.66		

Urban students on physical fitness.

The analysis of data in table clearly shows that rural and urban students differ significantly at

0.01 level on physical fitness. It further reveals

Table-1.7 Mean Comparison of rural and urban Students on total Physical Fitness.
(N=1000 in each group)

Variable	Sample	Mean	S.D	t-value	Level of Significance
Urban	1000	51.17	7.97	4.24	0.01*
Rural	1000	53.10	7.01		

that rural students are superior to urban students on physical fitness.

Table-1.8 Mean Comparison of rural and urban girls on total Physical Fitness
(N=500 in each group)

Variable	Sample	Mean	S.D	t-test	Level of Significance
Urban	500	46.77	4.82	19.6	0.01*

at 0.01 level on total personal adjustment. The analysis of the data further indicates that urban boys are having high personal Adjustment than Rural boys.

Table: 1.7 Shows mean comparison of Rural and

Table-1.9 Mean Comparison of Rural and Urban Boys on total Physical Fitness.
(N=500 in each group)

Variable	Sample	Mean	S.D	t-value	Level of significance
Urban	500	52.57	8.08	3.88	0.01*

Table 1.8 shows mean comparison of rural and urban Girls on physical fitness.

It has been revealed from the table that

the rural and urban girls differ significantly at 0.01 level. The table further reveals that rural girls are superior to urban girls on physical fitness.

Table-1.9 Shows mean comparison of urban and rural area boys on physical fitness.

The table reveals that urban and rural boys differ significantly at 0.01

level. It further shows that rural boys are having high physical fitness than

boys on academic achievement.

Table: 2.1 Mean Comparisons of rural and urban Students on academic achievement. (N=1000 in each group)

Variable	Sample	Mean	S.D	t- test	Level of Significance
Urban	1000	63.73	15.83	18.92	0.01*
Rural	1000	51.18	13.96		

Table 2.1 Shows mean comparison of Rural and Urban students on Academic Achievement.

The table makes clear that rural and urban boys differ significantly at 0.01 level on academic achievement. It further revealed that the urban boys are higher in academic achievement than rural boys.

The table indicates that there is significant difference in academic achievement between rural and urban students at 0.01 level.

Table: 2.2 Mean Comparisons of rural and urban girls on academic achievement. (N=1000 in each group)

Variable	sample	Mean	S.D	t-value	Level of Significance
Urban	500	65.51	16.17	19.53	0.01*

It has been revealed from the table that urban students are higher in academic achievement than rural students.

Table 2.4 Shows mean comparison between Rural and Urban students on sports performance.

Table 2.2 Shows mean comparison of rural and

The analysis in the table makes it clear that the rural and urban students differ significantly at 0.01 level. It further reveals that urban students are higher in sports

Table: 2.3 Mean Comparisons of rural and urban boys on academic Achievement. (N=500 in each group).

Variable	Sample	Mean	S.D	t-test	Level of Significance
Urban	500	61.83	15.27	10.44	0.01*
Rural	500	52.22	14.01		

urban girls on Academic Achievement. The table reveals that rural and urban girls differ significantly at 0.01 level. It further reveals that

performance than rural students.

urban girls are having higher academic achievement than rural girls.

Table-2.4 Mean Comparison of Rural and Urban Students on Sports Performance. (N=1000 in each group)

Variable	Sample	Mean	S.D	t-value	Level of Significance
Urban	1000	38.90	30.02	9.66	0.01*
Rural	1000	35.30	4.05		

Table 2.3 Shows mean comparison of Rural and Urban

Table-2.5 Mean Comparison of rural and urban girls on Sports Performance (N=500 in each group)

Variable	Sample	Mean	S.D	t-value	Level of Significance
Urban	500	34.67	2.93	0.97	Not Significant
Rural	500	34.66	2.72		

Table-2.5 Shows mean comparison of rural and urban girls on sports performance. The table reveals that there is no significant difference between rural and urban girls in sports Performance.

Table-2.6 Mean Comparison between rural and urban boys on Sports Performance. (N=500 in each group)

Variable	Sample	Mean	S.D	t-value	Level of Significance
Urban	500	41.10	5.09	8.53	0.01*
Rural	500	35.75	2.34		

Table: 2.6 Shows mean comparison of Rural and Urban boys on sports performance. The analysis of the data in table shows that rural and urban boys differ significantly at 0.01 level on sports performance. The table further reveals that urban boys are having high sports performance than rural boys.

Discussion of the Results

The present study is a modest effort to throw light on, the impact of personal and social adjustment physical fitness, academic achievement and sports performance. The scholar has collected the data above mentioned variables by using California test of personality AAPER youth fitness test along with 100mt, shot put and long jump as a tool to assess the

adjustment problems and fitness of the students. To assess the academic achievement the marks of the board examination of the selected samples have been obtained. The hypotheses formulated for

the present study were empirically tested.

The discussion of the results is based on the analysis and interpretation of the data so the investigator has categorized the present study into four sub-headings:-

1. Personal and social adjustment.
2. Physical fitness
3. Academic Achievement.
4. Sports performance.

1. Personal And Social Adjustment

The analysis of the data reveals that rural and urban students differ significantly on the personal and social adjustment obtained from "California test of personality" regarding the six dimensions of personal adjustment like sense of reliance, sense of personal freedom, feeling of belonging with drawl-tendencies and nervous symptoms. The urban students are found to be self reliant than the rural students. They are also having high sense of personal worth, personal

freedom and feeling of belonging. But rural students are having high with-drawl tendencies and nervous symptoms than urban students. The rural and urban students also found to be significantly differ in four dimensions of social adjustment like social standards social skills. Anti-social tendencies and family relations. But no significant difference has been found in school relations and in community relation between rural and urban students. It has been revealed from the data that the urban students are having high social standard and social skills and the rural students are higher in antisocial-tendencies. Urban girls are found to be high on personal and social adjustment than rural girls. It has been found that urban girls are more self reliant, than rural girls. Urban girls are also high on personal freedom and feeling of belonging. But rural girls are having high withdrawal-tendencies and nervous symptoms than urban girls.

In the dimensions social adjustment, urban girls are having high social standard, social skills family relation and community relations than rural girls. It further shows that rural girls are high on anti-social tendencies and nervous symptoms. But both rural and urban girls do not differ on school relations both groups are well related to schools. Urban boys are also found to be high on personal and social adjustment than rural boys. In the dimensions of personal adjustment, the urban boys are superior to rural boys on sense of personal worth, sense of personal freedom and feeling of belonging and rural boys are high on with drawl-tendencies and nervous-symptoms. But both are equally selfreliant.

Urban boys are also socially well adjustment

than rural boys the analysis of the data found that urban boys are having high social standards, social skills, family relation. They are having high school relations and family relation. But there is no difference between rural and urban boys in anti-social tendencies. Both are found to be anti-social, the findings of the present study are in line with the findings of the researches conducted earlier by Shukla, P.C.(1981)studied Adjustment' Problems at Plus Two Level The study was designed to investigate the adjustment problems of boys and girls from rural and urban areas studying at 2+ level. For this purpose it was hypothesized that (i) the rural and urban students will differ in their adjustment problems; and (ii) a significant difference in the adjustment problems is found in the boys and girls. 100 students of 2+ level were selected at random from eight intermediate colleges in the district of Sitapur (U.P.). They were selected in terms of sex (boys and girls) and rural and urban students in equal proportions. The results confirmed that: (i) there is a significant difference between rural and urban students in their adjustment problems.. The rural students have more problems of adjustment than the urban students, (ii) the boys and girls differ significantly among themselves in respect of their adjustment problems".

2. Physical Fitness

The data of physical fitness test was obtained from the fitness test battery viz AAHPER youth fitness test. The data reveals that rural and urban students differ significantly on different items of physical fitness test battery. The rural students are found to be higher on pull-ups (boys) flexed arm hang (girls) sit-ups, shuttle

run, and 600 yard run-walk where as urban students are high on standing broad jump and 50 yard. So the analysis of the data reveals that rural students are higher on physical fitness than urban students.

This finding were supported by przeweda (1985) Dutkiewicz,1990 Szopa et al. 1985 concerning rural children superiority over urban children in the level of run endurance development and of an opposite characteristic in the of speed abilities. In addition, the difference of frequency movement points to smaller speed abilities of rural children. According to the suggestion presented in some research works (Wolanski and Parizkova 1976, Szopa et al. 1985, 1996), such a situation can be the result of specific environmental stimuli.

In girls category the both groups found to be significantly differ in physical fitness. Comparison between rural and urban girls on different items of physical fitness reveals that rural girls are high on flexed arm hang-sit-ups, shuttle run, 50-yard dash and 600 yard run-walk. Where as urban girls are higher on standing broad jump. So the rural girls are having high physical fitness than urban girls. Verghese (1993) studied "Effect of nutrition education and DIET supplementation on adolescent girls- Rural and Urban.

The study comprises 2000 samples (1000 rural girls and 1000 urban girls) of two districts of Tamil Nadu.

It was found that the haemoglobin content as well as physical fitness components were better in rural girls as compared to the urban girls.

In boys section both rural and urban boys were compared on different items of physical fitness,

the rural and urban boys differ significantly on pull-ups, sit-ups shuttle run, standing Broad jump, 50-yard and 600-yard Run-walk. The analysis of the data also reveals that rural boys are high on pull-ups, sit-ups, shuttle run and 600-yard run-walk, whereas urban boys are high on standing Broad jump and 50-yard dash. Therefore the analysis of the data pertaining to the physical fitness shows that rural boys are having high physical fitness than urban boys.

3. Academic Achievement

Rural and urban students have been compared on academic achievement by obtaining marks of the selected samples of Board Examination. The analysis revealed that urban students are having high academic achievement than rural students. Both boys and girls were also compared on academic achievement, in which urban girls are found to be higher on academic achievement than rural girls. Urban girls are also having high academic achievement than both rural and urban boys. This finding is supported by Verma and Srivastava in 1997 studied "Academic Achievement and value pattern of Athletes of vidya Bhariti". Founded that the female athlete taken together at national level were significantly higher in their academic achievement in comparison to male athletes.

Urban boys are also found to be high on academic achievement than rural boys. So the hypotheses formulated for the present study may be accepted.

4. Sports Performance

The rural and urban students were compared on sports performance by 100mts race shot put and long jump.

The data thus obtained revealed that urban students are high on sports performance than rural students. The data further revealed that urban students are found to be high on shot put and long jump. Whereas rural students are high on 100mt. Girls of both rural and urban areas were also compared on different items of sports performance, such as 100mt, shot put and long jump. It has been found from the analysis of the data that the rural girls are high on 100mt race and urban girls are high on shot put. But there is no significant difference between rural and urban girls in long jump. It further reveals that there is no significant difference between rural and urban girls in sports performance. So the hypothesis no.14 of the present study stands rejected. The analysis of the data shows that urban boys are high on long jump and shot put whereas rural boys are high on 100mt. Therefore the urban boys were found to have high sports performance than rural students. The findings of the study were supported by the finding of the research conducted by Singh Darshan in 1992 "The sports achievements of secondary school of Punjab." Investigator worked on 300 schools selected through I stratified random sampling technique. The schools were classified as category I, II & III schools based on the performance, physical facilities and, coaching facilities.

Major findings of the study are:

1. Performance in track and field events of category I schools was better than those of category II and category III schools, whereas no significant difference was found between the sport performance of category II & III schools.
2. The maximum - physical facilities schools had better track and field performance

than the minimum - physical facilities schools and the mediocre - physical facilities schools performed better than minimum physical facilities schools. However no significant difference was found in the sports performance of maximum and mediocre physical facilities schools.

3. The maximum coaching - facilities schools, had better performance in track and field events than the mediocre and minimum facilities schools, but no significant difference was found between the sports - achievements of mediocre and minimum facilities school.

The study found that the rural and urban students differ in sports performance. So, the hypothesis formulated for the study is accepted.

Conclusions

The conclusions of the study are based on the analysis and interpretation of the data so the investigator has categorized the present study into sub-headings, so the following conclusions were drawn:

1. Personal and Social Adjustment

- a) Personal adjustment: The present study reveals that rural and urban students differ significantly in all the 6 Dimensions of personal adjustment. It further reveals that there is significant difference between rural and urban students on self-reliance, sense of personal worth, Feeling of belonging, withdrawal tendencies and Nervous Symptoms. Whereas both groups significantly differ on sense of personal freedom. It indicates that urban students have found to be higher in self-reliance, sense of personal worth, sense of personal freedom, and feeling of belonging, than rural students. But rural students have

found to be high on with-drawl tendencies and nervous symptoms. It further shows that urban students are superior in personal Adjustment than rural students

b) **Social adjustment:** In social adjustment rural and urban students differ significantly on four dimensions of social Adjustment viz. social standards, social skills, anti-Social tendencies and in family relations. But there is a no significant difference in school relations and community relations between the two groups. It further revealed that urban students are superior to rural students in social standards, social skills and family relations, whereas rural students are found to be higher in Anti-Social tendencies. The data further indicates that urban students are high on social adjustment than the rural students. In girls group the data indicates that there is significant difference between rural and urban Girls on social standards, social skills, anti- social tendencies, family relations and community relations. But there is no significant difference in school relations between rural and urban girls. It has been revealed that urban girls are high in social standards, social skills, family relations and community relations. Whereas rural girls are high on anti- social tendencies. It further reveals that the Urban Girls are having high social Adjustment than the rural area girls. In boys section the analysis of the data makes it clear that there is significant difference between Rural and Urban boys on social standard and school relations, and they differ on social skills, family relations and community relation. But there is no significant difference in anti-social tendencies between Rural and urban boys. It further shows that urban boys are higher in five dimensions like in social standard, social skills,

school-relations, family relations and community relation. The analysis also reveals that urban boys are high on total social adjustment than rural boys.

2. Physical Fitness

It has been found from the analysis that the rural and urban students differ significantly on physical fitness. It has also been revealed that the rural and urban students differ significantly on pull-ups (boys) flexed arm hang (girls) shuttle run and 600-yard run-walk. Whereas the rural and urban students do not differ significantly on standing broad jump. It further reveals that the rural students are higher on pull-ups and flexed arm hang, sit-ups, shuttle run and 600-yard run walk while as urban students are high on standing Broad Jump and 50 yard-dash.

It further reveals that rural students are superior to urban students on physical fitness.

3. Academic Achievement

It has been found from the present study that the urban students have possessed 63.67% while as rural students are having 51.18% in academic achievement. So the urban students are having high academic achievement than rural students

4. Sports Performance

In sports performance rural and urban students were found to be significantly differ on 100mt and shot put, and long jump. It further shows that urban students are high on 100mts, shot put and long jump than rural students. It further reveals that urban students are higher in sports performance than rural students

In physical fitness the rural students have been found physically fit than urban students, the fact

is that the rural students are habitual of working in the fields and farms, they also walking long distances from home to school and from one field to another. In this way the rural students maintain their physical fitness.

It has also been found that the urban students are having high sports performance and academic achievement than rural students, because all the facilities are not available in the rural areas of district Srinagar.

Suggestions

Physical fitness represents the capacity to live most vigorously and effectively with ones own resources. In other words physical fitness is that state which characterizes the degree of which the person is able to function. Physical activity and Exercise benefit both the body and the mind in numerous ways.

Regarding the adjustment point view a child must get a congenial environment free from all stress and tensions.

At early stages everyone should educates their children about the social moral values, there should be lot of exposure to the environment so that a child can adjust itself well in all environments. Every facility of modern education should be provided to all the students of both rural and urban areas. The following suggestions have been recommended by the investigator:-

A. Suggestions for Future Research

1. The study may be replicated on large sample.
2. A similar study may be undertaken on other groups like college and university students.

3. Psychological tests should be made available to all the schools for the preliminary screening of the subject.

4. The further studies may be taken at division and state level on a large sample.

5. The similar study may be conducted on all international players of J&K state.

B. Suggestions For Improvement

1. All the schools in rural and urban areas must be provided with gyms for the students, with a fitness class in the school time-table.

2. All the schools in rural areas should provide Modern technique and better equipments to the students so that they can learn rules and techniques of different games and Sports. They should be fully aware of the benefits about the Participation in the sports activities and different tournaments.

3. Rural schools should provide better infrastructure and organize coaching camps to improve the performance of the students in the field of games and sports.

4. Authorities should take some progressive measures to improve the life of the rural areas of district Srinagar because the people of these areas are still backward and living rural life as it was before decades.

5. All the heads of the private institutions of rural area should improve the standard of education in their schools. There should be fitness and sports classes in the school scheduler.

6. The J & K Govt. has recently introduced the physical education as a subject at 10 + 2 level. Almost all the Govt. schools have this subject in the school schedule. Both rural and

urban area private schools should also introduce physical education as subject so that the students may get awareness about the physical education programmers, physical fitness and health.

The present study should be undertaken in all

the rural areas of J & K at school and college levels. So that the adjustment problem may be identified in each and every part of the state and measures should be taken to prevent the students from being mal-adjusted.

References:

- Ali Jawod (1996) Study of self-concept, body image of adjustment and performance of Hockey players". Ph.D. Aligarh Muslim University.
- Asrid N. Sjolie, Thuen Frode (2002)"School journeys and leisure ctivities in rural and urban adolescents in NORWAY."
- Basra, Surjit (1991)"A study of motor skills, physical fitness and selected psychological variables in male college hockey players". Ph.D., Edu. Paryab Univ.
- Banerjee, A. K. (1989) "Performance evaluation o eastern Indian athletes using physical and physiological parameters". Ph.D., Edu. Univ. of Kalyani.
- Dass, Charan.(1998)"The achievement motivation, Adjustment and creative thinking of college athletes in relation to their Performance in track events". Ph.D., Edu. Punjabi Univ..
- Dhaliwal, Sutinder (1992)"Physical fitness of 10, 18 year Singh. Old males living at two selected altitudes". Ph.D., Edu. Punjabi Univ.
- Das (1996) "The transformation of sports training into sports technology". (Research Bi- Annual for movement, vol. 13(1)63-68).
- Edward Mieczko (2001)"Degree of urbanization and level of somatic and motor development of children and youth in south Poland" a preliminary research Report.
- Ganie, M.Y. (1992) "Personality Dispositions of the Participant and non-participant adolescents with Reference to some major physical activities". Ph.D University of Kashmir.
- Khodaskar, A.N. (1991) "A nonnative study of the cantability in male kabaddi players and comparison of the effects of selected yogic and non-yogic exercises on dio-respiratory endurance and cantability." Ph.D., Edu. Nagpur Univ.
- Kumari, Aruna (1988) "A comparative study of the selfconcept, adjustment and creative thinking of sports and nonsports school girls of Himachal Pradesh." Ph.D., Edu. Punjab Univ.
- Kaur, Daljit. (1991) "Assessment of the physical fitness of high school girls of Punjab". Ph.D.; Edu. Panjab Univ.
- Khan, Husain Ahmed (1990) "A study of the effect of special Sports training on some Psychological attributes of Athletes". Ph.D. Psy. Punjab Univ.
- Kaur, Narinder. (1991)"A study of pre adolescent players in relation to their motor-fitness, intelligence and emotional stability." Ph.D. Edu. Punjabi Univ.
- Kaur, Prabhsharan (1992)"A comparative study of some psychological characteristics of women hockey players playing at different field positions". Ph.D., Edu. Punjabi Univ.
- Mokha et el (1998) "A comparative study of physical fitness of urban and rural girls."(ind.J. sports sciences and phy. Edu.vol 10(1&2)25-32.
- Mokha et el (1998)"A comparative study of physical fitness of urban and rural girls." (IND. J. Sports Sciences and Phy. Edu.vol 10(1 and 2)25-32.
- Shukla, P.C. (1981)"Adjustment' Problems at Plus Two Level".
- Robert M. Malina (2000) "Urban-Rural contrasts in the physical fitness of school children in Oaxaca, Mexico."
- Parveen (1991) "A comparative study of kho-kho and basketball women players at inter district and inter-state levels in their motor abilities, intelligence and personality traits." Ph.D., Edu. Punjabi Univ.
- Sandhu, Kiran (1988) "A comparative study of sportswomen and nonsportswomen in selected psychological and sociological variables". Ph.D., Edu. Jamia Millia Islamia.
- Sachdeva, A., (1996) "Evaluation of Olympic and Asian sprinting performances". Research Bi-annual for Movement vol. 12(2)39-57.
- Singh, Daljit Inder (1992) "A study of the motor abilities, physical and physiological characteristics of male adolescent gymnasts, track and field athlete and non-sportsmen". Ph. D Edu. Punjab University
- Singh, Kewal. (1992) "A study of the physical fitness and personality traits of boxers at different levels of competition". Ph.D. Edu. Punjabi Univ.
- Sandhu, Nachhattar, Paul Singh.(1992)"The achievements motivation, Socio - economic status, educational aspirations and physical performances of high school hockey players and non players." Ph. D. Punjab University.
- Singh, Darshan (1992) "The sports achievements of Secondary school of Punjab." Ph.D. Punjab University.
- Sodi, A. S. (1982) "Comparison and relationship of physical fitness intelligence of rural and urban high school boys of Kashmir." M. Phil Jiwaji University Gwalior.
- Verma, Srivastava (1997) "Academic achievement and value pattern of Athletes of Vidya Bharati". (Indian journal of educational Research vol.16[1]47-54).
- Verghese (1993) "Effect of nutrition education and DIET supplementation on adolescent girls- Rural and Urban. (Ph.D A.I.H.S & H.Ed for women. Deemed university Tamil Nadu)

MENTAL HEALTH AND ACADEMIC ACHIEVEMENT OF LADAKHI AND KASHMIRI ADOLESCENTS

M.Y.Ganai *
Rehana Hamid**

Introduction:-

The modern scientific age represents human ingenuity in terms of an advanced knowledge of technology and physical sciences. The conception of time and space has completely changed, due to highly mechanized transport and communicative systems. In this modern age, we are aware of the national and international tensions and wars, on the contrary we are ignorant about the conflicts going on within the psyche of a man which takes away such a big chunk of humanity. In the same way, we are also aware about the social, economic and political structures based on mutual exploitation, cut-throat competition, spiraling individualism and disoriented morality which are responsible for looting our mental peace. Tension, selfishness and mistrust chiefly created by a competitive race for nuclear weapons are a stumbling block to desirable international relations between the different nations. The root cause of all this turmoil and crisis is lack of improvement in human relationships. The onset of atomic age, the economic instability of many nations and so many allied reasons have rendered a greater percentage of the world's population unhappy and hence mentally unhealthy. There is ample evidence to indicate that an environment full of stresses and strains affects one's mental health adversely and that it goes to the extent of causing mental illness. Therefore, in order to disentangle oneself from

such shackles one should march towards the destination of mental health.

Mental health or psychological well being is the ability to overcome the psychological distress, develop psychologically and emotionally, become aware of others, and maintain social relationships. (Zeman, 2003). What constitutes a good mental health is especially difficult to define at a time of great change, when a nation enters a war or when it returns again to the life of peace time.

One of the most important outcomes of any educational set up is achievement of the students. Depending on the level of achievement individuals are characterized as high achievers, average and low achievers. Taylor (1964) states that the value the student places upon his own worth effects his academic achievement. Achievement in an educational institution may be taken to mean any desirable learning that is observed in the student. Academic achievement of pupils refers to the knowledge attained and skills developed in the school subjects. So academic achievement means the achievement of pupils in the academic subjects.

The state of Jammu and Kashmir comprising the divisions of Ladakh, Kashmir and Jammu has an area of 2,22,236 sq.kms. Each of the three regions has distinct physiographic boundaries. The population of J&K has great diversity in its

* Associate Professor Deptt. of Education, University of Kashmir

** Research Scholar, Deptt. of Education, University of Kashmir

terrain, climatic conditions and resource base.

Ladakh is also called "little Tibet" and sometimes the last Shangri la. Ladakh is full of amazing sights strange gompas perched on soaring hilltops, dwarfed by snowcapped mountains; the barren, shattered looking landscapes splashed with small but brilliant patches of green; ancient palaces clinging to sheer rock walls. The inhabitants of Ladakh are a mixture of Mongoloid and Aryan races and bear a close affinity in features with the Tibetans. They are reputed for religious tolerance, honesty and hardworking.

The population of Kashmir is predominantly Muslim and more related to Central Asia than to India in both appearance and temperament. They are talkative, cheerful and humorous.

Need and Importance

Adolescence is the most volatile stage in the development of personality. In western nations, adolescence has traditionally been viewed as a period of "storm and stress", a dramatic upheaval of emotions and behavior. The term derives from a German literary movement of the late eighteenth and early nineteenth centuries (Sturm and Drang). It was adopted by Anna Freud as a label for the emotional state that she believed to be characteristic of adolescence. Mental, Physical and every other kind of development takes place at a rapid pace during this stage. Young boys and girls manifest signs of approaching adulthood. This physical development is accompanied by mental development due to which they do not appreciate being treated as children. Imagination and emotionality are at their highest pitch while the adolescent is passing through this period. It mostly happens that

many adolescents cannot clarify their difficulties and problems so that they require guidance from their parents, teachers and psychologists. It is for the guide to understand the adolescent and to sympathize with him/her and to offer him/her affection or advice. Scolding or punishing them is not very efficacious. They should be given the opportunity of expressing their desires and mental tendencies. So, the importance of mental health cannot be overestimated.

Balasubramaniam (1992) observed "Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves. Quality control, quality assurance and of late, total quality management of achievement have increasingly gained the attention of researches in education. After exploring the concept of achievement in the cognitive, affective and psychomotor aspects of human behaviour, researches have probed further and have attempted to understand the black box of achievement."

On the basis of the review of related literature, studies on mental health and academic achievement in the state of Jammu and Kashmir has not been conducted so far in the tribal areas of J&K. Therefore, the investigator feels it important to conduct a research on Mental Health and Academic Achievement of Ladakhi and Kashmiri adolescents. The present study will become the guideline for policy planners and academicians to come to the expectations of the adolescents so that they will have a better mental health and academic achievement.

Objectives

The following objectives have been formulated

for the present investigation.

1. To study the mental health and academic achievement of Ladakhi and Kashmiri Adolescents.
2. To compare ladakhi adolescents with kashmiri adolescents on mental health.
3. To compare Ladakhi adolescents with Kashmiri adolescents on academic achievement.
4. To compare Ladakhi adolescents boys with Kashmiri adolescent boys on mental health.
5. To compare Ladakahi adolescent boys with Kashmiri adolescent boys on academic achievement.
6. To compare Ladakhi adolescent girls with Kashmiri adolescent girls on mental health.
7. To compare Ladakhi adolescent girls with Kashmiri adolescent girls on academic achievement.
8. To compare Ladakhi adolescent boys with Ladakhi adolescent girls on mental health.
9. To compare Ladakhi adolescent boys with Ladakhi adolescent girls on academic achievement.
10. To compare Kashmiri adolescent boys with Kashmiri adolescent girls on mental health.
11. To compare Kashmiri adolescent boys with Kashmiri adolescent girls on academic achievement.

Hypotheses

The following hypotheses have been formulated for the present investigation:

1. Ladakhi adolescents and Kashmiri adolescents differ significantly on mental health.
2. Ladakhi adolescents and Kashmiri adolescents differ significantly on academic achievement.
3. Ladakhi and Kashmiri adolescent boys differ significantly on mental health.
4. Ladakhi and Kashmiri adolescent boys differ significantly on academic achievement.
5. Ladakhi and Kashmiri adolescent girls differ significantly on mental health.
6. Ladakhi and Kashmiri adolescent girls differ significantly on academic achievement.
7. Ladakhi adolescent boys and girls differ significantly on mental health.
8. Ladakhi adolescent boys and girls differ significantly on academic achievement.
9. Kashmiri adolescent boys and girls differ significantly on mental health.
10. Kashmiri adolescent boys and girls differ significantly on academic achievement.

Method and Procedure

The present study was designed to compare Ladakhi and Kashmiri adolescents on mental health and academic achievement. As such, the descriptive method of research was employed to carry out this piece of research. The details

regarding sample, tools and statistical analysis are reported as under:

a) Sample

The present study was conducted on a sample of 200 Ladakhi adolescents (100 boys and 100 girls) and 200 Kashmiri adolescents (100 boys and 100 girls) of 10th standard selected

randomly from various Government schools of Leh and Srinagar.

The following schools were selected randomly as sample for present investigation by means of Chit system. The school-wise breakup of the sample is shown as under:-

Sample from Leh

S.No.	Name of the school	Location	Boys		Girls		Total Sample
			Total	Sample	Total	Sample	
1.	Govt. higher sec. school	Chuchot Shama	55	25	50	25	50
2.	Govt. high school	Thiksay	60	25	45	25	50
3.	Govt. boys higher sec. school	Leh	85	50	—	—	50
4.	Govt. girls higher sec. school	Leh	—	—	90	50	50
		Total	200	100	185	100	200

Sample from Srinagar

	Govt. boys school	high	Panthe chowk	55	25	—	—	25
	Govt. girls sec. school		Rajbagh	—	—	60	25	25
	Govt. boys school	high	Nowhatta	40	25	—	—	25
	Govt. girls school	sec.	Rainawari	—	—	40	25	25
	Govt. boys school	high	Sonawar	40	25	—	—	25
	Govt. girls sec. school		Pandrethan	—	—	50	25	25
	Govt. boys school	high	Natipora	45	25	—	—	25
	Govt. girls school	sec.	Hazratbal	—	—	50	25	25
			Total	180	100	200	100	200

Tools Used

The following tools were employed for the purpose of collecting relevant data from the selected subjects:

- 1) **Mental Health Battery:** The data for the present study was collected with the help of English Version of Mental Health Battery translated by Gulnaz from Hindi Version by A.K.Singh and Alpana Sengupta Battery of Mental Health 2002 which intends to assess the status of Mental Health of persons in the age range of 15-17 years. It is a battery of six dimensions viz emotional stability, overall adjustment, Autonomy, Security- insecurity, self concept and intelligence.
- 2) **Academic Achievement:** Aggregate marks percentage obtained by the sample

subjects in their 8th and 9th class examinations were collected from the records of the sample secondary schools. The average of these percentage for each sample subject was used as measure of the academic achievement.

Procedure

The investigator visited government secondary schools of district Leh and Srinagar in order to collect the data.

Statistical Treatment

Various statistical methods including mean, S.D. and 't'- test have been used to analyze the data and draw inferences as is shown in the following tables.

Table 1 :- Mean comparison of Ladakhi and Kashmiri adolescents on various dimensions of mental health battery.(N=200 in each group)

Dimensions	Ladakhi adolescents	Kashmiri adolescents	t-value	Level of significance
Emotional stability	Mean / S.D. 7.71 / 1.92	Mean / S.D. 8.09 / 1.58	2.20	Significant at 0.05 level
Overall adjustment	Mean / S.D. 24.58 / 3.62	Mean / S.D. 27.85 / 2.87	10.03	Significant at 0.01 level
Autonomy	Mean / S.D. 9.98 / 2.17	Mean / S.D. 11.41 / 1.43	7.86	Significant at 0.01 level
Security-insecurity	Mean / S.D. 8.70 / 2.08	Mean / S.D. 9.21 / 1.93	2.52	Significant at 0.05 level
Self-concept	Mean / S.D. 8.15 / 1.89	Mean / S.D. 9.12 / 1.72	5.33	Significant at 0.01 level
General intelligence	Mean / S.D. 16.35 / 2.93	Mean / S.D. 22.35 / 2.67	21.43	Significant at 0.01 level

Table 2:- Mean comparison of Ladakhi adolescent boys and Kashmiri adolescent boys on various dimensions of mental health battery.(N=100 in each group)

Dimensions	Ladakhi adolescent boys	Kashmiri adolescent boys	t-value	Level of significance
Emotional stability	Mean / S.D. 8.64 / 1.99	Mean / S.D. 8.56 / 1.68	0.31	Not significant
Overall adjustment	Mean / S.D. 25.65 / 3.43	Mean / S.D. 28.5 / 3.13	3.98	Significant at 0.01 level
Autonomy	Mean / S.D. 10.05 / 2.16	Mean / S.D. 10.98 / 1.50	3.51	Significant at 0.01 level
Security-insecurity	Mean / S.D. 8.49 / 1.85	Mean / S.D. 8.83 / 1.95	1.27	Not significant
Self-concept	Mean / S.D. 7.94 / 1.93	Mean / S.D. 8.94 / 1.99	3.61	Significant at 0.01 level
General intelligence	Mean / S.D. 15.72 / 2.49	Mean / S.D. 21.67 / 2.76	16.04	Significant at 0.01 level

Table 3:- Mean comparison of Ladakhi adolescent girls and Kashmiri adolescent girls on various dimensions of mental health battery.(N=100 in each group)

Dimensions	Ladakhi adolescent girls	Kashmiri adolescent girls	t-value	Level of significance
Emotional stability	Mean / S.D. 6.77 / 1.84	Mean / S.D. 7.61 / 1.47	3.57	Significant at 0.01 level
Overall adjustment	Mean / S.D. 23.5 / 3.81	Mean / S.D. 27.2 / 2.61	8.01	Significant at 0.01 level
Autonomy	Mean / S.D. 9.9 / 2.18	Mean / S.D. 11.83 / 1.36	7.51	Significant at 0.01 level
Security-insecurity	Mean / S.D. 8.91 / 2.31	Mean / S.D. 9.58 / 1.91	2.24	Significant at 0.05 level
Self-concept	Mean / S.D. 8.35 / 1.85	Mean / S.D. 9.29 / 1.44	4.01	Significant at 0.01 level
General intelligence	Mean / S.D. 16.98 / 3.36	Mean / S.D. 23.02 / 2.57	14.28	Significant at 0.01 level

Table 4 :- Mean comparison of Ladakhi adolescent boys and Ladakhi adolescent girls on various dimensions of mental health battery.(N=100 in each group).

Dimensions	Ladakhi adolescent boys	Ladakhi adolescent girls	t-value	Level of significance
Emotional stability	Mean / S.D. 8.64 / 1.99	Mean / S.D. 6.77 / 1.84	6.70	Significant at 0.01 level
Overall adjustment	Mean / S.D. 25.65 / 3.43	Mean / S.D. 23.5 / 3.81	4.19	Significant at 0.01 level
Autonomy	Mean / S.D. 10.05 / 2.16	Mean / S.D. 9.9 / 2.18	0.49	Not significant
Security-insecurity	Mean / S.D. 8.49 / 1.85	Mean / S.D. 8.91 / 2.31	1.42	Not significant
Self-concept	Mean / S.D. 7.94 / 1.93	Mean / S.D. 8.35 / 1.85	1.54	Not significant
General intelligence	Mean / S.D. 15.72 / 2.49	Mean / S.D. 16.98 / 3.36	3.01	Significant at 0.01 level

Table 5 :- Mean comparison of Ladakhi and Kashmiri adolescents on academic achievement. (N=200 in each group)

Group	Mean	S.D	t-value	Level of significance
Ladakhi adolescents	46.93	10.04	2.32	Significant at 0.05 level
Kashmiri adolescents	49.16	9.19		

Table 6:-Mean comparison of Ladakhi adolescent boys and Kashmiri adolescent boys on Academic Achievement.(N=100 in each group)

Group	Mean	S.D	t-value	Level of significance
Ladakhi adolescent boys	43.61	7.63	2.26	Significant at 0.05 level
Kashmiri adolescent boys	46.25	8.86		

Table 7 :- Mean comparison of Ladakhi adolescent girls and Kashmiri adolescent girls on Academic Achievement.(N=100 in each group)

Group	Mean	S.D	t-value	Level of significance
Ladakhi adolescent girls	50.25	12.45	1.16	Not significant
Kashmiri adolescent girls	52.07	9.52		

Table 8 :- Mean comparison of Ladakhi adolescent boys and Ladakhi adolescent girls on Academic Achievement.(N=100 in each group)

Group	Mean	S.D	t-value	Level of significance
Ladakhi adolescent boys	43.61	7.63	4.55	Significant at 0.01 level
Ladakhi adolescent girls	50.25	12.45		

Table 9 :- Mean comparison of Kashmiri adolescent boys and Kashmiri adolescent girls on Academic Achievement.(N=100 in each group).

Group	Mean	S.D	t-value	Level of significance
Kashmiri adolescent boys	46.25	8.86	4.48	Significant at 0.01 level
Kashmiri adolescent girls	52.07	9.52		

Analysis and Interpretation of Data

Table-1 shows the mean comparison of Ladakhi and Kashmiri adolescents on various dimensions of mental health battery. It is evident from the table that on dimensions of overall adjustment, autonomy, self-concept and general intelligence, the two groups differ significantly at 0.01 level. On the dimensions emotional stability and security-insecurity, the groups differ significantly at 0.05 level. The table depicts that Kashmiri adolescents are emotionally stable, well adjusted, autonomous, secure, have positive self-concept and are intelligent than the Ladakhi adolescents.

Table-2 shows the mean comparison of Ladakhi adolescent boys and Kashmiri adolescent boys on various dimensions of mental health battery. It is evident from the table that on dimensions overall adjustment, autonomy, self-concept and general intelligence, the two groups differ significantly at 0.01 level. While on emotional stability and security-insecurity dimension, these two groups do not differ significantly. The above table reveals that the Kashmiri adolescent boys are well-adjusted, autonomous, have positive self-concept and are intelligent than the Ladakhi adolescent boys. Both the groups are emotionally stable and secure.

Table-3 shows the mean comparison of Ladakhi adolescent girls and Kashmiri adolescent girls on various dimensions of mental health battery. The table reveals that on dimensions of emotional stability, overall adjustment, autonomy, self-concept and general intelligence, the two groups differ significantly at 0.01 level of significance. While on security-insecurity dimension, these groups differ

significantly at 0.05 level. It means that Kashmiri adolescent girls are emotionally stable, well adjusted, autonomous, secure, have positive self-concept and are intelligent than the Ladakhi adolescent girls.

Table-4 shows the mean comparison of Ladakhi adolescent boys and Ladakhi adolescent girls on various dimensions of mental health battery. It is evident from the above table that on dimensions emotional stability, overall adjustment and general intelligence, the two groups differ significantly at 0.01 level. While on dimensions autonomy, security-insecurity and general intelligence, the two groups do not differ significantly. The table reveals that the Ladakhi adolescent boys are emotionally stable and well adjusted than the Ladakhi adolescent girls. Both the groups have been found autonomous, secure and have positive self-concept. Ladakhi adolescent girls have been found intelligent than the Ladakhi adolescent boys.

Table-5 shows the mean comparison of Ladakhi and Kashmiri adolescents on academic achievement. The above table reveals that the two groups of adolescents differ significantly on academic achievement at 0.05 level of significance. The mean difference favors Kashmiri adolescents which confirms that Kashmiri adolescents have higher academic achievement than the Ladakhi adolescents.

Table-6 shows the mean comparison of Ladakhi adolescent boys and Kashmiri adolescent boys on academic achievement. The above table reveals that the two groups of adolescents differ significantly on academic achievement at 0.05 level of significance. The mean difference favours Kashmiri adolescent boys which

confirms that the Kashmiri adolescent boys have higher academic achievement than the Ladakhi adolescent boys.

Table-7 shows the mean comparison of Ladakhi adolescent girls and Kashmiri adolescent girls on academic achievement. The above table reveals that the two groups of adolescents do not differ significantly on academic achievement. It is evident from the above table that the mean score of two groups of adolescent girls is same. So they have same academic achievement.

Table-8 shows the mean comparison of Ladakhi adolescent boys and Ladakhi adolescent girls on academic achievement. The above table reveals that the two groups of adolescents differ significantly on academic achievement at 0.01 level of significance. The mean difference favours Ladakhi adolescent girls which confirms that the Ladakhi adolescent girls have excelled in academics than the Ladakhi adolescent boys.

Table-9 shows the mean comparison of Kashmiri adolescent boys and Kashmiri adolescent girls on academic achievement. It reveals that the two groups of adolescents differ significantly on academic achievement as our calculated t-value is greater than the tabulated t-value at 0.01 level of significance. The mean difference favors Kashmiri adolescent girls which confirms that the Kashmiri adolescent girls have higher academic achievement than the Kashmiri adolescent boys.

Findings

The study has arrived at very interesting findings. Some of the main findings are reported here as under:

1. Kashmiri adolescents in comparison to

Ladakhi adolescents are emotionally stable, have overall harmonious balance between the demands of various aspects of environment, are independent, secure, have better self concept and intelligence than the Ladakhi adolescents.

2. Kashmiri adolescent boys are well adjusted, autonomous and have better personal attitudes towards themselves and others and are intelligent than Ladakhi adolescent boys. However, the two groups do not differ significantly on emotional stability and security-insecurity which means that both Ladakhi and Kashmiri adolescent boys have similar stable emotions and sense of security, confidence and freedom from fear.

3. Kashmiri adolescent girls were found to be emotionally stable, have overall harmonious balance between the demands of various aspects of environment, are autonomous, secure, have better personal attitudes towards themselves and others and are intelligent than the Ladakhi adolescent girls.

4. Ladakhi adolescent boys in comparison to Ladakhi adolescent girls are emotionally stable and well adjusted while Ladakhi adolescent girls are intelligent than the Ladakhi adolescent boys. However on autonomy, security-insecurity and self concept dimension, these two groups of adolescents do not differ significantly i.e., they have somewhat similar autonomy, sense of security and self concept.

5. Kashmiri adolescent boys are emotionally stable and well adjusted than the Kashmiri adolescent girls. On the other hand, Kashmiri adolescent girls are autonomous, secure and intelligent than the Kashmiri adolescent boys. However, these two groups of adolescents do not differ significantly on self

concept i.e both the groups of adolescents have somewhat similar knowledge towards themselves and evaluation of their achievements.

6. Kashmiri adolescents are found to have higher academic achievement than Ladakhi adolescent's i.e., Kashmiri adolescents have excelled in academics than the Ladakhi adolescents.

7. Kashmiri adolescent boys have higher academic achievement than Ladakhi adolescent

boy.

8. Ladakhi adolescent girls and Kashmiri adolescent girls have similar academic achievement.

9. Ladakhi adolescent girls have higher academic achievement than the ladakhi adolescent boys.

10. Kashmiri adolescent girls have been found to be higher on academic achievement than the Kashmiri adolescent boys.

References:

Balnesubramaniam, S.P. (1992) correlates of achievement, Fifth survey of Research in Education, Vol. II, NCERT, New Delhi.

Gakhar, S.C. (2003) Emotional maturity of students at secondary stage-self concept and academic achievement. *Journal of Indian Education*.

Gulnaz (2004) Study of mental health and academic achievement of adolescent boys and girls. M. Phil dissertation, Kashmir University.

Marget (2008) Kashmir, Ladakh and Zaskar. City Book Centre Budshah Chowk, Srinagar-190001

Pathak, R.D. (1970) Sex difference among school children in the area of adjustment (*Psychological Studies*, p. 120, 122).

Prathyutha, K. (1987) Marital satisfaction of mothers and mental status of their children. S.V. University, Tirupati.

Ramachandran, R. (1990) A study on the relationship between performance and other psychological variables-reasoning,

anxiety and adjustment. (M. B. Buch, fifth survey of educational research Vol. II, NCERT, New Delhi)

Rani, Radha (1992) A study of intelligence, socioeconomics status, achievement motivation and academic achievement with reference to pupil's behaviour in classroom. (M.B. Buch, Fifth survey of educational research Vol. II, NCERT, New Delhi.

Swain, D. R.; Singh, M. S; Koul, P. (2008) Gender differences in adjustment and guidance need among adolescents of J & K State, Human behaviour, *Journal of Applied Psychology*, Kashmir University.

Thakur Achar Chang Tarang (1979) Raj Tarangini (Urdu Translation), First Light Life Publishers, C 319, Rana Pratab Baig, New Delhi-110007

Webb and Allen (1979) Sex difference in Mental Health (*The Journal of Psychology* 101, 89-96).

Zeman, S. (2003) Mental health and illness in young people: An overview. (www.ytouring.org.uk/zemangpage1.htm)

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AS PEDAGOGICAL CONTRIVANCE (A NEW LEARNING ENVIRONMENT)

Syed Noor-Ul-Amin*

ABSTRACT

The educational potential of information and communication technology (ICT) can be observed in a variety of ways. ICT is influencing education by changing the way of teaching and learning. This paper examines how the learning environment in education can be enhanced by stimulating the use of ICT applications. Nowadays it appears fundamental to adopt a more integrated vision where ICT are considered together with the educational strategies, contents and activities the students engage in. Technology design and use should be progressively considered in relation to the whole teaching and learning activity and not merely to the development of specific abilities and/or the accomplishment of particular tasks. An understanding of the conditions under which the educational use of ICT tools might be meaningful in the school context and of the ways in which their use may help to bring about changes in the overall approach to education must be developed. In this paper the evolution of ICT based learning systems is briefly analysed pedagogical frameworks, and changed role assigned to ICT based systems in education. The aim of this paper is to give some indications for identifying current perspectives and future trends in the design and use of advanced ICT-based learning systems.

Keywords: ICT, Pedagogy, Contrivance, learning Environment, Renovate

Introduction

The ICT stands for Information and Communication Technologies and is defined as a "Diverse set of Technological tools and resources used to communicate, and to create, disseminate, store and manage information" (Blurton, C.1999). ICT has become a very important part of the educational delivery and management processes. ICT to a great extent facilitates the acquisition and absorption of knowledge, and hence can provide extraordinary opportunities to develop educational systems. ICT is changing processes of teaching and learning by adding elements of vitality to learning environments including virtual environments for the purpose. New technologies make it possible for complicated collaborative activities of teaching and learning by dividing it in space and time, with seamless

connectivity between them. During the last years, the field of education is more and more subject to economy measures all over the world. It has to be able to renew itself, both structurally and pedagogically. The role of networks in a learning environment is becoming more and more important..

The development of the information society and the widespread dissemination of Information and Communication Technology (ICT) give rise to new opportunities for learning and acquiring new digital skills and competences that are necessary for employment, education and training, self-development and participation in society. As technologies continue to develop, they change human interaction and actions. Through this, students' ways of learning are also modified in line with what is regarded as relevant forms of learning in educational

*Assistant Professor (Contractual) Department Of Education, University Of Kashmir
e.mail:syd_amin@rediffmail.com

institutions. As a consequence of this modification, learning is less a matter of reproducing what is already known and more a matter of creating something new and useful (Säljö 2004). Thus, technologies transform learning not in a linear sense, but in a spiral process.

It is difficult and maybe even impossible to imagine future learning environments that are not supported, in one way or another, by Information and Communication Technologies (ICT). When looking at the current widespread diffusion and use of ICT in modern societies, especially by the young the so-called digital generation then it should be clear that ICT will affect the complete learning process today and in the future. ICT may contribute to creating commanding learning environments in numerous ways. ICT provides opportunities to access an abundance of information using multiple information resources and viewing information from multiple perspectives, thus fostering the authenticity of learning environments. ICT may also make complex processes easier to understand through simulations that, again, contribute to authentic learning environments. Thus, ICT may function as a facilitator of active learning and higher-order thinking (Alexander, 1999; Jonassen, 1999). The use of ICT may foster co-operative learning and reflection about the content (Susman, 1998). Furthermore, ICT may serve as a tool to curriculum differentiation, providing opportunities for adapting the learning content and tasks to the needs and capabilities of each individual pupil and by providing tailored feedback (Mooij, 1999; Smeets & Mooij, 2001). As Stoddart and Niederhauser (1993) point out,

ICT may fit into a spectrum of instructional approaches, varying from traditional to innovative. Niederhauser and Stoddart (2001) distinguish two main types of software use in education: skill-based transmission software, and open-ended constructivist software. Typically, skill-based software aims at enhancing pupils' skills by administering drill and practice exercises. Open-ended software may serve as a tool for helping learners build knowledge (Jonassen, 1999; Squires, 1999). This type of ICT use may be expected to contribute especially to powerful learning environments.

Information and Communication Technology as tools within the school environment include use for school administration and management, teaching and learning of ICT related skills for enhancing the presentation of classroom work, teaching/learning repetitive tasks, teaching/learning intellectual, thinking and problem solving skills, stimulating creativity and imagination, for research by teachers and students and as communication tool by teachers and students (Collis and Moonen, 2001, Derbyshire, 2003; Moursund and Bielefeldt, 1999). The field of education has been affected by ICTs, which have undoubtedly affected teaching and research (Yusuf, 2005). A great deal of research has proven the benefits of ICT in improving quality of education (AL-Ansari, 2006). As a result of this, developed nations have integrated ICT into their educational system.

The introduction of information and communication technology (ICT) into mainstream school has been widely accepted and now penetrates and transforms teaching and learning across the curriculum (Hennessy,

Ruthven, & Brindley, 2005). ICT was assumed to offer a wide spectrum of benefits for the actual teaching and learning process. ICT is not only the backbone of the information society, but is also presented as an important catalyst for inducing educational reforms that change our students into productive knowledge workers (Pelgrum, 2001). The educational potential of ICT is stressed in a variety of ways (Becker, 2000; Godfrey, 2001). For instance, Godfrey (2001) stresses the potential of ICT to present rich learning environments, allowing learners to adopt multiple perspectives on complex phenomena, to foster flexible knowledge construction in complex learning domains, and to cater for individual differences. ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). It is difficult and maybe even impossible to imagine future learning environments that are not supported, in one way or another, by Information and Communication Technologies (ICT). Integration of ICTs in education has been a contentious issue (Jhurree, V., 2005). As Jhurree (2005) claims some people argue that technology will change the educational landscape forever and in ways that will engender a dramatic increase in the performance of learners (Papert, S., 1997). Unlike these extreme advocates, there are others who adopt a balanced approach (Jhurree, V., 2005). They are convinced that ICTs, if properly integrated, have the potential to enhance the teaching and learning process (Hepp, K., Hinojosa, S., Laval, M., Rehbein, F.,

2004; Kozma, R., Wagner, D., 2003; Commission of the European Communities, 2001; UNESCO, 2003; Pelgrum, W.J., Law, N., 2003).

ICT as Pedagogical Tool

An important role of ICT is that of providing a new framework that can foster a revision and an improvement of teaching and learning practices. Though many positive results have been reported on a small scale, there has been no breakthrough in learning improvements because of ICT on a large, replicable scale. Nevertheless, teachers and students can take advantage of the growing availability of educational resources as software packages and Web pages. Teachers will need curricula-related content and clear strategies and examples to effectively use these materials in the classroom. They will find that students can become highly motivated towards learning (and even toward regularly attending school) if technology makes up part of their classroom experience. Teachers can fruitfully use this positive attitude to explore new learning strategies in which students can be more actively involved in learning, as opposed to being simply passive information receivers.

Collaborative, project-based and self-paced learning are just a few alternatives amply documented and particularly appropriate to use when ICT are present (Crook, C.1994). Primary and secondary students with special talents (i.e. mathematics, music or literature) will find a vast amount of digital tools and resources as well as groups of similarly inclined youngsters all over the world with whom to share and develop their talents. On the other hand, students with special needs will also find resources and tools for remedial or self-paced learning. This can have a particularly high impact on more

deprived and culturally isolated schools where primary students have fewer information resources and learning opportunities. However, it is important to emphasize that it is not the presence of technology in itself (or of outstanding and guaranteed learning software, if such thing exists) that will stimulate significant changes inside a school. Without teacher involvement, most students in primary levels in particular, but also in higher levels may not take advantage of all the available potential on their own. Teachers need to become active participants for effective ICT educational use, such as providing guidance, help and usage rules for the students. Teachers are needed to organize the learning spaces and to guide toward the achievement of significant learning objectives.

In developing countries, students often do not acquire sufficient mathematical skills, a basic understanding of scientific concepts or an adequate reading comprehension level during their school years (Schank, 2001). ICT provides tools and content to exercise these abilities, which will be needed to take advantage of the vast amount of content present in today's networks. Information processing skills to transform data (i.e. searching, selecting, synthesizing and communicating information) into knowledge is rapidly becoming a basic requirement for the emergent information society. If ICT policies are closely related to the curriculum, teachers will more likely use them for learning practices in classrooms. Therefore, curriculum designers should consider the inclusion of ICT as transversal themes, i.e. in all curricular sectors, and in the curriculum-specification guidelines that will be used by teachers. It is not advisable to have ICT as

separate, isolated technical subjects or sectors in the curriculum (e.g. programming, software tools and hardware configurations), because in this atmosphere, teachers will tend to regard ICT as special subjects and may not integrate them in their normal practice. Rather, ICT should be included as teaching and learning resources, along with examples of how to use them in classrooms, in all sectors, and in this way, turning them, explicitly, into a tool for all teachers in all grades and subject areas.

ICT as Teachers' Tool

The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular support in difficult subject areas. To achieve these objectives, teachers need to be involved in collaborative projects and development of intervention change strategies, which would include teaching partnerships with ICT as a tool. Teachers' attitudes are major predictors of the use of new technologies in instructional settings. Teachers' attitudes toward ICT shape not only their own ICT experiences, but also the experiences of the students they teach. According to Zhao and Cziko (2001) three conditions are necessary for teachers to introduce ICT into their classrooms: teachers should believe in the effectiveness of technology, teachers should believe that the use of technology will not cause any disturbances, and finally teachers should believe that they have control over technology. Demetriadis et al. (2003) reached similar conclusions in their research study: "Training efforts are generally welcomed by teachers but consistent support and extensive training is necessary in order for

them to consider themselves able to integrate ICT in their teaching methodologies". Preparing students for real life in our technological and diverse world requires that teachers embed ICT in significant learning experiences (Braun & Kraft, 1995). However, research studies show that most teachers do not make use of the potential of ICT to contribute to the quality of learning environments, although they value this potential quite significantly (Smeets, 2005). Harris (2002) conducted case studies in three primary and three secondary schools, which focused on innovative pedagogical practices involving ICT. Harris (2002) concludes that the benefits of ICT will be gained "...when confident teachers are willing to explore new opportunities for changing their classroom practices by using ICT. As a consequence, the use of ICT will not only enhance learning environments but also prepare next generation for future lives and careers (Wheeler, 2001).

The development of teachers' positive attitudes toward ICT is very significant factor not only for increasing computer integration but also for avoiding teachers' resistance to ICT use (Watson, 1998). Teaching at School as well as Higher Education, mostly, concentrates on giving information which is not the sole objective of Teaching. With the present infrastructure, class size, availability of teachers, quality of teachers, training of teachers, etc., it is difficult to achieve all the objectives. Further, most of the teachers use Lecture Method which does not have potentiality of achieving majority of above mentioned objectives. The objectives are multi-dimensional in nature, so for their achievement multiple methods should be used in an integrated fashion. At present ICT may be of some use. It is a well known fact that not a

single teacher is capable of giving up to date and complete information in his own subject. The ICT can fill this gap because it can provide access to different sources of information. It will provide correct information as comprehensive as possible in different formats with different examples. ICT provides Online interaction facility. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. It helps learners to broaden the information base. ICT provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible otherwise. The learners can get opportunity to work on any live project with learners and experts from other countries. The super highway and cyber space also help in qualitative improvement of Teaching Learning Process. ICT provides flexibility to learners which are denied by the traditional process and method. Flexibility is a must for mastery learning and quality learning.

On Internet many websites are available freely which may be utilized by teachers and students for understanding different concepts, improving vocabulary, developing Reasoning & Thinking, etc.

ICT as Tool for Instructional Material

At present there is a shortage of qualified and competent teachers in all most all subjects at all levels. Not only this, even the instructional material available in the print form is not of quality. This is because many authors have written on those topics that they have never read and / or done research. Sometime the information given in the books is also wrong. The book reading is not very enjoyable and does

not help students in understanding the concepts and retaining the information. There are many teachers who are well known for the specific subject. Their lectures should be digitalized and made available to all the users. It will enhance the quality of instruction in the classrooms. The teacher can use them in the classrooms and can organize discussion after it wherein the new points can be added both by the teacher as well as students. It will make the teaching effective, participatory and enjoyable. Sansanwal (2006) has done this. Sansanwal has developed digitalized lectures on Research Methodology and Statistics and has used it for teaching this subject at master's level. Other researchers are also using it. Of course, digitalized lectures will have their limitations of revision and inbuilt interaction. These lectures can be uploaded on any website and students & teachers can access any lecture they like.

Another form of digitalized lectures is e-content. The CEC is making efforts to develop e-content material in different subjects for the benefit of diverse users. The competent teachers can develop e content in their own areas of specialization. This has lots of potentiality to bring quality in teacher education. The ICT can be used in developing Instructional Material and e-Content. ICT is also used in Remedial Teaching Programme. The Remedial Teaching can be done by the teacher if some common mistakes are identified. It may not be feasible to organize Remedial programme for individual students. At this point, the ICT can be used for giving individual Remedial Programme. It may be Online or off line. The Instructional material if designed specifically for meeting the individual needs of students and uploaded on the School website

and then the ICT can be used for providing Remedial teaching Programme.

ICTs as a Tool to renovate learning environment

In fact, Woodrow (1992) asserts that any successful transformation in educational practice requires the development of positive user attitude toward new technology. Research has shown that the appropriate use of ICTs can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century (Bransford, 1999). If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning. When used appropriately, ICTs especially computers and Internet technologies enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from a teacher-centered pedagogy in its worst form characterized by memorization and rote learning to one that is learner-centered.

ICT enhanced learning mobilizes tools for examination, calculation and analysis of information, thus providing a platform for student inquiry, analysis and construction of new information. Learners therefore learn as they do and, whenever appropriate, work on real-life problems in-depth, making learning less abstract and more relevant to the learner's life situation. In this way, and in contrast to memorization-based or rote learning, ICT-enhanced learning promotes increased learner engagement. ICT-enhanced learning is also

"just-in-time" learning in which learners can choose what to learn when they need to learn it. ICT supported learning encourages interaction and cooperation among students, teachers, and experts regardless of where they are. Apart from modelling real world interactions, ICT-supported learning provides learners the opportunity to work with people from different cultures, thereby helping to enhance learners' teaming and communicative skills as well as their global awareness. It models learning done throughout the learner's lifetime by expanding the learning space to include not just peers but also mentors and experts from different fields.

ICT supported learning promotes the manipulation of existing information and the creation of real-world products rather than the regurgitation of received information. ICT enhanced learning promotes a thematic, integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional classroom approach. ICT enhanced learning is student-directed and diagnostic. Unlike static, text- or print-based educational technologies, ICT enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge. ICTs allow learners to explore and discover rather than merely listen and remember.

One defining feature of ICTs is their ability to transcend time and space. ICTs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners.

Online course materials, for example, may be accessed 24 hours a day, 7 days a week. ICT based educational delivery dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as Internet and the World Wide Web, teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning). Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource person's mentors, experts, researchers, professionals, business leaders, and peers all over the world. Norris Sullivan and Poirot (2003) point out the importance of accessibility as: "...teachers' use of technology for curricular purposes is almost exclusively a function of their access to that technology".

Conclusion

ICT tools can influence and transform learning by fundamentally changing the way in which content can be taught and learnt. When considering the design and use of such environments we need to consider the whole learning situation. Currently, it seems that ICTs are mostly used as tools to support and improve

the existing learning processes and their administration.

This paper has sought to explore the role of ICT in education. In particular ICT will become a strong agent for change among many educational practices. The adoption and use of ICTs in education have a positive impact on Pedagogy, Teachers, and Instructional Material, learning environment and teaching, learning. It is necessary to take a broad view in order to understand and determine how ICT impacts on learning, Information and communication Technology is significant because it is necessary for the development of our educational system. Therefore, there is no doubt that the world are in the grip of an ICT revolution. This means that we are at the advantage to develop our educational system to meet the demands of forth coming student generation. So the need for information and communication Technology is of great advantage for our schools. ICTs are important tools to meet Millennium Development Goals of access to and quality improvements of educational programming for all children. ICT can affect the delivery of education and enable wider access to the same. In addition, it will increase flexibility so that learners can access the education regardless of time and geographical barriers. It can influence the way students are taught and how they learn. It would enable development of collaborative skills as well as knowledge creation skills. This in turn would better prepare the learners for lifelong learning. It can improve the quality of

learning and thus contribute to the education. Similarly wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching. Successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their engagement with students in learning. The upshot of all this activity is that we should see marked improvements in many areas of educational endeavour. Learning should become more relevant to stakeholders' needs, learning outcomes should become more deliberate and targeted, and learning opportunities should diversity in what is learned and who is learning. In order to further optimize learning environments in education, teachers should be made aware of the potential of ICT to contribute to the power of learning environments and to stimulate pupils' active and autonomous learning.

In addition, it is necessary to be proactive and to develop a stronger understanding of future learning needs and future learning environments. Prospective work on ICT enabled learning would help to grasp the opportunities offered by ICT to prepare for learning in the 21st Century that embraces digital technologies for better educational practices, for better learning, for better assessment of learning outcomes, pedagogical practices, Teachers, Instructional material, learning environment, for better teaching and for better achievements.

References:

- Al-Ansari, H. (2006). Internet use by the faculty members of Kuwait University. *The Electronic Library*, Vol.24, No. (6), Pp: 791-803.
- Alexander, J.O. (1999). Collaborative design, constructivist learning, information technology immersion, & electronic communities: a case study. *Interpersonal Computing and Technology: An Electronic Journal for the 21st Century*, Vol. 7, Pp: 12.
- Blurton, C., "New Directions of ICT-Use in Education", <http://www.unesco.org/education/educprog/lwf/dl/edict.pdf> UNESCO World communication and Information Report, 1999.
- Braun, J. A., & Kraft, C. (1995). Using technology to learn from travel mates' adventures. *Social Studies and the Young Learner*, Vol.7, No. (3), Pp: 8-10.
- Collis, B. and Moonen, J. (2001). *Flexible Learning in a Digital World: Experiences and Expectations*. London; Kogan page.
- Commission of European Communities. (2001) "Information and Communication Technologies in Development: The Role of ICTs in EC Development Policy". Brussels, Commission of the European Communities. Available from: <http://europa.eu.int/rapid/pressReleasesAction.do?reference=IP/02/116&format=HTML&aged=0&language=EN&guiLanguage=en>
- Crook, C., *Computers and the Collaborative Experience of Learning*, 1994, London and New York; Routledge.
- Davis, N.E., & Tearle, P. (Eds.). (1999). A core curriculum for telemetric in teacher training. Available: <http://www.ex.ac.uk/telematics.T3/corecurr/teach98.htm>
- Demetriadis, S., Burbas, A., Molohides, A., Palaigeorgiou, G., Psillos, D., Vlahavas, I., Tsoukalas, L., & Pombortsis, A. (2003). Cultures in negotiation: teachers' acceptance/resistance attitudes considering the infusion of technology into schools. *Journal of Computers & Education*, Vol.41, Pp: 19-37.
- Derbyshire, H. (2003). Gender Issues in the use of Computers in Education in Africa. <http://imfundo.digitalbrain.com/imfundo/web/learn/documents/Gender%20Report.pdf>
- Harris, S. (2002). Innovative pedagogical practices using ICT in schools in England. *Journal of Computer Assisted Learning*, Vol.18, Pp: 449-458.
- Hepp, K. P., Hinojosa, S.E., Laval, M.E., Rehbein, L. F. (2004) "Technology in Schools: Education, ICT and the Knowledge Society" [Internet] OECD. Available from: www1.worldbank.org/education/pdf/ICT_report_oct04a.pdf
- Jhurreev, V. (2005) "Technology Integration in Education in Developing Countries: Guidelines to Policy Makers". *International Education Journal* [Electronic], Vol. 6, No. (4). Pp: 467-483. Available from: <http://ehlt.flinders.edu.au/education/iej/articles/v6n4/jhurreev/paper.pdf>
- Jonassen, D. H. (1999). *Computers as mind tools for schools: Engaging critical thinking* (second Ed.). Englewood Cliffs, NJ: Prentice Hall.
- Lenke, C., & Coughlin, E.C. (1998). Technology in American schools. Available: <http://www.mff.org/pnbs/ME158.pdf>
- Mooij, T. (1999). Guidelines to Pedagogical Use of ICT in Education. Paper presented at the 8th Conference of the 'European Association for Research on Learning and Instruction' (EARLI). Goteborg, Sweden, August 1999.
- Moursund, D. and Bielcfeidt, T. (1999). Will New Teachers be prepared to teach in Digital Age? Santa Monica. Milken Family Foundation.
- Niederhauser, D. S., & Stoddart, T. (2001). Teachers' instructional perspectives and use of educational software. *Journal of Teaching and Teacher Education*, Vol.17, No. (1), Pp: 1531.
- Norris, C., Sullivan, T. & Poirot, J. (2003). No access, no use, and no impact: Snapshot surveys of educational technology in K-12. *Journal of Research on Technology in Education*, Vol.36, No. (1), Pp: 15-27.
- Papert, S. (1997) "The Connected Family, Bridging the Digital Generation Gap" (UK, Long Street Press)
- Pelgrum, W. J., Law, N. (2003) "ICT in Education around the World: Trends, Problems and Prospects" UNESCO International Institute for Educational Planning. [Internet] Available from <http://www.worldcatlibraries.org/wcpa/ow/02d0770802d3210a19afcb4da09e526.html>
- Säljö R. (2004). Learning and technologies, people and tools in co-ordinated activities. *International Journal of Educational Research*, Vol. 41, Pp: 489-494.
- Sansanwal, D.N. (2006). *Institute of Education*, Devi Ahilya University, Indore.
- Sansanwal, D.N. and Dahiya, S. (2006). *C.R.College of Education*, Rohtak.
- Schank, R.C., (2001). *Educational Technology: The Promise and the Myth*.
- See for example Bransford, J. (ed.) (1999), *How People Learn: Brain, Mind, Experience, and School* (Washington, DC National Research Council).
- Smeets, E. (2005). Does ICT contribute to powerful learning environments in primary education? *Journal of Computers & Education*, Vol.44, Pp: 343-355.
- Smeets, E., & Mooij, T. (2001). Pupil-centred learning, ICT, and teacher behaviour: observations in educational practice. *British Journal of Educational Technology*, Vol. 32, No. (4), Pp: 403-418.
- Squires, D. (1999). Educational software for construction learning environments: subversive use and volatile design. *Journal of Educational Technology*, Vol.39, No. (3), Pp: 485-4.
- Stoddart, T., & Niederhauser, D. L. (1993). Technology and educational change. *Computers in the Schools*, Vol.9, Pp: 522.
- Susman, E. B. (1998). Co-operative learning: a review of factors that increase the effectiveness of computer-based instruction. *Journal of Educational Computing Research*, Vol.18, No. (4), Pp: 303-322.
- UNESCO (2003) "Developing and Using Indicators of ICT Use in Education" UNESCO- International Institute for Educational Planning. [Internet] Available from: http://portal.unesco.org/ci/00/ev.php?URL_ID=12438&URL_DO=DO_TOPIC&URL_SECTION=201.html
- Wagner, D., Kozma, R. (2003) "New Technologies for Literacy and Adult Education: A Global Perspective" The Education for All Initiative, World Summit on the Information Society.

and Leave No Child Behind. UNESCO- *International Institute for Educational Planning*. [Internet] Available from: [http:// www.literacyonline.org/products/wagner_kozma.pdf](http://www.literacyonline.org/products/wagner_kozma.pdf)

- Watson, D. M. (1998). Blame the techno centric artifact! What research tells us about problems inhibiting teacher use of IT? In G. Marshall, & M. Ruohonen (Eds.), *Capacity Building for IT in Education in Developing Countries* (Pp; 185-192), London; Chapman & Hall.
- Wheeler, S. (2001). Information and communication technologies and the changing role of the teacher. *Journal of Educational Media*, Vol. 26, No. (1), Pp7-17.

- Woodrow, J. E. (1992). Locus of control and student teacher computer attitudes. *Journal of Computers & Education*, Vol.14, No. (5), Pp; 421-432.
- Yusuf, M.O. (2005). Information and Communication Technologies and Education: Analyzing the Nigerian National Policy for Information technology. *International Education Journal* Vol. 6, No. 3, Pp; 316-321.
- Zhao, Y. & Cziko, G. A. (2001). Teacher adoption of technology: a perceptual control theory perspective. *Journal of Technology and Teacher Education*, Vol.9, No. (1), Pp; 5-30.

A STUDY OF REHBAR- TALEEM SCHEME IN ZONE ACHABAL

Gulshan Wani*

The State Govt. vide Govt. order no.396 of Edu. Dated 28.4.200, accorded sanction to a scheme called Rehbar-e-Taleem Scheme, intended to make up the deficiency of staff at the elementary level of education. The objectives of the scheme were to promote decentralization management of elementary education with the community participation and involvement, to ensure accountability and responsiveness through community supervision and to operationalize effectively the schooling system at grass root level. The scheme provided for services of teaching guides called Rehbar-e-Taleem with a role for them to act as a catalyst for quality education and to ensure overall development of the personality of the children. The ultimate aim of the Rehbar-e-Taleem scheme was to secure universal enrolment and to check out the school dropouts.

The aforementioned Govt. Order is comprehensive, self contained and takes care of all aspects of the scheme, including the role of Village Level Committees, the eligibility for the teaching guides or Rehbar-e-Taleem proposed to be recruited, their mode of selection, the honorarium to be paid to them and their regularization on their satisfactorily completing five Years period on honorarium basis.

In a democratic society like ours, the thrust is to equalize and enlarge the coverage and improve the quantity of Education in Educational institutions, so that a person belonging to any

caste, creed, sex, region or economic strata would have the change of developing his potential to the fullest possible extent. No doubt, huge amounts of money are being spent on education to eradicate illiteracy but still a huge proportion of mankind remains in the grip of illiteracy. In spite of launching the programme of universalisation of elementary education, only one third of the population of the children of the age group 6-14 years receive formal education, others, either are not admitted to the School or they leave School prematurely i.e. before attaining the elementary school education.

Education for all children is a prime goal of our Indian democracy. Education is a basic requisite for responsible citizenship, for maintenance of our way of life, and for successful entry into today's complex world of work. In our country Education is freely available, every year an alarmingly large number of intellectually capable children leave school before high school education. They are not causing a burden on the national exchequer only; they are not wasting their mental capacities, dissipating their opportunities and circumscribing their chances for a better life.

To enable the education system to play its role efficiently and effectively in the process of national development along democratic lines, it is essential that besides ensuring that all people get the benefit of education, it needs to be

* Assistant Professor (B.Ed Wing) Faculty of Education, University of Kashmir

arranged in such a manner that the level of education attainments among people would not be too disparate between sexes, among socials, group, and also regionally.

In the present system of education, it is the elementary stage which is the most crucial stage of education as it lays the foundation for the personality, attitudes, self confidence, habits, learning skill's and communicating capabilities of pupils. It is at this stage of education, besides acquiring basic skills of reading, writing and arithmetic, values are internalized and social awareness aroused. It is this stage of education which arms the child fully to cope with the difficulties of real life situations.

Research studies have shown that investment in the elementary education yield the highest rate of return and have a significant impact on productivity and general well being of the masses. Not only this, elementary education assist in strengthening the fabric of the democracy through the provision of equal opportunities to all for the development of their inherent individual potential. This has been accepted by our republic in the article 45 under directive principles of state policy in the constitution.

Since independence various efforts have been made to provide education to the children of age group 6-14 years to fulfil the constitutional obligation for free, compulsory and universal education. As a result a good number of schools were opened and a large number of children were admitted to grade I. According to the report of National policy on Education 1986, between 1950-51 and 1984-85 the number of primary schools registered an increase of 2.4 times yielding a compound growth rate of 2.8

per cent per annum. The rate growth of enrolment also increased by 4.5% per annum. During the same period, girl's enrolment increased at the compound growth rate of 5.5% while the comparable rate in the case of boys was 3.9% per annum. So far the enrolment of the children goes, approximately 95% children in 6-11 age group and 50% children in 11-14 age group are enrolled in schools, the corresponding figures for girls being 77% and 36% respectively.

Every year enrolment drives are launched throughout the country to enrol children in schools but little attention seems to have been paid to the retention of those children who already entered the school. In spite of these efforts, there are habitations still without primary schools and nearly one third of the schools in rural areas have only one teacher.

In order to provide minimum essential facilities for primary schools a new scheme was adopted in 2000 which is known as Rehbar-e-Taleem scheme.

The problem under study was stated as: "A study of Rehbar-e-Taleem Scheme in Zone Achabal".

Objectives of the Study

1. To study the total number of Rehbar-e-Taleem Teachers in Zone Achabal.
2. To study the sex wise number of Rehbar-e-Taleem Teachers.
3. To study the Educational qualification of Rehbar-e-Taleem Teachers.
4. To study the training facilities given to Rehbar-e-Taleem teachers of zone Achabal.

Sample

The sample for the present investigation was drawn from Rehbar-e-Taleem teachers working in different educational institutions of Zone Achabal. After the preliminary study, the investigator has decided to take all the 142 Rehbar-e-Taleem Teachers as sample.

Tool Used

The investigator used the Information blank to gather relevant data about the Rehbar-e-Taleem Teachers working in different schools in Zone Achabal. Further, information was collected from respective Zonal Education Office, Achabal ReT Teachers.

Conclusions

In order to provide minimum essential facilities for primary Schools, a new scheme was adopted, which is known as Rehbar-e-Taleem Scheme. The Rehbar-e-Taleem provides promoting decentralized management of elementary education with the community participation and involvement. The idea behind is to ensure accountability and responsiveness through its strong back up and supervision through the community at grass root level. Another purpose which is indicated in the preamble of the scheme is to operationalize effectively the schooling system at village level. The main object is said to highlight the role of teacher as a teaching guide and to improve the quality of education.

During my rapid investigation in Zone Achabal about the Rehbar-e-Taleem scheme I was surprised to see the function of Rehbar-e-Taleem teachers under SSA. No doubt I have seen many schools at climax in providing quality education, but in some schools, it is only

quantity. I made through research in Zone Achabal where I found many limitations. Limitation is interms of inexperienced teachers, less accountability, lack of communication between officials and teachers, teachers and the society. Society as the most responsible factor is not playing any vital role in SSA mission. The society involved is in the form of VEC i.e., Village Education committee. Only once in a year a community mobilization programme is being held which should be at least once in a month.

During my survey in zone Achabal about Rehbar-e-Taleem Scheme there are 142 Rehbar-e-Taleem teachers, out of these 98 are males and 44 are females. I also found that males are highly qualified than females. There are also some teachers who have been appointed in Schools, near their residence, due to the political influence, which according to me is totally immoral. It was found that Rehbar-e-Taleem teachers were not satisfied with their salary. They said Rs. 1500\2000 honorarium is not sufficient to satisfy their basic needs.

In my field of observation I also found that some of the schools have all trained post graduate teachers while as others do not enjoy this status. But it has been noted here that there is lack of teachers with Science background. It was found that women teachers prefer to serve in those schools which are in close proximity of their houses. This also hampers the career of Students.

I also found that Zone Achabal is conducting teacher training programme on the 14th and 15th of every month and also 10 days in every winter, which is very effective step. But the tyranny is that only Rehbar-e-Taleem teachers

are attending meetings, while regular teacher are taking it for granted. It is said that every rose has thorns too; same is the case with it. Although Rehbar-e-Taleem Scheme does not have thorns but the persons who are handling it on ground level keep thorns in it. These thorns are hidden behind the Scheme. We should overcome these limitations. So that the scheme will give continuously its fragrant smell will and this smell will reach to each and every soul of the country.

Suggestions for further research

1. Being a hilly state such a survey should be conducted in hilly zones in District Anantnag, Shopian and Kupwara to know the actual nature and function of Rehbar-e-Taleem teachers and their problems.

2. In order to find out the factual position of the improvement in the field of Education after recruiting ReT's the opinion of cross sections of Parents, Teachers, Students, Community leaders, Education administration should be taken.

3. A comparative survey should be conducted at district level to know the different dimensions regarding qualification, status, posting of ReT's and Pupil teacher Ratio in SSA Schools.

A comparative survey should be conducted to find out the level of satisfaction of ReT's in their schools and to compare ReT's on variables like educational qualifications and residence, posting and level satisfaction.

References:

- Chikerman, D.V. "A study of Wastage in Primary Education in India." *Edu. & Psychology*, Vol. 1, No. 2 Jan. 1962.
- Desair, L.P and K.G Desai, *An investigation into the wastage in Secondary Education in Gujarat*, Teachers College, 1957.
- Education commission, 1954-64. *Wastage and National Development*, "Ministry of Education, New Delhi, India, 1996
- Garret, H.E and R.S Wood Worth, *Statistical Psychology and Education*. Vakils, Ferrer and Simons Pvt. Ltd. 1967.
- Jammu and Kashmir Govt. : Rehbar-e-Taleem Scheme, J&K Govt. Department of Education, Srinagar, 2000.
- Kundu R. and P.K Chakrabarti, "Wastage in Primary Schools- A psychological Study" *Indian Educational Review*, Vol. 13 No. 2 April, 1977.
- Leelavanthy, T.K. "Wastage and Stagnation: A case of Lower

- Primary Schools. *E.P.A Bulletin*, Vol. 6 Nos 3-4, Oct. 1983.
- Naik J.P., "Wastage and Stagnation" *The Indian Year Book of Edu.* N.C.E.R.T. New Delhi 1964.
- National Policy on Edu. Programme of Action*. Ministry of Human resources Development, New Delhi, 1986.
- Nayal, G.S. *High School Dropouts: A Socio- Psychological study*. *Indian Educational Review*, Vol 21 No. 3, 1986.
- Rather, A.R., *Creativity and Dropout incidence*. Gulshan Publishers, sharma, R.C and C.L. Shpra, *Wastage and Stagnation in Primary and Middle School in India*, N.C.E.R.T, New Delhi.
- Mehta P. "Motivating Primary Edu. A Strategy for Eliminating Wastage" *Indian, Education Review*, Vol. 9 No. 2 July. 1974.
- Internet, jkhighcourt.nic.in/snajay.html

TELEVISION WATCHING AND ACADEMIC ACHIEVEMENT- A CASE STUDY OF SECONDARY SCHOOL ADOLESCENTS

Mohammad Iqbal Mattoo*
Syed Noor-Ul-Amin**

ABSTRACT

Present study was aimed at to examine the impact of Television watching on academic achievement of Adolescents with special reference to their viewing duration. For this purpose 500 secondary school Adolescents of 15-18 years of age were randomly selected from high and higher secondary schools in district Srinagar (J&K) run by the Government. Self constructed TV viewing information blank was used for the identification of heavy and low TV viewers. Academic achievement has been assessed on the basis of aggregate marks in all the subjects secured by the students in their two consecutive examinations, conducted by the J&K State Board of School Education. The statistics applied on the data comprised, percentage, Mean, Standard Deviation (SD) and test of significance ('t' test) were used for analysis of data. Line bar diagram was plotted in order to make the results transparent. It was found that the heavy and low Television viewer Adolescents differ significantly in their academic achievement. The mean difference favours low Television viewer Adolescents. It indicates that low TV viewer Adolescents exhibit a higher scholastic achievement than the heavy TV viewer group of Adolescents. On the other hand heavy and low Television viewer Adolescents on the basis of gender do not differ significantly with respect to academic achievement.

Key Words: Heavy and Low TV. Watching, academic achievement, Secondary School Students

Introduction

The device we call the Television is really a television receiver that is the end point of a broadcast system. The term has come to refer to all the aspects of television programming and transmission as well. Since there is not an area in this country, or an area in the world that does not receive a television signal, this is an extremely accessible media. It is a telecommunication system that transmits images of objects (stationary or moving) between distant points. This medium of communication is considered to be potentially strong agent for children, adolescent and other family members especially with its combined effect of audio as well as visuals. It has been considered, all over the globe, as the most important media in bringing about the desired social and cultural changes. In our country today, adolescents constitute almost half of the

country's population. The impact of television is more on adolescents because they are more impressionable than adults. Television viewing regularly point to adolescence as the period in which viewers are not as much attracted to the screen as in other stages of life. In India, children including adolescents have been found most devoted and faithful viewers of the television whether the programmes are designed for them or not (Mrunalini, T. 1997).

Television viewing by children and adolescents suggests a "cause and effect" relationship with knowledge, attitudes and behavior. Although the introduction of computers and the Internet has drastically altered home access to media entertainment, Television continues to persuade children to devote substantial portions of their time to its programming (Roberts, 2000; Beentjes, 1988; Haenens, Van Der Voort & Koolstra, 1997). Given the

* Associate Professor, Department of Education, University of Kashmir

** Assistant Professor (Contractual), Department of Education, University of Kashmir

importance of peers in early stages of adolescence, it was hypothesized that young teenagers prefer programs featuring characters of an age similar to their own (Comstock & Scharrer, 2001). By the time of high school, adolescent spent more time watching Television than they have in the classroom. Parker (1961) has established that Television has considerably reduced the time to be spent for other activities. Television correspondingly reduced the interests in reading newspaper and magazines. Trivedi H. (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. Miller (2007) revealed that higher frequency Television viewing is associated with attention problems and hyper-activity in pre-school children. Moses (2008) revealed that moderate amount of Television viewing found to be beneficial for reading, the content of programme viewed by children matters. The impact and impression of TV viewing is being studied from various angles. The studies carried out mainly focus on different groups with different areas. The present investigators feels that there is a need to conduct a study on adolescents to see the Impact of Television watching On Academic Achievement Of Adolescents with special reference to their viewing duration.

Objectives

The following objectives have been formulated for the present investigation.

To identify heavy and low television viewers.

To find and compare the academic achievement of heavy and low television viewers.

To find and compare the academic achievement 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 academic achievement and.

Gender does not make any difference in the academic achievement 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 subject were reading in grade 10th with an age range of 15-17.

Tools

The following tools have been used to collect the data.

- 1. Academic Achievement:** Academic achievement refers to the degree or level of success or proficiency attained in some specific area concerning scholastic or academic work. Academic achievement of pupils refers to the knowledge attained and skills developed in the school subjects. So academic achievement means the achievement of the pupils in the academic subjects in relation to their achievement has been measured in terms of aggregate of marks percentage by the subjects. Academic achievement in the present investigation has been assessed on the basis of aggregate marks in all the subjects secured by

the students in their two consecutive examinations, conducted by the J&K State Board of School Education.

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 75th 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 25th 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. The information obtained is given in the following tables

Table 1.00: Performance standard of heavy and Low TV viewers (N = 120 each)

Rank	Heavy TV viewers		Low TV viewers	
	No.	%age	N	%age
Distinction (75% and above)	7	5.83	12	10
First division (Above 60%-74%)	18	15	36	30
Second division (Above 50%-59%)	23	19.16	40	33.33
Third division (Below 50%)	72	60	32	26.66

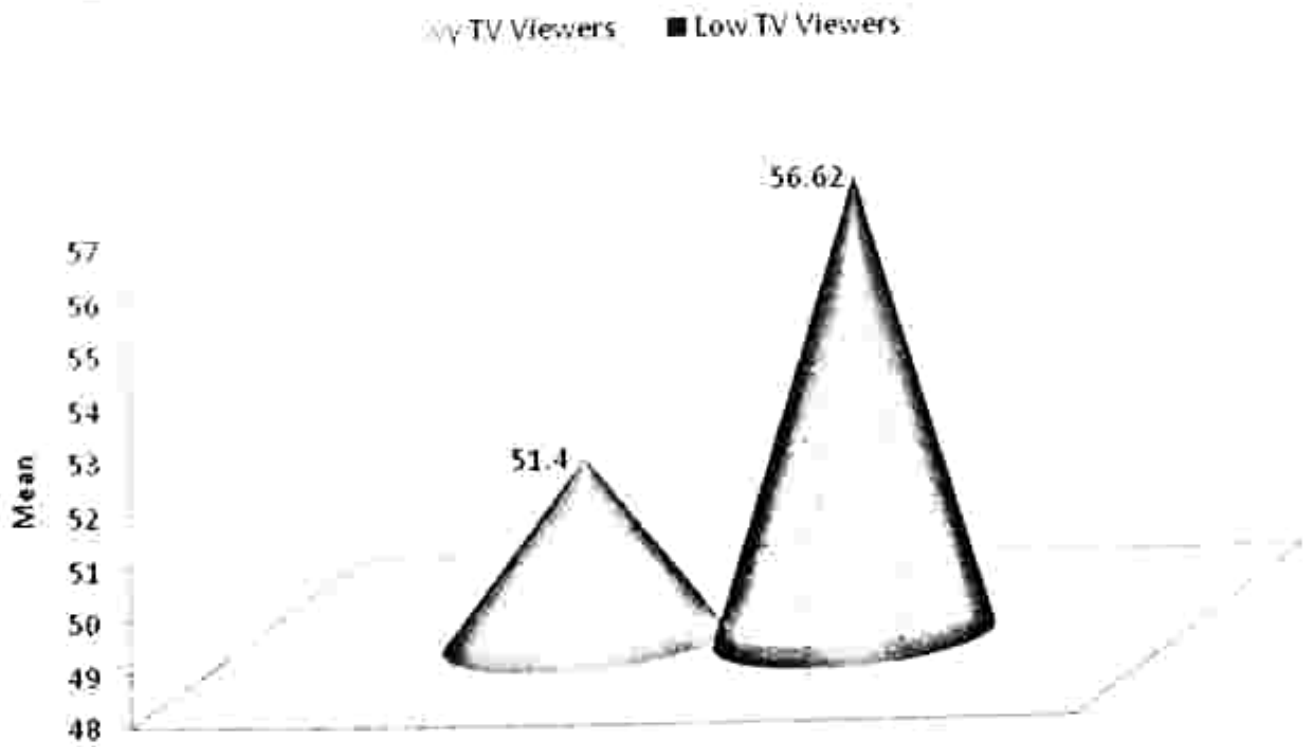
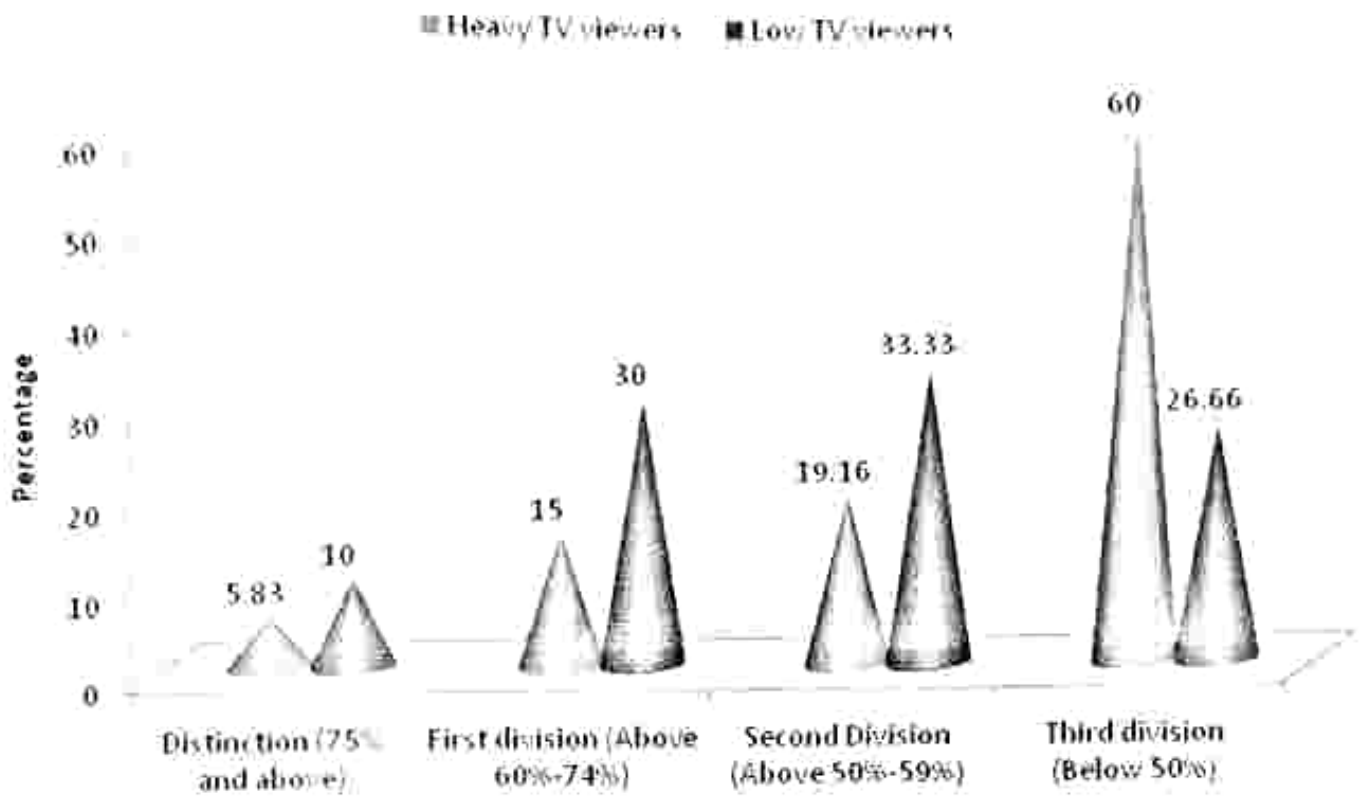
*Information in parenthesis is an approved criterion of the J and K State Board of School Education to determine performance standard of a candidates. (Applicable to Table No. 3 & 5 also)

Table 2.00: Significance of differences between the mean scores of Heavy and low TV viewers on academic achievement (N= 120 each)

Group	\bar{X}	SD	"t" value	Level of Significance
Heavy TV Viewers	51.4	9.45	4.11	Significant at 0.01 level
Low TV Viewers	56.62	10.30		

Table 3.00: Performance standard of heavy TV viewers on the basis of gender (N = 60 each)

Rank	Heavy TV viewers gender Males		Heavy TV viewers gender females	
	N	%age	N	%age
Distinction (75% and above)	03	5	04	6.66
First division (Above 60%-74%)	08	13.3	10	16.66
Second Division (Above 50%-59%)	11	18.33	12	20
Third division (Below 50%)	38	63.33	34	56.66



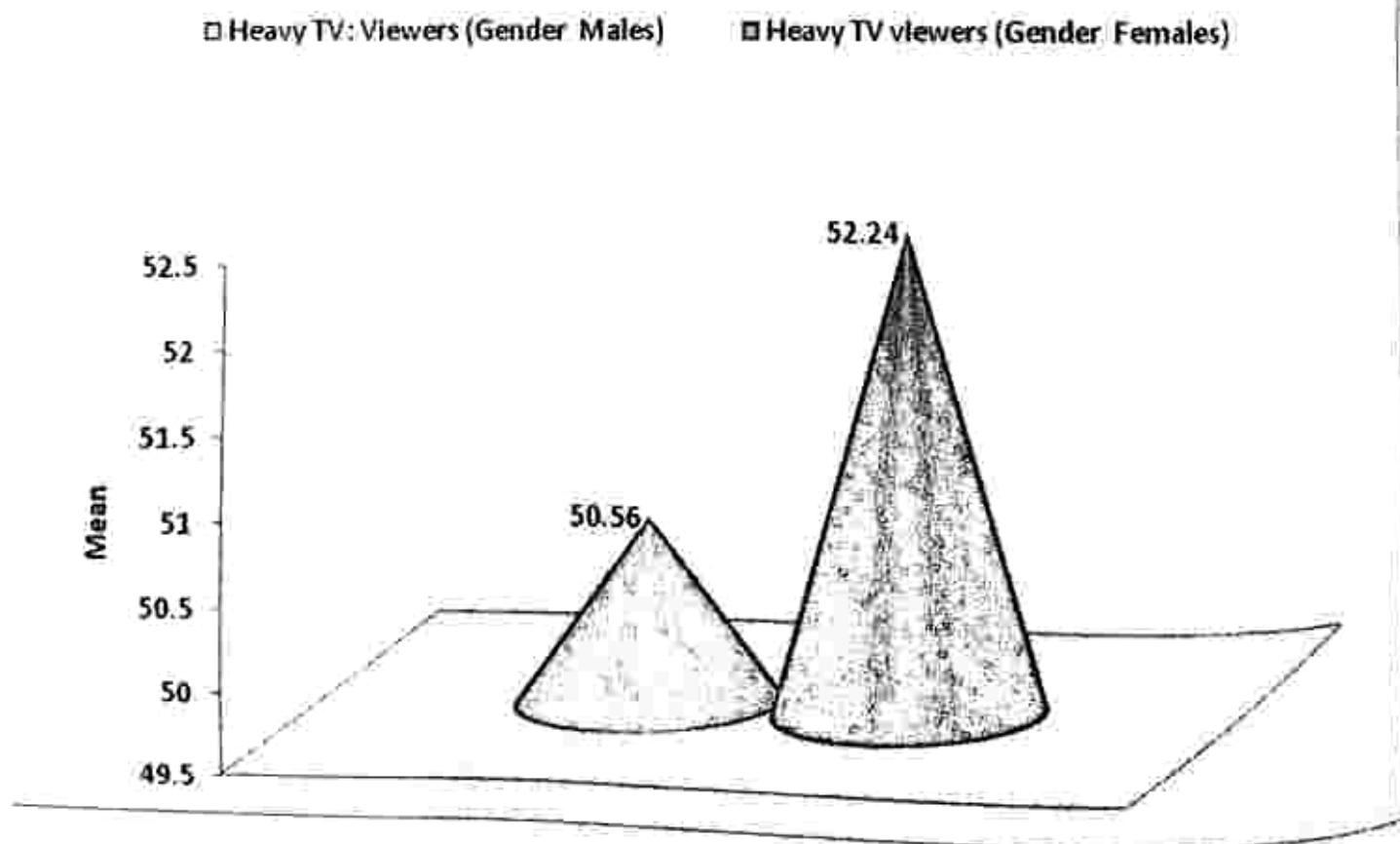
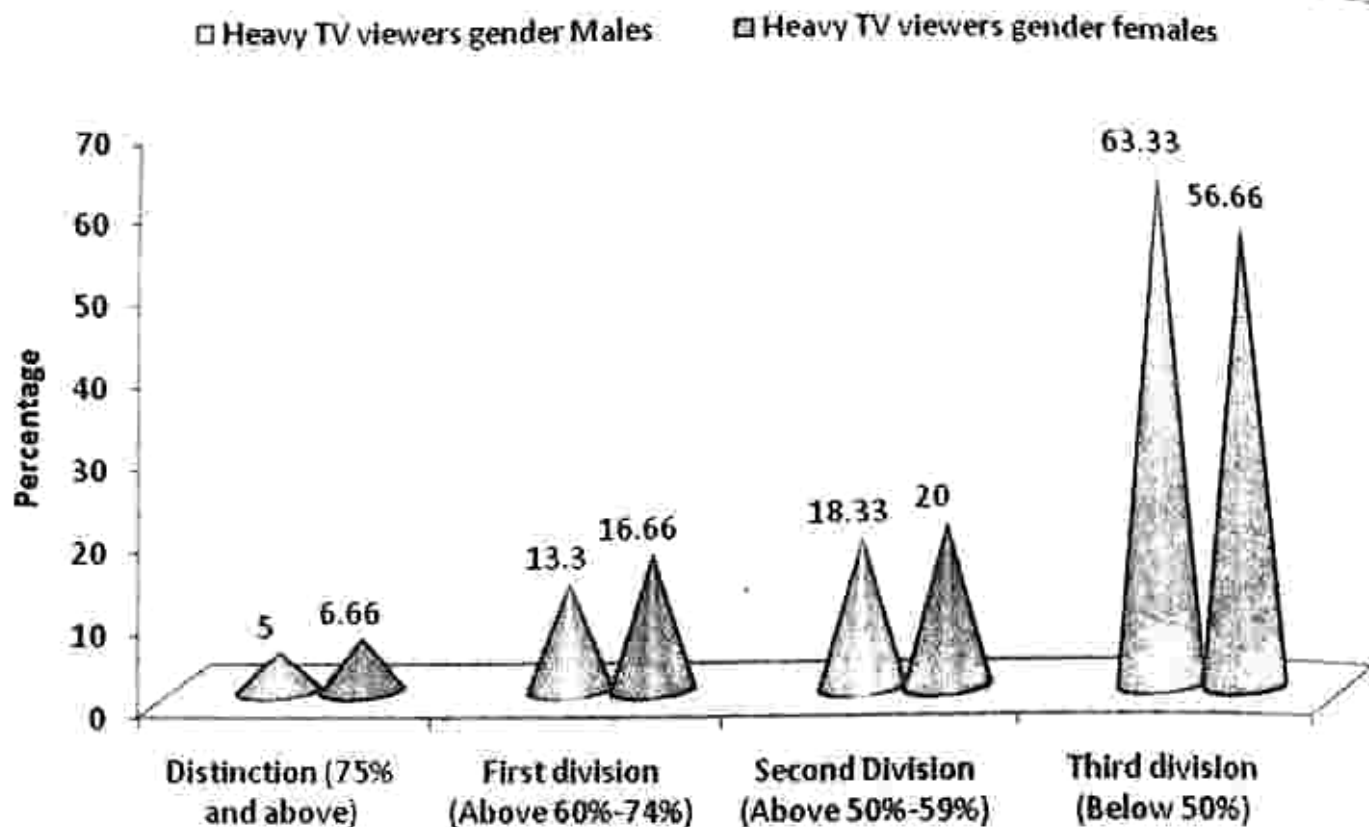


Table 4.00: Significance of differences between the mean scores of Heavy TV viewers on their academic achievement on the basis of gender (N= 60 each)

Group	\bar{X}	SD	't' value	Level of Significance
Heavy TV Viewers (Gender Males)	50.56	9.14	0.98	Not significant
Heavy TV viewers (Gender Females)	52.24	9.68		

Table 5.00: Performance standard of low TV viewers on the basis of gender (N = 60 each)

Rank	Low TV viewers (Gender Males)		Low TV viewers (Gender Females)	
	N	%age	N	%age
Distinction (75% and above)	6	10	6	10
First division (Above 60%-74%)	15	25	21	35
Second Division (Above 50%-59%)	25	41.66	15	25
Third division (Below 50%)	14	23.33	18	30

Table 6.00. Significance of differences between the mean scores of low TV viewers on their academic achievement on the basis of gender (N = 60 each)

Group	\bar{X}	SD	't' value	Level of Significance
Low TV Viewers (Gender Males)	55.81	9.17	0.86	Not significant
Low TV viewers (Gender Females)	57.43	11.27		

Analysis and Interpretation:

An examination of Table 1.00 (Fig. 1) gives information regarding the performance standard of heavy and low TV viewers. The table reveals that from heavy TV viewer group of

subjects: 5.83% were distinction holders; 15% first divisioners; 19.16% with second division and 60% as third divisioners. In the same table the performance standard of low TV viewer group of subjects is reported as: 10% as distinction holders; 30% first divisioners; 33.33% with second division and 26.66% with third division.

A perusal of Table No. 2 .00 (Fig. II) reveals the significant differences between the mean scores of heavy and low TV viewers on in their academic achievement. The obtained 't' value came out to be 4.11, which is significant at 0.01 level. The mean difference favours low TV viewer group of subjects, (M=56.62). This means that low TV viewers exhibit a higher scholastic achievement than the heavy TV viewer group of subjects. On this basis, it may be inferred that low TV viewing does not interfere in scholastic performance.

Table No. 3 .00 (Fig. III) gives information regarding the performance standard of heavy TV viewers (male group) and heavy TV viewers (female group). The table reveals that from heavy TV viewer male group of subjects: 5% have been reported to be distinction holders, 13.3% first divisioners, 18.33% with second division and 63.33 % with third division. In the same table the performance standard of heavy TV viewer female group of subjects is reported to be as: 6.66% with distinction holders, 16.66% with first division, 20% with second division and 56.66% with third division

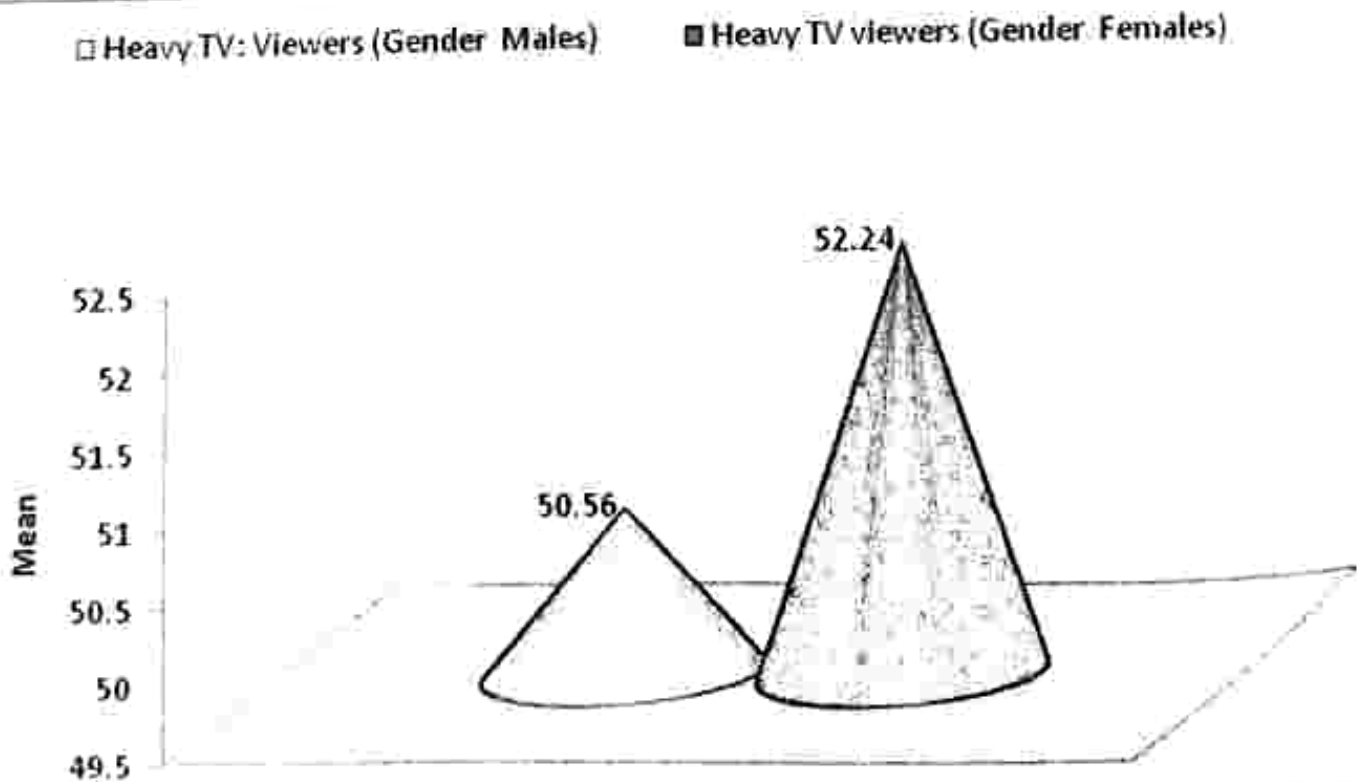
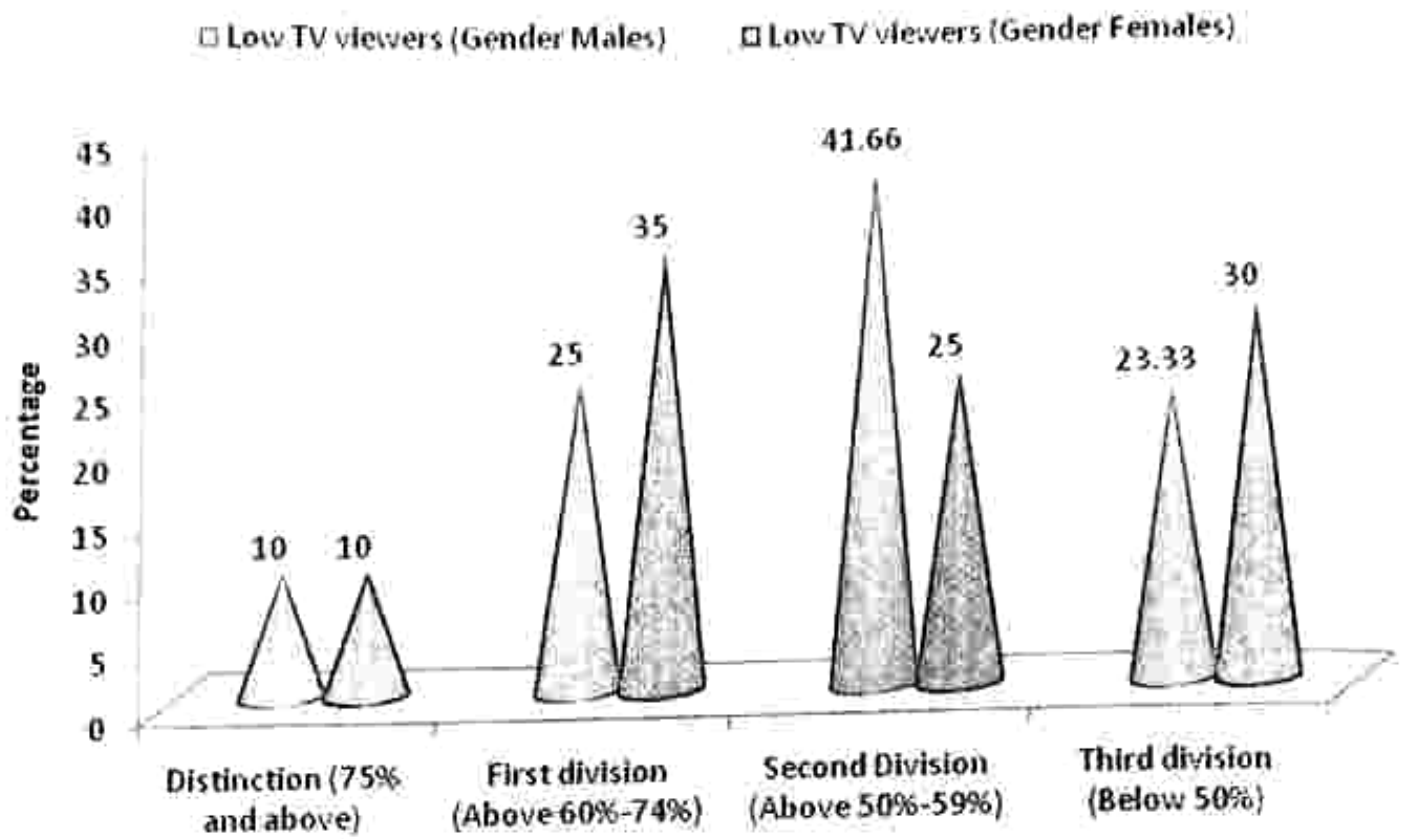


Table No. 4 .00 (Fig. IV) reveals that the heavy TV viewer male and heavy TV viewer female group of subjects do not differ significantly with respect to academic achievement. The obtained 't' value came out to be 0.98 which is not significant. On the basis of these results it is inferred that gender as a factor does not differentiate the subjects in academic achievement.

An examination of Table No. 5 .00 (Fig. V) gives information regarding the performance standard of low TV viewer (male group) and low TV viewer (female group). The table reveals that from low TV viewer male group of subjects 10% are reported as distinction holders, 25% as first divisioners; 41.66% with second division and 23.33 % with third division. In the same table the performance standard of low TV viewer female group of subjects emerged as: 10% with distinction, 35% with first division, 25% with second division and 30% with third division.

(Table No. 6 .00 (Fig. VI) reveals that the low TV viewer male group and low TV viewer female group of subjects do not differ significantly with respect to academic achievement. The obtained 't' value come out to be 0.86 which is not significant. On the basis of these results it is inferred that gender as a factor does not differentiate the subjects in scholastic achievement.

The results are in line with findings of some of the renowned researchers in this field; Bachen 1982; Anderson, 1986; Macbeth, 1996; Borzekowski, D, 2005; Anderson et al., 2001; Michal Razel, 2001; Hancox, R. J. 2005; Frederick J. Zimmerman, F.J. 2005; Christakis, Dimitri A. 2004; Milne, B.J, and Richie Poulton, 2005; Iman Sharif and James D. Sargent, 2006; Marie Evans Schmidt and Elizabeth A. Van dewater, 2008; Ariel R. Chernin Deborah L. Linebarger, 2005. Childers, P.R. & Ross, J, 1973.

Reference:

- Anderson, D. R. et al. (2001). Early childhood television viewing and adolescent behavior: The recontact study. *Monographs of the Society for Research in Child Development*, Vol. 66(1): Pp. 1-147.
- Anderson, D. R. et al. (1986). Television viewing at home: Age trends in visual attention and time with TV. *Child Development*, Vol. 57: Pp. 1024-1033.
- Ariel R. Chernin Deborah L. Linebarger, (2005). The Relationship Between Children's Television Viewing and Academic Performance. *Arch Pediatr Adolesc Med.*; Vol. 159 No.(7): Pp: 687-689.
- Bachen, C. M et al. (1982). Television viewing behavior and the development of reading skills: Survey evidence (Report No. CS-006573). New York, N.Y.: Annual Meeting of the American Educational Research Association. (ERIC Document Reproduction Services, No. ED214150).
- Beentjes, B. J. (1988). Television's impact on children's reading skills: A review of research. *Reading Research Quarterly*, Vol. 23: Pp. 389-413.
- Borzekowski, D. (2005). The remote, the mouse, and the no. 2 pencil: the household media environment and academic achievement among third grade students. *Arch Pediatr Adolesc Med.*; Vol. 159: Pp. 607-613.
- Childers, P.R. & Ross, J. (1973). The Relationship Between Viewing Television and Student Achievement. *Journal of Educational Research*, Vol. 66: Pp: 317-319.
- Christakis, D.A. and Zimmermann, F.J. (2004). Early television exposure and subsequent attentional problems in children. *Pediatrics.*; Vol. 113: Pp. 708-713.
- Comstock, G. & Scharrer, E. (2001). Use of television and other film-related media. In D. Singer and J. Singer (Eds.), *Handbook of children and the media*, (pp. 47-72). Thousand Oaks, CA: Sage.
- Hancox, R. J. et al. (2005). Association of Television Viewing during Childhood With Poor Educational Achievement. *Arch Pediatrics.; Adolesc Med.*; Vol. 159: Pp. 614-618.
- Iman Sharif and Sargent, J.D. (2006). Association between television, Movie, and video game exposure and school performance. *Pediatrics*; Vol. 118 No. (4): 1184/e1061.
- Koolstra, C.M. and Vander-Voort, T.H. (1997). Television's Impact on Children's Reading Comprehension and Decoding Skills: A 3-year Panel Study. *Reading Research Quarterly*, Vol. 32, Pp. 28-152.
- Mac Beth, T. M. (1996). Indirect Effects of Television:

- Creativity, Persistence, School Achievement, and Participation in other Activities. *Tuning in to Young Viewers: Social Science Perspectives on Television*, Pp; 149-219.
- Michal Razel and Van Den Broek (2001): The complex model of television viewing and educational achievement. *Journal of educational research*. Vol. 94 No.6, Pp. 371-380.
- Miller (2007): Extensive Television Viewing and the Development of Attention and Learning Difficulties during Adolescence. *Arch Pediatrics Adolescent Med*; Vol. 161: pp, 480-486.
- Milne, B.J, and Poulton, R. (2005). Association of television viewing during childhood with poor educational achievement. *Arch Pediatrics Adolesc Med*; Vol.159: Pp; 614-8.
- Moses, A M. (2008): Impact of viewing on young children's literacy development. *Journal of Early Childhood Literacy*, Vol.8 No. 1, Pp. 67-102.
- Mrunalini, T. (1997). *Education and Electronic Media*. New Delhi: APH Publishing Corporation.
- Parker. (1961). The effects of Television on Public Library circulation. *Public opinion quarterly*. Vol. 27: Pp. 578-587.
- Roberts, D. F. (2000). Media and youth: Access, exposure, and privatization. *Journal of Adolescent Health*, Vol. 27(2): Pp. 8-14.
- Trividi, H. (1991) *Mass Media and News Horizons Impact of Television and Video on Urban Million*, New Delhi: Concept Publishing Company.
- Williams, P.A et al. (1986): The Impact of Leisure-Time Television on School Learning. *American Educational Research Journal*. Vol. 19, No. 1. Pp. 19-50.
- Zimmerman, F. J., Dimitri, A and Christakis. (2005). Children's Television Viewing and Cognitive Outcomes. A Longitudinal Analysis of National Data. *Arch Pediatrics Adolescent Med*. Vol.159: Pp. 619-625.

AN OBJECTIVE BASED EVALUATION OF SECONDARY EDUCATION

Kousar Jan*

Introduction

Secondary education gains importance in developing countries for a number of reasons. The rapidity at which the developing countries achieve universal elementary enrolment would generate direct demand for secondary education. In addition, indirect demand for secondary education is generated due to the increasing demand for highly skilled labour force in the global economy. It is because; the secondary graduates as a labour force are trainable for the requirements of the globalised market. Further, effective secondary schooling introduces them to formal reasoning, abstract problem solving skills and critical thinking as well as its occupationally relevant content. Secondary education promotes the development of a skilled and knowledgeable citizenry with access not only to the national but also to the global economy. For faster economic growth, it is not sufficient to exclusively concentrate on primary education. It is evidenced that early expansion of and public investment in secondary education paid rich dividends in East Asia. Hence, secondary education is crucial for economic growth.

Secondary education is concerned primarily with providing young people with opportunities to achieve a successful transition from childhood dependence on their elders to adult independence and assumption of responsibility for the welfare of others. According to UNESCO

secondary education is the phase of education during which young people are led to become independent responsible adults. It is during this period that the young acquire knowledge and skill needed to prepare them for life in all its respects. Secondary education like any other established agency of society is conservative and tends to resist modification. Secondary education is being imparted in high & higher secondary schools, in Kashmir valley. Whether the education imparted in secondary schools in Kashmir valley is really going to realize the objectives of secondary education, one cannot say anything. An overview of the survey of literature reflect that while many studies have been conducted on different dimensions of secondary education, there is almost no research directly conducted on the objectives of secondary education as recommended by secondary education commission. Therefore the present study is a humble effort in this direction. It is in the backdrop of the review and conclusions drawn that there needs a fresh relook on the objectives of secondary education, in the light of secondary education commission.

Objectives of the Study

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

1. To measure all round development of

* Assistant Professor, Faculty of Education (B.Ed. Wing), University of Kashmir

secondary school students.

2. To measure the leadership qualities of secondary School students.

3. To measure the vocational efficiency of secondary school students.

4. To measure the democratic citizenship of secondary school students.

5. To assess academic achievement of secondary school students.

Method and Procedure

For the present study descriptive method of research was adopted. Through this method the study is designed to obtain precise information concerning the current status of the phenomena and also to draw valid conclusions from the facts.

Sample

On the basis of systematic random sampling seven hundred twenty students reading in 10th & 12th grade from govt. high and higher secondary schools of three areas viz. rural, urban and semi urban of the Kashmir division served as the sample. From the 6 districts of Kashmir valley only 3 districts served as the sample. From these districts, 50% of the educational zones were selected which makes a total of 21 educational zones. From each zone 2

The area wise breakup of the sample is as under.

S. No	Name of Districts	Area	No of educational zones	Sample	
				Educational Zones	Total students
1	Budgam	Rural	12	6	240
2	Anantnag	Semi urban	18	9	240
3	Srinagar	Urban	12	6	240
	Total		42	21	720

classes 10th & 12th were chosen. From these classes a minimum of 17 students were taken. The students were in the age group of 16 to 18 years.

Tools

The tools for the present study were selected in a manner to ensure the accomplishment of objectives of the study. The tools used were of two types those already existing and the second self constructed. These are as under:-

1. Leadership effectiveness scale (LES) by Dr. (Mrs) Haseen Taj.
2. The test of Democratic values by S.P. Kulshrestha.
3. Vocational attitude maturity scale (V.A.M.S) by Dr. (Mrs) Manju Mehta.
4. Self constructed Aesthetic Appreciation Test (AAT)
5. Self constructed observation schedules.

Treatment of Data

The Data on the basis of objectives set forth were analyzed through various statistical techniques found suitable for drawing inferences. Thus the information gathered from a sample of 720 subject was statistically analyzed by mean, SD, percentage (%age), t-test, Histogram and pie-chart.

Results

A) All round development of personality:- On the basis of interpretation & statistical analysis on the ground basis results have not been found satisfactory as per the

been found satisfactory as per the objectives of secondary education. The students have shown "Poor" physical development, "Average" social & emotional development and "Poor" aesthetic development. The area wise mean difference reveal that urban students showed good physical development than rural students ($t=3.64, p<0.01$) and rural students showed good physical development than urban students ($t=4.07, p<0.01$) however no difference was found in the mean scores of semi urban & urban students. Regarding social development rural students showed good social development than urban students ($t=3.90, P<0.01$) also rural students showed good social development than semi urban students ($t=7.07, P<0.01$) and semi urban students showed good social development than urban students ($t = 4.07, P<0.01$). The results also reveal that rural students have shown poor emotional development than urban students ($t=13.08, P<0.01$); semi urban students have shown better emotional development than rural students ($t=4.15, P<0.01$) and urban students showed better emotional development than semi urban students ($t=9.92, P<0.01$). The area wise mean difference has shown urban students are better than rural students on aesthetic development ($t=17.79, P<0.01$); while as, semi urban students have shown better aesthetic development ($t=19.64, P<0.01$) than rural students and semi urban students have also shown better aesthetic development than urban students ($t=6.93, P<0.01$).

The factors mainly responsible for this state are:-

1. Un-availability of physical education teacher.
2. Lack of sports equipments & playgrounds.

3. Tension of examination.
4. Parental stress on academic achievement.
5. Lack of aesthetic knowledge.
6. No facility of outings/picnics/study tours.

B) **Leader Ship Qualities:-** Regarding leadership the students show "average" leadership qualities. The area wise mean difference on leadership effectiveness showed that rural students possesses better leadership qualities than urban students ($t=22.34, P<0.01$); while as semi urban students have shown better leadership qualities than rural students ($t=16.17, P<0.01$) and semi urban students have also shown better leadership qualities ($t=27.70, P<0.01$) than rural students.

The factors responsible mainly are:-

1. Less social interaction.
2. Less voluntary efforts.
3. Lack of recognizing of interpersonal qualities students have.

C) **Vocational Efficiency:-** The results reveal that students have shown average vocational efficiency. The area wise mean difference has shown that no difference was found in the mean scores of rural and urban students; however semi urban students showed better attitude ($t=4.33, P<0.01$) towards vocational efficiency than rural students, also semi urban students showed better vocational efficiency ($t=5.00, P<0.01$) than urban students.

The factors responsible are:-

1. Subject oriented Syllabi.
2. Lack of vocational counseling.
3. Explosion of unemployment.

4. Selection of subjects without satisfaction.
5. Lack of knowledge about the world of work.

D) **Democratic Citizenship:-** The results reveal that the students have shown "Poor" attitude towards democratic values. The area wise mean difference revealed that urban students showed more attitudes towards democratic values than rural students ($t=14.11$, $P<0.01$) and rural students showed more attitudes towards democratic values than semi urban students ($t=4.97$, $P<0.01$) also urban students showed more attitude towards democratic values than semi urban students ($t=25.46$, $P<0.01$).

The factors mainly responsible are:-

1. Lack of moral education.
2. Favoritism is corruption.
3. Lack of role models.
4. False social status.
5. Parental restrictions on expressing ideas and thoughts.

E) **Academic Achievement:-** On average sec school students have shown "Poor" academic achievement for the year 2004-2005. It has been found that 10th class semi urban students have shown good academic achievement (Pass %age) for the year 2004-2005 in comparison to rural and urban students

also for the year 2004-2005, 12th class urban students secured higher pass % age in comparison to rural and semi urban students.

The factors mainly responsible are:-

1. Faulty mechanism of examination.
2. Lack of subject wise lectures.
3. Trend of Private tuitions.
4. Maximum number of holidays.
5. Incompletion of syllabi.
6. Psychological stress of adolescence.

Educational implications:

1. There is a need to provide educational counseling at secondary level so as to make students understand that education is not only for acquiring Govt. Jobs.
2. There is need to help adolescent girls regarding the physique and make them aware about un healthy and irregular eating.
3. Vocational counseling should be introduced in educational programmes at secondary level.
4. Re organize educational curriculum at secondary level and make it job oriented.

There is need to provide basic infrastructure at the secondary level constructed with aesthetic sense.

References

- Betoret, Fernando Domench (2006). Stressors, self efficacy, copying resources, and Burnout among Secondary school Teachers in Spain (educational psychology Journal, V 26 n4 P 519-539).
- Brunetti, Gerald J. (2006). Perspectives on the work of experienced, inner city High School teachers in the united states. (Teaching & teacher education. An international Journal of Research and studies, V 22 n7 P 812-825).
- Butt, Graham; Lance, Ann; Fielding, Antony (2005). Teacher job satisfaction school leadership is management.
- Chapman, Olive (2006). Classroom practices for context of mathematics word problems. (Educational studies in Mathematics, Journal, V 62 n 2 P 211-230).
- De Kock, A; Slegers, P; Voeten, M-J.M (2005). New learning and choices of secondary school teachers when arranging learning environments (Teaching and teacher education. An international Journal of Research and studies, V 21 n7 P 799-816).
- Lester D. Crow, Ritchie, Alice crow, edition in the secondary school. Eurasia publishing house, Ram Nagar, New Delhi-1.
- M.I. Mattoo creative thinking ability and vocational interests. A study (insight Journal of Applied Research in education, vol 9 No 1).
- Opdenakker, Marie-Christine; van Damme, Jan. (2006). Teacher characteristics and teaching styles as effectiveness enhancing factors of classroom practice. (Teaching & teacher education. An international Journal of Research and studies, v 22 n1 P1-21).
- Osei, George M. (2006). Teachers in Ghana issues of training, Remuneration and effectiveness. (International Journal of educational development, v26 n 1 P 38-51).
- Robert O. Hahn, David B. Binda. Secondary education origins and Directions. The Macmillan Company, New York.
- Secondary education In India, development and perform retrieved from, [http://www. PG Rani KCCLin](http://www.PG Rani KCCLin).
- Shank, Melody J. (2006). A means for creating and learning within a collaborative space. (Teaching & Teacher education. An international Journal of research and studies, V 22 N6 P 711-721).
- Sobhana, N. (2004). A survey to identify the difficulties in written English among secondary school learners. (Indian educational Abstracts volume 4).
- Sudesh Mukhopadhyay, Anil Kumar K. Quality Profiles of secondary schools. National institute of educational planning & Administration 17-B Sri Aurobindo Marg, New Delhi 110016.

NEED FOR VALUE ORIENTED EDUCATION IN DYNAMIC SOCIETY

Mohammad Amin Dar*

"The most important endeavour is the striving for morality in our action. Our inner balance and even existence depend on it. Only morality in our actions can give beauty and dignity to life. To make this a living force and bring it to clear consciousness is perhaps the foremost task of education". Einstein.

Values are the guiding principles, decisive in day to day behaviours as also is critical life situations. Values are regarded desirable, important and held in high esteem by a particular society in which a person lives. Thus values give meaning and strength to a person's character by occupying a central place in his life. Values reflect one's personal attitudes and judgements, decisions and choices, behaviours and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. Value as noted by Taneya; (1990) connotes anything that fulfils the needs, satisfies the urges and helps man in realizing his aspirations. This means, value of a thing depends upon how they satisfy our desires, wants and urges. This implies that a thing or a condition or an act is more valuable or more worthy or better than another because it satisfies wants more or cause less deprivation of wants. Values are socially accepted norms to evaluate object, person and situation that forms part and parcel of society, value system is the backbone of the unified society, values may change from one society to another society and also from time to time. For example, every society abides by certain moral values and these

values are accepted by all the societies as "Global values" "to value means to prize, to esteem, to appraise and to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else," John Dewey 1948. Nevertheless, educational interpretation of 'value' does not signify a thing, but a thought or a point of view (Taneya, 1990). For instance, anything which is useful to an individual becomes valuable to him and the same thing may be quite useless to another individual because of his different viewpoint or thought and as such it is of no value to that individual. So things, conditions and acts can be classified as good or bad, beneficial or harmful, satisfying or annoying or possessing value only when they are seen from a particular point of view. Educational values are therefore, related to those activities, which are thought good or useful and valuable from the viewpoint of education. These values at any moment play a significant role in the life of man in enabling to lead his personal and social life successfully. They occupy an important place in education. They lead to motivation, which inturn results in desirable behavior.

Need for Value Based Education:

"Good teacher radiate knowledge everywhere. They are unique, divine looking personalities. They inspire the young students and prepare them to face any challenges in life. They instill in

*Assistant Professor, Faculty of Education (B.Ed Wing), University of Kashmir

them courage, hope confidence and a sense of victory, values, so that they march on the path of excellence to achieve their rightful destiny".
A.P.J. Abdul Kalam

Modern mass society presents a sharp contrast, as the young grow up. They are faced with confusions, delays and discontinuities. Adolescents in particular are uncertain about themselves. Some are in conflict with themselves, bewildered and insecure. In one way or another, many children are out of step with the life. In short, society is less well coordinated today than at earlier time to advance children into adult. Schools are expected to teach the moral values of society when the values themselves are in conflict. Moreover in the modern world, it is not enough to shape learners in the image of their elders. The aim is to transform young human beings, to teach them to be different- better, more successful and so on than their parents. This effort to change, to improve, is the most striking feature of present schooling as compared to traditional tribalistic education. The problem of values is a more general one, common to all fields of human activity, but often education is looked upon as the instrument for inculcating values. Our present system of education lacks value education. Value education is the need of the hour. One should grow as respectful citizens of the society and must learn to respect his own members of family. He should behave in a manner, which provides an impression of him having a good social background. Values are usually influenced by the changing philosophical ideologies, cultural and religious perspectives, social, political and geographical conditions. In modern emerging Indian society, there has been a revolutionary change in the

field of values due to many factors in addition to the influence of westernized culture, industrialization, modernization, urbanization, globalization and multinationals. Therefore, it is necessary to make a synthesis of the traditional and modern social values. Now it is very essential to concentrate on holistic approach of education so that all types of values may be inculcated in the learner groups for their harmonious development. It is very amazing that in the modern materialistic society, the individual has totally concentrated on the economic value and by all means, he bothers to earn money and it seems that this is the only prime aim of one's life now. It is therefore essential to explore and identify concrete devices for the incorporation of values in education. Education should be a strong instrument to attain our national goals. Value education is at the root of this process, as values incorporate, designed in the system will enable people to achieve these goals. Educational values play a significant role in the individual, social and professional life of a person.

The NPE 1986 has given the following justification for value education.

❑ The growing concern over the erosion of essential values and on increasing cynicism in society has brought to focus the need for a readjustment in curriculum in order to make education a forceful tool for the cultivation of social and moral values;

❑ In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help to eliminate obscurantism, religious, superstition and fatalism;

(ii) Apart from this combative role, value education has profound positive content based on our heritage, national goals and universal perceptions. It should lay primary emphasis on this aspect.

UNESCO Summit on "Value In Education" (1998) The summit was organized in order to encourage schools to review their curricula in terms of value education. The fact that a world body like UNESCO should stress on the need of teaching values in the school system is in itself a statement of the gravity of the problems created by gradual disappearance of such virtues and morals that are essential for the maintenance of a civil society and the preservation of democracy. National Seminar on Value Oriented Education, 2002. The Indian Council of Philosophical Research (ICPR) has organized a National Seminars on Value-Oriented Education in 2002. Some salient features of its recommendations are as follows:

- ☐ To develop a framework for value oriented education and define clientele to be covered.
- ☐ Elaborate strategies and modalities for programme implementation or programme delivery.
- ☐ The Government of India may set-up a taskforce for suggesting a framework for planning, implementation and monitoring of the programme of value-oriental education.
- ☐ To develop relevant and need based material for different clientele groups.
- ☐ Monitor the programme implementation.
- ☐ Take steps for training of personnel.
- ☐ Besides educational

organizations/institutions, cooperation of NGO's and volunteers may also be sought for operationalisation of the programme of value oriented education on a grand scale.

Education is expected to play a major role in promoting national development of all the faculties towards adequate preparation of life. The present Indian educational system is reflecting more or less borrowed ideologies and philosophies and the national values are being relegated to the background. In our educational reconstruction the problem of an integrated perspective on values is pivoted for its solution alone can provide organic unity for all the multifarious activities of a school or college curriculum and University courses/programmes. The curriculum should provide enough opportunities for the students to acquire considerable knowledge that is essential for morally responsible living in a democratic society. An integrated education can provide for integrated growth of personality and integrated education is not possible without integration of values. Language teaching and history teaching do reflect human values and value system but our schools/colleges and universities have become examination centers and not value centers. Teachers at all levels do not have clear direction to the national values and ideals and ideologies that they have to foster in the youth. Hence they are not in a position to play their role as value educators. Education should produce citizens with sound character and a healthy personality. Inspiring values, ideas, proper moral conduct and life based on good principles is an essential requisite. How far the educational institutions are responsible and to what extent the teachers, administrators should make a deliberate effort

to inculcate the values? Infact, one of the responsibilities of the school is to expose young mind the diversity prevalent in the society. There are three distinct steps that have to be taken care by educational institutions in value orientation/formation among the students.

☐ Making available appropriate reading material (biographies and views of great personalities who had certain values, ideals in life and who practiced against odds and sacrificed their very lives).

☐ Creating institutional ethos in the institutions. The organizers and heads of the institutions should follow and practice values while running the institution.

☐ Understanding the attitudes, emotions, feelings and motives of students is very important and plan activities accordingly.

Good institutions will impart students inspiring qualities like concentration, love, justice, wisdom, obedience, sincerity, honesty, faithfulness, mercy and respect for others to be the equipment of life. This should be the central theme of value education. Values can be taught through lectures, epics, textbooks and several co-curricular activities and the youth do catch them. But when they find elders and leaders to the society going the other way, they suffer from moral conflicts. Their conflicts may turn them into morally debased persons. On whom should this blame be laid? Obviously, the blame should be laid on elders and leaders of the society, for they do not provide good examples to the youth when they try to test the tenets of their moral values. A true teacher never says "Do as I do" but shall say "Do whatever you deem right". The teacher taught interaction used to play a very significant and

effective role in the formation of character, personality development and cultivation of spiritual values in the minds of the pupils. In our present set-up of society teacher-taught interaction is not found to be effective and as such the outcome is not the desired/expected one. The teacher occupies a crucial role in imparting value education to the students. The teacher should have commitment to the development of national autonomy in both thought and action. The call for values in education is asking the educators to be the heroes. It implies educators to be leaders in realizing the technology and materialism is not just enough, and that there is much beyond these things in life whose nomenclature is values. We know that real value based education is not something to be taught once in a week. It is at its best when integrated into the daily classroom experience. In any situation, a teacher can observe what is happening and reflect on the underlying values.

Conclusion:-

We can say that there should be congenial conditioning in the society which includes parents, teachers, educators and administrators for inculcating values in the students/ youth. Preaching the values to the students and simple hearing those values is not enough on their part. They must experience and internalize them, if today's youth has to carry values into their personal lives as adults in future, they also need adult role models who exemplify those values. Promotion of human values in society depends on the promotion of good qualities among the individuals. We must therefore, put necessary efforts to make our thoughts sacred by practicing those values and

generate them among others. Value education should prepare individuals to participate in social life and accept social rules. Hence schools colleges and universities should provide a healthy atmosphere for sharing responsibilities, community life and relationships.

"Arise awake and stop not till the goal is

reached" must be out watched. If we make our thoughts words and deeds sacred there can be no better way of coming out of evil, ill will and decency. We must be prepared to put into practice the values that we proclaim to others. Therefore the strategy of value education is a challenge for the members of the present day of society.

References

- Bhardwaj. Tilak. Raj.(1999)Education of Human Values;Mittal Publications New Delhi-110059.
- Chitkara.M.G.(2003) Education and Human Values,A.P.H.Publishing Corporation,5, Ansari Road, Darya Ganj, New Delhi-110002.
- Ganie. M. Y.(2003) Value Oriented Education; Insight: Journal of Applied Research in Education; Department of Education University of Kashmir Srinagar, Vol.9, No.1; pp.60-65
- Gupta. P. L.(2003) Role of Teachers in Development of Values Among The Students; Insight : Journal of Applied Research in Education; Department of Education University of Kashmir Srinagar. Vol.9, No.1; pp.66-75.
- Reddy.D.Dayakara & Rao. Digumarti Bhaskara.(2006) Value Oriented Education, Discovery Publishing House, New Delhi-110002.
- Saini. S. K & Ladher.D.S. (2007) Techniques for Promotion of Human Values; Human Behaviour: Journal of Applied Psychology; Department of Psychology University of Kashmir Srinagar.Vol.2; No.1;pp.129-134
- Srivastava.S.K.(1983)Values Among-University Students:Sex Difference. Journal of Indian Education. National Council of Educational Research and Training, Vol.No.4.p.25-27.

TOWARDS MAKING EDUCATION MORE RELEVANT

Manzoor Ahmad Rather*

Relevance of education to the changing scenario and circumstances has been often emphasized because education has always been playing a vital and vibrant role both as an instrument as well as a product of change. Gone are the days of the primitive societies when family as a social institution would serve as a prime institution to fulfill the individual and the social needs. Now we live in a modern, fast paced, global, networked and complex society where specific jobs need specialized types of skills, attitudes and orientations on the part of the individuals. The 21st century has become very much complex with respect to the developments that took place in every walk of life, that is economic political, social, technological etc, and it has become necessary to redefine the educational contents and methodologies.

The need for making the education system responsive to the contemporary needs of the students and the community is emphasized and hence new approaches are suggested. The school curriculum has to be responsive to the needs and aspiration of the society that undergoes a change with the passage of time. This implies that the school curriculum has to be dynamic failing which it will soon lose its relevance. The priorities of the prevailing times should therefore be suitably reflected in the curriculum. While highlighting the positive role of education towards the individual and society, the Kothari Commission in its report 'Education and National Development' (1964-66) maintained, "it is necessary to relate education to life, needs and aspirations of people and, thereby to make it a powerful instrument of

social, economic and cultural transformation for realizing our national goals". On specifying the aims for university education, the report recommends as,

To seek and cultivate new knowledge

To provide right knowledge of leadership in all ways of life

To provide society with competent men and women, trained in agriculture, arts, medicine, 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 National Policy on Education (1986) contains new directions for the re-orientation of the content and process of education. These guidelines are further elaborated in the National curriculum for Elementary and Secondary Education. The international commission of education for the 21st century, appointed by UNESCO has talked about the four pillars of education namely:

- ☑ learning to know
- ☑ learning to Do
- ☑ learning to live together
- ☑ learning to Be

The emphasis has been on preparing humans to live together as social beings equipped with knowledge and the competence of doing but the end purpose is to lead the individual towards self actualization. National Curriculum Framework (2005) emphasizes 'critical thinking' in education as a recent insight. This makes it

*Assistant Professor, Faculty of Education (B.Ed Wing), University of Kashmir

clear that the curriculum is dynamic in nature which has to get changed according to the changing needs and aspiration of the society. The thrust of changes in the curriculum need to be in the objectives, content organization, process of education and pupil evaluation.

Development of creative and independent thinking abilities finds an important place in the objective of the curriculum in this present fast changing century. That is why the subjects like mathematics and science are being emphasized nowadays. There is no denying the fact that in maximum classrooms, the mode of curriculum transaction does not cater for the development of different abilities and skills in a proper manner. The most prevalent style of teaching is transmissive or expository which puts a premium on memorization rather than independent thinking. It places the teachers at the transmitting end, and the students at the receiving end, and so, the delivery system is devoid of interaction between the teacher and the student. The students develop the traits like; passive submission, conformity; sub-ordination etc, and these traits are no longer needed in this present century of ours. The NPE (1986) has clearly mentioned that learning centred approach should be emphasized which will help the learner to get central place in the process of teaching and learning. This approach

emphasizes the changing role of the teacher. The teacher will have to work as a facilitator or manager of learning and not a mere transmitter of information. The teacher has to provide opportunities to the pupils to discover themselves and the environment they live in. 'Interactive teaching' based on teacher-student dialogue is recommended. It has been visualized that teaching learning strategies may assume a variety of modes and may involve a variety of activities on the part of the learners and the teachers, viz., observation, collections of materials and information, demonstration and experimentation, project assignment, play way activities, educational games, educational excursions, role playing and dramatization, group discussions and group activities, inductive-deductive teaching, problem solving, discover-learning etc. The use of these strategies will go a long way in making the transaction of curriculum child-centered and the focus will be on the identification and nourishment of the latent faculties and abilities of the child. The education system as a whole has to be workable enough to meet the demands of the child and that of the society. It is better to conclude that more and more efforts are needed in the endeavour of making education relevant to the real life situations and circumstances.

References

- GOI:Ministry of Education(1967) : Education and National development :the report of the Education Commission (1964-66)
- GOI:Ministry of Human Resource Development(1986): National policy on Education (1986) Department of education.
- NCERT (1988):In-service Teacher Education Package for Upper Primary and Secondary School Teachers .Vol 11:NCERT: New Delhi
- NCERT(1998): Self- Learning Material for Teacher Educators .volume 11 NCERT
- NCERT(2005):National curriculum Frame work .New Delhi:NCERT
- Sood.J.K (1998)Elementary Education :Need for Quality Improvement. Self Learning Material for Teacher Educators,pp 8-16 NCERT
- UNESCO(1996).Learning : The treasure within. Report of the UNESCO on the International Commission on Education for Twenty First Century.

STUDY OF ETHICS IN HIGHER EDUCATION

Bilquees Shair*

Introduction

To commence our morality it would be better to mention the glorious words of our Reversed Prophet Muhammad (S.A.W) that morality means actions, ethical principles and virtuous life. In contemporary materialistic world the scope for morality is very wide. Morality is an identity for a good society as well as for a good and civilized persons inhabiting in a society. It plays an important role in socializing the human beings and prohibiting a man from all evil deeds to live a self-reliance and respectable life.

Broadly, we can say Morality is the foundation of human development. It includes Faith, Truthfulness, honesty, sincerity, sympathy etc. In nutshell, it is all round development and it excludes treasury, insurgency, profane. It also promotes brotherhoodness, tolerance, faith over religion, respect for parents as well as it teaches us about the rights of neighbours. The morality is also against the caste system, gender discrimination, exploitation, corruption etc to promote goodness among individual as well as in society.

Nothing stands the test of time and quite obvious it is that every single aspect of life undergoes a change and cultural aspect is not an exception. Because of this change different human values find it difficult to have their existence. There hardly seems any importance in traits like "Work is worship" "Honesty is the

best policy" or "Always speak the truth."

No matter we often come across words or phrases like Morality, Conscience, Civility but the very essence of such phrases has vanished. Our young lot is not behaving properly. The youth express them-selves in an extra-ordinary manner, making use of such ways which could not have been part of human history. Unfortunately their exposure to individual violence, hooliganism in universities and in particular their wayward behavior has a negative impact on their future prospects. Respect for teachers, morals and others such devout qualities have now become the thing of part and this has a direct impact on the social set up of which they are inevitable part. The student of the day finds himself / herself in contradictions and confusions.

Instead of reprehending and rebuking the youth, let us develop a stuff of understanding among ourselves. To understand them better which would need sympathy, tolerance and kindness. Parents as such have to play a pivotal role in facilitating their emotional development as they are the very first teacher of their children who lay a foundation stone of their behavior and character.

Ethics is the science of character, habits of activity or conduct of human beings. Ethics is also called Moral philosophy. The word "moral" is a derivative from the latin word "mores"

*Associate Professor in Education Deptt. of Higher Education, J and K State.

meaning connection or practices. In this way ethics literally means the science of convection or practice. Ethics is the science of human conduct. Habit and behavior are related to the permanent characteristics of human character. Ethics considers the duties of human beings. It studies what is right and what is wrong in character.

The new generation knows no ethical values and family values. It has no peace, virtues like good character, religion and belief and family life have no respect in their eyes. Capitalism and Trade mentality have destroyed family system, strained friendly relations between neighbour's, mutual discipline and unity as a result whole nation is fed up with the situation. Yet the pain and restless from coming out this ruin, will prove to be very alarming and frightening tomorrow. If we didn't take care of it today, tomorrow high handedness of terror and terrorists can prove a threat for both our mind and heart. This phase has almost started posing a big threat to us all.

Today, higher education students are aware about the degradation of morals in the society and also possess some knowledge, but what is their attitude towards the factors responsible for degradation? What are their remedial measures? Because of this we have to study our research on ethics in higher education.

Through our survey, we attempted to explore the attitude of the sample of the students from degree colleges, towards the ethical education and to explore the level of education among the students.

Significance of the Study

Be quick in the race for forgiveness from your

lord and for a garden whose width is that (of the whole) of the heavens and of the earth, prepared for the righteous. 'Surah Al-i-Imran'

Those who spend (freely) whether in prosperity, or in adversity, who restrain anger And pardon (all) men, For Allah those who do good. 'Surah Al-i-Imran'

And the servant of (Allah) Most gracious those who walk in the earth in humanity. 'Surah Al-imran'

Quest for modernization in the absence of human values is creating serious social problem and ethical as well as psychological conflicts in the modern Indian youths. The techno-oriented one dimensional approach to modernity must be blended with the inculcation of human values for a more holistic humanized form of development. Education in human values is the need of the time as it will liberate students from numerous prejudices and a variety of unfounded truths.

When social, cultural, spiritual values disintegrated, when religion losing its faith, when corruption, indiscipline, social deviance, self interest are vast spreading and power is misused for personal interests. It is obviously one can imagine the conclusion. Students should be more conscious about immorality than their health, family and personal life. People can live only on one meal instead of two but it is necessary to have ethical values in their lives. The immorality has made our lives degraded and our elite, educated etc, class isn't escaping from this serious issue that would create so many problems for coming generation and it is essential to put forth your valuable suggestions and promote ethical education among individuals to spread love, peace,

harmony, good-will welfare etc.

We personally ascertain over things and we saw many evils things have beset our society particularly our youth has submerged in it. Man has become a stranger in the world he himself has discovered. Modern youth is suffering from crises of values. Every right thinking person feels that something is lacking in our scheme of education which is unfortunately responsible for various social problems and ethical as well as psychological conflicts in the student's world. The output of educational system is not only of poor quality but degradation of ethical values has also been noticed. Students lack qualities of sacrifice, tolerance, truthfulness and honesty.

It is widely that religion was once the only agency of social control and why not people are alive because of their religions. But due to modernization religion has losing its hold over people. People no more has such faith which they had in past which in turn resulted in social disintegration among people as well as nations disloyalty with their parents and a big threat and a cause for immorality or moral degradation. Our country is undergoing rapid social changes. Desirable skills need to be cultivated among the students so as to make them adjust satisfactory with these speedy changes. The constitution of India embodies the principles of socialism, secularism, democracy and equality. The guiding principles should be emphasized in the educational system and suitable values should be included in the pupils for promoting equality, social justice, nation's unity and democratic citizenship.

Lack of ethical education in our educational institutions is another cause for moral fall, although it is a part of our curriculum but with

no influence over individuals. However, it is possible that our educational institutions can play its vital role to preserve this valuable heritage.

Media has the role to convert the savages into civilized, unlettered into literate, falsehood into truth, primitive into modern etc, but it doesn't mean that it has become the father of humans to change them from humanism to animism. In today's world media is responsible for this disease through its various modes like indecent channels etc. But now with standing the media has and can play its role in promoting ethical values which in turn may increase their fame.

Due to the maladjustment in society, aloofness in environment, apathy among youth, the drug addiction has become the serious issue for our moral planners which have been set in our society and especially effect upon morality in society. Due to this bad habit among present generation, it is impossible that they can recognize and distinguish among good or bad, truth or false, mother and sister etc. It also keeps them away from social fraternity and all other developmental measures. A big challenge for their own lives is that it labeled them as delinquents, criminals etc.

According to 'Mahatma Gandhi:

"If wealth is lost, nothing is lost"

"If health is lost, something is lost"

"If character is lost, everything is lost"

Best of all things is character. Therefore, the need of hour is to promote ethical education in all study centre's which definitely prove a positive result.

Statement of the Problem

STUDY OF ETHICS IN HIGHER EDUCATION

Objectives of the Study

- I. To examine whether students of higher education are aware about ethics.
- II. To suggest remedial measures.
- III. Developing the appropriate sensibilities Moral, Aesthetic, Cultural, Spiritual, among higher education students.

Sample of the Study

In order to get the sample of the study, Stratified Random Sampling technique was used. 66 students were taken from higher education (IInd year) as a sample in order to conduct the study.

Description of the Tool

Self constructed questionnaire was developed by the investigator which consists 45 statements. It was a multi-dimensional questionnaire which covers all the aspects of ethics.

Sample and Procedure

As the study was based on the higher education students i.e B.A IInd year from Government Degree College for Women, Nawakadal. The sample was taken by using Stratified Random Sampling technique.

As sample, the total number of students was 66 (all female). The students were made to sit comfortably in a big room and the questionnaires were distributed among them. Then instructions were given to them completely and the time allotted to them in order to complete the questionnaire was not fixed but asked them to complete it as early as possible. They filled their questionnaire

comfortably in a short time of 25minutes, then questionnaire were collected from them.

Major Findings

1. 88.14% of our sample are completely aware about the ethical education.
2. 5.62% of our sample are not aware about the ethical education.
3. 6.22% of our sample are ignorant about the ethical education.

Suggestions

We trust that it is uncontroversial to say that schooling is unavoidably a moral enterprise. Indeed, schools teach morality in a number of ways, both implicit and explicit. Schools have a moral ethos embodied in rules, reward and punishments, dress code, honour, student govt. relationship, styles of teaching, sports and extra curricular emphasis, art and appearances, and in the kinds of respect accorded students and teachers. Schools convey to children what is expected of them, what is right and wrong. It is often claimed that values are caught rather than taught, through their ethos; schools socialize children into patterns of moral behavior.

Text books and courses often address moral questions and take moral positions. Literature inevitably explores ethical issues writers take positions on those issues. In teaching history we initiate students into particular cultural traditions and identities while economics courses and text typically avoid over moral language and claim to be "value free" their accounts of human nature, decision-making and the economic world have moral implications.

The overall shape of the curriculum is morally loaded by virtues of what it requires, what it

makes available an electives and what it ignores e.g. for more than a century (but especially since a nation at risk and reform reports of the 1980's) there has been powerful movements to make schooling and the curriculum serve economic purposes.

It is high time that all educational institutes whether schools and colleges should introduce compulsory subject of ethical education so that students come out from the institutions in the real sense. And teacher should be well educated, qualified and well informed and should well versed with there requirements of these growing buds. Children of today will tomorrow develop into a lot as per our endeavours in shaping their behavior.

And also strong feelings of hatred against attributing partners to Allah (SWT) and idol worship can be derived while talking about the concept of Tawhid (oneness of Allah throwing light on the sacred lives of Allah's Messengers implies that we should models and should ourselves live pious lives in other word means that ignorance and illiteracy should be ended and it may also convey the idea of an organized life a pollution free atmosphere and an invitation to keeping law and order in the society. We also make the best use of these ideals of Islam by putting them into practice. If millions of Afro-Americans embraced Islam because Bilal (R.A) was black, why can't we motivate others on the same ground.

Parent's view points:- Allah says " Indeed he succeed, who purifies his own self. And indeed he fails, who corrupt his own self." (Al Qu'ran)

Ethical education starts at home and continues there. The first sound a baby in womb hears is its mothers heart beat, the first voice of its

mothers. This is the voice that is learnt to be loved and obeyed for all the time, the only voice that carries conviction. If the character of the youth is rightly moulded in childhood and the qualities of self control and temperance is inculcated in them, they will be an asset to society. If they are neglected left unenlightened and uncontrolled, society will suffer a considerable damage e.g. if the youth indulging in hazardous activities like drug addiction, alcoholism, smoking etc. it is the duty of parents and other elderly people to keep an eye on them. They must remain strict/careful to their wards and should gave them religious knowledge. They should teach them ethical values from the early years of their childhood and let them know what is right and wrong.

Therefore, every one should try to implement Islamic values among the children practically by sending them to 'Darasgah'. Parents must be more concerned to wards at religious grounds rather than at academic grounds. When our wards would follow the Quran and the teachings of Prophet Muhammad (S.A.W), they would be successful very soon.

Student's view points:- If a person actually makes a start, moving under the guidance of the Quran, he/she will soon find himself/herself marching steadily along the straight path, and he/she will go on gradually rising to the higher and higher planes of spiritual development.

Every child bears some resemblance to his parents. Together with their physical characteristics he assumes some of their spiritual qualities as well. Children are born helpless and need the care of adults into their teens and often beyond. If the parents gave religious knowledge to their wards from the

early years of life, then there wards can't do such things which our religion can't accept. When the father goes to Mosque for offering prayers it is his duty that he should put the hand of their son for coming and do the same and also when the mother offers prayer she should also ask their daughters for offering Namaaz not only one time but five times a day.

Prophet Muhammad (S.A.W) said:

"Whosoever has two or three daughters and they gave them religious teachings and let them know what is right and wrong will go to Jannah with our beloved prophet (S.A.W) and there is no difference in between them."

Ummul Momineen Ayesha (R.A) wife of holy Prophet (S.A.W) said:

"The character of Prophet Muhammad (S.A.W) was an embodiment of the teachings of Quran."

Religious leaders view points:- Being Muslims, we are required to believe in the Quran study it, and ponder over its meaning in order so that we may act upon its teachings in our actual life. The Quran is not a book of magical formulas or

mantras which are chanted to ward off evil. The Quran as we know is guidance for whole mankind. The purpose for which this book has been revealed will be realized only if people act upon its teachings and make a guide in every sphere of their life.

"And whosoever doesn't judge by what Allah has revealed, such are the disbelievers."

One needs to develop in him the self-realization and morality. He should develop in him the ethical values like truthfulness, dedication towards religion, sincerity, honesty, discipline, keeping promises moral behavior, good ideas etc. religious teachings gave him a social structure, which would strengthens his ethical values. Moral degradation would be eradicated from our society if every one would be morally strong. When everyone would free themselves from the slavery of imitating others and return to their identity and Islamic etiquettes, they would regain might honour and dignity. We could achieve our goal of life if we would follow our beloved Prophet (S.A.W) and our parents rather than film stars.

References

- J. C Aggarwal and S. Gupta (2007) *Secondary Education*. Shipra Publications.
 Nazrul Hafiz Nadwi (2006) *Western Media and its Impact on Society*, Academy of Islamic Research and Publications, Lucknow
 N. Jayapalan. (2000) *History of Education in India*, Atlantic Publishers and Distributors.

Mohit Chakrabarti. (2007) *Modern Issues in education*, Kashmir Publishers Distributors, New Delhi.

S.M Ziaddin Alavi (1998) *Muslim Education Thought in the Middle Ages*, Atlantic Publishers and Distributors.

INTERNET (2011) www.google.com.
en.wikipedia.com

COMPARATIVE STUDY OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS ON THEIR TEACHING COMPETENCY WITH RESPECT TO THEIR RURAL URBAN BACKGROUND

Gawher Ahmad Bhat*
Syed Ishfaq Ahmad Shah*

ABSTRACT

The paper presents a comparison in teaching competency of male and female teachers on their rural and urban background. This study was conducted on 100 male and 100 female teachers with equal distribution of 100 from rural and 100 from urban background by simple random sampling technique. The descriptive method was used to conduct this study. Teaching Competency Scale by S.K. Puro was used to collect the data then data was treated through Mean, S.D and t-test to interpret the results. It was found that male teachers are competent than female teachers and urban teachers are high competent than rural teachers.

Keywords: Teaching Competency; Male & Female Secondary School Teachers.

Introduction

There are no two views on this fact that Education imparts the moral and spiritual characteristics to an individual apart from his physical and mental well being, but the most important question is to understand the origin of Education. If Education inculcates the humanistic values in an individual according to the post modernists, the values cannot be inculcated by words alone. That confirms the fact that to percolate the values into personality we need a human resource, who would be themselves humane and with full of values, only then he can incorporate values in others. As per educational value is concerned, it points out that human resources is "Teacher"

In the words of Himayoun Kabir, "Teachers are the Architects of the nation's destiny, it may be sound truism, but it still needs to be stressed. What the teacher is the key of any educational reconstruction". Teachers influence is everlasting. He shapes the destiny of future citizens. The teacher occupies a very important role in the society because he brings about the

transformation of the intellectual tradition from one generation to the next. He maintains the level of technological skill and keeps light of civilization burning bright. He is expected to help in the social revolution that is taking place in the country. His duty does not end in the classroom with his students. He owes a duty to the society and nation; he should be a breast to the development in the country and the world. He should be able to constantly adjust his methods and approaches to suit the changing times.

The open school organizational climate positively affects both the teaching competency as well as teacher effectiveness. Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness (Prakash, 2006). Females are invariably higher with insignificant difference in all types of school categorized in terms of territory management type and organizational climate. Moderately better teacher

*Research Scholars, Department of Education, University of Kashmir

effectiveness was observed in schools under Christian management. There existed a significant relationship between teaching competency and teacher effectiveness. Teaching competency, territorial variations as well as school organizational climate yielded highly significant main effects where as sex management types did not. Samantory (2001) conducted study teacher attitude, teacher adjustment and their relationship with teaching competency and found that teacher attitude and teaching competency are positively related with each other. Good adjustments results in superior teaching competency.

Need and Importance

Teaching is the fundamental duty of a teacher and it is made competent by successful teachers. Successful and competent, these two terms may be used synonymously in the context of good teaching.

A nation's well being depends up on its teacher's well being; our millions of teachers are the custodians and our future. It is well said that the future of our nation is being shaped by our teachers in the class room. The success of any educational programme mainly depends up on the quality of teachers. Teacher has always been considered as indispensable for the preservation and development of the intellectual life and civilization of mankind. The accumulated knowledge and experiences of the human race are passed on from one generation to another through the process of education or teaching. As such teachers, to a large extent determine the destiny of a nation. They are considered as the builders of nation. J.L Nehru, once rightly said, "The future of India is being shaped in the classroom". According to him, the teacher plays

an important role in the preparation of the oncoming generation for various spheres of life.

Secondary Education Commission (1952), rightly point out "we are convinced that most important factor in the contemplated educational reconstruction, is the teacher his personal qualities, his educational qualifications, and his professional training. The teacher occupies a very important role in the transfer of the intellectual tradition from one generation to the next. He maintains one generation to the next. He maintains the level of technological skill and keeps the light of civilization burning bright. Skinner (2002) is of the opinion that purpose of teaching is to help the people to learn. He further visualize that each person learns from his own efforts and experiences from which he may learn.

The research gap identified in writing the review of the problem highlights its research importance. The paper would have positive implications in the educational system. When the teachers level or standard may be good the output in shape of students will be of great level which in turn will result in better or we can say competent society. The paper is expected to influence the teaching process in schools and other educational institutions.

Objectives:-

1. To compare male and female secondary school teachers on their teaching competency.
2. To compare rural and urban secondary school teachers on their teaching competency.

Hypothesis:-

1. There is no significant difference between male and female secondary school rs

teachers on their teaching competency.

2. There is no significant difference between rural and urban secondary school teachers on their teaching competency.

Design of the study:-

Procedure for the sample selection:-

The present study was conducted on 200 secondary school teachers of two districts Pulwama and Srinagar on the basis of random sampling technique. Out of 200 secondary school teachers 100 were male-female/rural and 100 were male female/urban.

Statistical Techniques:-

Mean, S.D and t-test were used to analyse the data and interpret the results.

Analysis and Interpretation:-

Table (1) Showing the mean comparison of male and female secondary school teachers on their teaching competency:-

Group	Mean	S.D	N	t-value	Level of significance
Male	79.6	31.4	100	3.75	Significant at 0.01 level
Female	64.5	25.5	100		

The above table 1 shows that the two groups; male and female secondary school teachers differ significantly on teaching competency at 0.01 level of significance. The mean score of two groups differ significantly. Both the groups; male and female secondary school teachers have not similar level of teaching competency.

Table (2) Showing the Mean comparison of rural and urban secondary school teachers on their teaching competency

Group	Mean	S.D	N	t-value	Level Of Significance
Rural	62.54	30.12	100	2.20	Significant at 0.05 level
Urban	72.30	32.40	100		

The male school teachers showed good teaching competency than female secondary school teachers. The objective which reads as "to compare male and female secondary school teachers on their teaching competency" has been realised.

In view of the above tabulated results the hypothesis stated above as "there is no significant difference between male and female secondary school teachers on their teaching competency stands partially rejected.

The perusal of the above table -2 shows that the two groups rural and urban secondary school teachers differ significantly on their teaching competency at 0.05 level of significance. The mean score of the two groups differ significantly. Both the groups don't have similar teaching competency. The urban secondary

school teachers showed good teaching competency than rural secondary school teachers. The objective which reads as "to compare rural and urban sec. school teachers on their teaching competency" has been

realized.

In view of the above results the second hypothesis which reads "there is no significant difference between rural and urban secondary school teachers, on their teaching competency "stands partially rejected.

Discussion:-

The data analyzed through the table 1 reveals that male secondary school teachers s

showed better teaching competency as compared to female secondary school teachers. The mean score favoured the male secondary school teachers, which indicates that there is significant difference between male and female secondary school teachers. The data analyzed through the table 2 reveals that rural sec. school teachers showed low teaching competency as compared to urban sec. school teachers. The mean score favoured the urban sec. school teachers, which indicates that there is significant difference between rural and urban sec. school teachers.

Conclusion:-

It was found that male secondary school

teachers in comparison of female secondary school teachers are more competent on their teaching competency. It has also been found that rural sec. school teachers in comparison of urban sec school teachers are low competent on their teaching competency.

Suggestions:-

At the time of appointment the teachers who possess good competency towards teaching profession should be appointed, so that students may not suffer in their respective schools. In service teacher training programs and refresher courses should be arranged to develop good teaching competency.

References:

- Arrora, K. (1975). Difference between Effective and in Effective Teachers. New Delhi, S. Chand and co.
- Arun, A. (2004). A text Book of Teacher Education. New Delhi, Prominent Publishers, pp- 320-322.
- Aseli, M. (2008). " Teachers competency of secondary school teachers. Journal of Institute of Educational Research, Vol-12, pp- 40-45.
- Biddle, B. J. & Allena, W.J. (Ed.) (1964). Contemporary Research on Teacher Effectiveness. New York, Holt Rinehart and Winston.
- Passi, B. K. & Lalita, M. S., (1980). Manual of General Teaching Competency Scale. (G.T.C.S). A Class Room Observation Schedule. National Psychological Corporation, Kehrighat Agra.
- Passi, B.K. 1976, Becoming Better Teacher: Micro- Teaching Approach. Ahmadabad, Sahitya Mudranalaya.
- Prakash, D. (2006). A Study of Teacher Effectiveness as a Function of School Organisational Climate and Teaching Competency. Research Waves, Vol. 4, no.2, p21-25.
- Rao, B. D. (2003). Teacher in Changing World. New Delhi, Offset Printers.
- Rao, V. K. (2001). Teacher Education. New Delhi, APH Publishing House.
- Sarantory, G.K. (2001). A Study of Teacher Attitude, Teacher Adjustment and their Relationship with Teaching Competency. Teacher Education. Vol.6, p32-34.
- Secondary Education Commission (1954). The Report of Secondary Education Commission, Ministry of Education, Govt. of India.
- Shela, M. (2001). Teacher Education: Trends and Strategies. New Delhi, Radha Publications.
- Skinner, C.E. (2002). Educational Psychology. New Delhi, Prentice Hall of India, Pvt. Ltd. p20.

COLLEGE EDUCATION IN PUNJAB: TIME FOR RETHINKING

Harjiv Kaur Sidhu

Education is a liberalizing force as also an evolutionary force, which enables the individuals to rise from mere materiality to superior planes of intellectual and spiritual consciousness. Education is a dialogue between the past, present and the future so that the coming generations receive the accumulated lessons of the heritage and carry it forward. (UNESCO, 1998)

Education in India has a history stretching back to the ancient urban centers of learning at Taxila and Nalanda. Education in India falls under the control of both the central government and the states, with some responsibilities lying with the centre and the state having autonomy for others. (Chaturvedi, 2009) Education commands pivotal place in socio-economic development. It is the single largest contributor to economic growth. The spread of education both in the quantitative and qualitative spectrum entails tremendous growth potential by providing big push to the human capabilities. An appropriate education system cultivates knowledge, skill, positive attitude, awareness and sense of responsibility towards rights and duties and imparts inner strength to face oppression, humiliation and inequality.

Education commands pivotal place in socio-economic development. It is the single largest contributor to economic growth. The spread of education both in quantitative and qualitative spectrum entails tremendous growth potential

by providing big push to human capabilities. An appropriate education system cultivates knowledge, skill, positive attitude, awareness and sense of responsibility towards rights and duties and imparts inner strength to face oppression, humiliation and inequality.

Developing countries face new challenges in 21st century, especially in the higher education sector. Both opportunities and threats are arising out of these new challenges. Higher education seems central to the creation of intellectual capacity on which knowledge production and a country's social and economic development depends. (Chitreka, 2008)

Educational investment is more productive and enduring than that of other forms of physical investment. Education is the principal as well as the most effective channel to place multiple disadvantaged sections of society with the socio-economic mainstream. The advanced societies have accepted accorded the highest priority to the education sector in their overall development strategy. Therefore educational planning, finances and administration occupy a place of pre-eminence in the whole gamut of educational structure and its delivery mechanism. (Mitter, et.al, 2002)

India is the world's second most populous and a comparatively young democracy. The Indian economy after liberalization in 1991 has transformed into a vibrant rapidly growing consumer market, comprising over 300 million

* Assistant Professor in Economics, Triai Shatabdi Guru Gobind Singh Khalsa College, Amritsar

strong middle class with increasing purchasing power, but the fast rate of growth both in service sector as well as in manufacturing sector in India has led to enormous shortage of talent. (Aggarwal, 2010)

The state of Punjab represents the typical case of higher levels of state income coexisting with lower levels of literacy. The state has been experiencing serious imbalance in terms of greater overall greater prosperity with poor quality of human resources. Educational growth in the state is highly skewed. The level of education among the weaker sections, women, slum-dwellers, rural folk, agricultural laborers, marginal and small farmers and informal sector workers is very low. The crux of the problem is that the faster agricultural growth of the state has in fact camouflaged the limited progress of the state in the sphere of social sector. The situation necessitates making an in-depth analysis of public spending on education in the state keeping in view its own economic position and educational performance vis-à-vis that of other States.

The ongoing phase of privatization and liberalization-----, has given way to indifference and skepticism about education system in general and the higher education in particular. Resources are often in short supply. There is an urgent need to maximize the efficiency of inputs in the education sector and thereby eliminate the wastage of precious resources. In fact, the frequent claims of education sector for a large share in national budget can be sustained only if the resources already invested are fully and efficiently utilized. There is a general impression that the resources already invested in education

sector and thereby the available infrastructure is grossly underutilized and a lot of wastage of resources is involved. Various commissions have emphasized to obtain maximum possible output from a given level of investment. Education sector is faced with the challenge of raising effectiveness of utilization of available resources.

It is no denying the fact that NPE (1986) contains all that is necessary for making our higher education system meet the challenges that face the nation. Yet the system continues to remain entrenched in the outdated traditions of nineteenth century. (Oberoi, 1995)

At present the education sector is faced with the challenge of raising the effectiveness of utilisation of available resources. In the regime of privatisation, the system requires maximisation of revenue and minimisation of cost. The present study is an attempt to analyse the cost recovery pattern in college education. This study is based on primary data pertaining to years 2005-2009.

For collecting primary data forty per cent of the whole universe (two hundred six colleges) is considered as a sample (ninety colleges). For drawing the sample stratified random sampling technique has been used. To simplify the analysis the universe has been divided into three stratas: Government Colleges, Government aided Private Colleges and Private unaided colleges. Out of the universe present sample drawn is composed of twenty six government colleges, forty two private aided colleges and twenty two unaided colleges. According to strength all the colleges have been categorised into three broad categories: large colleges, medium colleges and small colleges.

Table 1

	URBAN				SEMI-URBAN				RURAL				ALL
	LARGE	MEDIUM	SMALL	TOTAL	LARGE	MEDIUM	SMALL	TOTAL	LARGE	MEDIUM	SMALL	TOTAL	
GOVT.	11	02	01	14	0	02	0	02	0	04	06	10	26
AIDED	08	11	03	22	01	09	01	10	03	04	03	10	42
UNAIDED	0	05	02	07	0	01	04	05	0	06	04	04	22
TOTAL	19	18	06	43	01	12	04	17	03	14	13	30	90

Top twenty-five per cent in terms of strength have been termed as large sized colleges, the lower twenty-five per cent as small sized colleges and rest of the middle fifty per cent as medium sized colleges. In this way there are twenty three colleges in the first category, forty-four in the second category and twenty-three colleges in the third category.

Location wise colleges are categorised into urban, semi urban and rural colleges. Break up of the sample is given in Table 1. The table shows that there are 43, 17 and 30 colleges in the first, second and third categories respectively.

From the raw data obtained, cost components and various cost related coefficients have been arrived at by using the appropriate statistical tools like arithmetic mean, coefficient of variation, correlation and analysis of variance.

Results and Discussion

Recurring Cost Recovery Pattern

The percentage distribution of income (Table 2) from all sources for the sampled colleges shows that the system of college education is basically dependent on the grant-in-aid. This dependence is to the extent of 72.15 per cent of the total income. Major source of this grant-in-

aid is the state government. Income from operations in colleges of Punjab is just 27.85 per cent. Tuition fee generates just 4.96 per cent of the total income and funds contribute 22.24 per cent of the total income. That is to say student contribution to the total income is to the tune of 27.20 per cent of the total income in college education.

Ownership category based analysis (Table 2) highlights the ground realities of the system. It shows 95.44 per cent of the total income of government colleges is formed by grant-in-aid only. This grant-in aid figure is just 47.72 per cent in case of private aided colleges and is nil for the unaided private colleges. Tuition fee contributes just 0.70 per cent of the income and funds contribute 3.60 per cent of the income in case of government colleges. Income from operations is just 4.56 per cent of total income in case of government colleges. Private aided colleges are generating more than half (52.28 per cent) of their income from operations. In case of private aided colleges 45.62 per cent of the total income is formed by funds and fee share is 5.43 per cent. Private unaided colleges are generating their entire income from operations. Fee share is 41.93 per cent and funds are 57.30 per cent of the total income. So

Table 2
Composition of Cost Recovery in College Education in Punjab

Type of College	Tuition Fee	Funds	Other Income	Total Income	Govt. Grant -in-Aid	Other Aid	Total Aid	Total Recovery
Ownership-wise								
Govt.	0.70	3.60	0.26	4.56	94.48	0.97	95.44	100.00
Pvt. Aided	5.43	45.62	1.22	52.28	46.45	1.28	47.72	100.00
Pvt. Unaided	41.93	57.30	0.77	100.00	0.00	0.00	0.00	100.00
Location-wise								
Urban	3.62	19.52	0.52	23.66	75.52	0.82	76.34	100.00
Semi-Urban	11.51	29.93	0.89	42.33	54.71	2.96	57.67	100.00
Rural	9.36	35.34	1.27	45.98	53.06	0.96	54.02	100.00
Size-wise								
Small	13.74	33.22	0.59	47.55	49.51	2.95	52.45	100.00
Medium	11.34	33.15	0.90	45.39	54.10	0.51	54.61	100.00
Big	2.63	18.73	0.59	21.95	77.15	0.89	78.05	100.00
All	4.96	22.24	0.64	27.85	71.13	1.02	72.15	100.00

Source: Field survey (2005-09)

in private aided colleges share of fee component is almost seven times and in private unaided colleges this share is almost sixty times as compared to the same in case of government colleges. Private, both aided and unaided colleges are managing themselves by depending more on charging excessive funds from the students as tuition fee is fixed by the universities/State. Area-wise analysis (Table 2) shows that urban colleges get 76.34 per cent of their income in the form of grant-in-aid. This is just 57.67 per cent and 54.02 per cent for semi-urban and rural colleges respectively. Urban colleges of the state produce 23.66 per cent of the total income from operations. Income from operations is the highest in case rural colleges (47.55 per cent). It is followed by semi-urban colleges (45.98 per cent). Size-wise analysis of the institutions in the state shows that medium sized colleges get 78.05 per cent of the total income in the form of grant-in-aid. Big colleges get 72.15 per cent and small colleges

get 54.61 per cent of the total income in the form of grant-in-aid. Same is the behaviour pattern of income from operations.

Thus, the composition of income is indicative of the fact that government colleges are getting their almost entire income from grants and private aided colleges are getting less than half and private unaided colleges are self-sustaining. Urban area medium sized colleges are the major gainers and rural area and smaller colleges are relatively the losers in case of grant-in-aid. In terms of income from operations rural and small sized colleges are sustaining on fees and funds and urban and medium sized colleges are the gainers of present regime.

Tuition Fee and Funds

In the wake of privatisation the institutions of higher education are expected to generate their own resources. Most of the higher education institutions have followed the way of enhancing the tuition fees and the funds chargeable from

Table 3
Distribution of Tuition Fee Charged in Colleges of Punjab

Type of College	Average Tuition Fee Charged (Rs.)	Coefficient of Variation (%)	F-Statistic
Ownership-wise			
Government	159	127.81	8.323**
Private Aided	512	96.27	
Private Unaided	3162	174.92	
Location-wise			
Urban	1321	311.28	0.343
Semi-urban	976	174.70	
Rural	727	142.72	
Size-wise			
Small	1741	274.16	1.363
Medium	965	181.33	
Big	466	149.37	
Total	755	179.11	-

Note: Significant at 1 per cent
Source: Field Survey (2005-09)

the students to raise the resources. Tuition fee per student is given in (Table 3). Per student tuition fee in government colleges is Rs.159; in private aided colleges it is Rs.512 and in private unaided colleges it is Rs.3162. Private unaided colleges are thus charging about twenty times higher tuition fees as compared to government colleges and about six times more as compared

to private aided colleges. This wide variation is indicated by the analysis of variance also ($F=8.323$).

Location-wise analysis of tuition fee per student underscores the fact that urban area colleges are charging slightly higher fee as compared to the other two categories. In urban area colleges tuition fee is Rs.1321; in semi-urban area

Table 4
Distribution of Funds Charged in Colleges of Punjab

Type of College	Average Funds Charged (Rs.)	Coefficient of Variation (%)	F-Statistics
Ownership-wise			
Government	813	58.59	13.155**
Private Aided	3420	88.58	
Private Unaided	3955	53.48	
Location-wise			
Urban	2549	104.24	0.425
Semi-urban	2818	79.02	
Rural	3140	90.73	
Size-wise			
Small	3566	81.43	2.523
Medium	2785	89.05	
Big	2040	115.02	
Total	12271	94.41	-

Note: Significant at 1 per cent
Source: Field Survey (2005-09)

colleges it is Rs.976 and in rural area colleges it is Rs.727. There is a wide variation within the colleges in the individual categories but the difference in tuition fees among the colleges of different locations is statistically insignificant ($F=0.343$).

Likewise, tuition fee is higher in small sized colleges and lower in big sized colleges. There are wide variations within the three categories, but the variation is insignificant among the three categories ($F=1.363$).

Higher education institutions, next to tuition fee, depend upon several kinds of funds from the students. A look on annual amount of funds per student (Table 4) shows that government colleges collect Rs.813 per student as funds. On the other hand, private aided colleges charge Rs.3420 and private unaided colleges charge Rs.3955 per year as funds. So, private aided colleges are charging slightly more than four

times and private unaided colleges are charging about five times more funds as compared to government colleges. There is a wide variation with in private aided colleges as far as fund charges are concerned. This is shown by relatively higher value of coefficient of variation. Location-wise analysis and size wise analysis of funds charged per student does not show statistically significant difference.

Recovery of Recurring Cost from Tuition Fee

Tuition fee as a percentage of total recurring cost is given in Table 5. In government colleges 1.50 per cent of total recurring cost is recovered from the fee charges. Private aided colleges recover 6.86 per cent of their total cost from tuition fee only and in private unaided colleges 55.40 per cent of the total recurring cost is recovered through tuition fee. Thus, the private unaided colleges charge about 37 times tuition fee as compared to government colleges and a

Table 5
Tuition Fee as a percentage of Total Recurring Cost in Colleges of Punjab

Type of College	Tuition Fee as a percentage of Total Recurring Expenditure (%)	Coefficient of Variation (%)	F-Statistic
Ownership-wise			
Government	1.50	138.43	14.309**
Private Aided	6.86	161.08	
Private Unaided	55.40	136.33	
Location-wise			
Urban	18.37	306.76	0.030
Semi-urban	15.99	158.16	
Rural	16.13	182.93	
Size-wise			
Small	22.46	193.40	1.089
Medium	21.59	269.76	
Big	7.47	257.18	
Total	16.62	247.11	-

Note: Significant at 1 per cent
Source: Field Survey (2005-09)

Table 6
Tuition Fee as a Percentage of Total Recurring Cost in Colleges of Punjab

Tuition fee as a percentage of total recurring cost	Frequency
0-5	46
5-10	22
10-15	4
15-20	6
20-25	2
35-40	1
40-45	1
50-55	1
60-65	1
75-80	1
110-320	5

Source: Field Survey (2005-09)

around 8 times as compared to private aided colleges. Location wise distribution of tuition fee as a percentage of total recurring cost does not show any significant difference. It varies within 15.99 to 18.37 per cent ($F=0.030$). Another interesting fact about the tuition fee is highlighted by size wise distribution of this data. In small sized colleges, tuition fee as a percentage of recurring cost is 22.46, in medium colleges it is 21.59 and in big sized colleges it is 7.47. Small and medium sized colleges are, therefore, recovering three times total recurring cost from tuition fee as compared to the big colleges.

Majority of the colleges ($N=46$) are charging tuition fees up to 5 per cent of recurring cost (Table 6). In this category, most of the colleges are government colleges, followed by this there are 22 colleges which are charging tuition fees which is between 5-10 per cent of their recurring cost. There are certain notable exceptions also as there are 5 colleges which are recovering a very high percentage of their recurring cost as tuition fee. Among these

colleges, there are generally private unaided colleges.

Conclusions

The higher education system of the state, initially a state planned and financed, has been thrown open to the private sector in the decade of nineties. The government has started withdrawing from financing higher education and the higher education institutions are expected to be self-sustaining. As a result of this, there has been a drastic structural change in the higher education system of the state. Traditional multi-faculty arts, science, commerce and home science colleges have introduced many self financed job oriented courses. Universities of the state, basically perceived centers of higher learning and research have also entered into the business of college education.

Another dimension of this structural change in education is that enhancing existing fee or charging exorbitant fees is a common phenomenon. In the name of sponsored seats, students with low merit replace the high merit

intake of the colleges. The higher education in the state is characterised by the feature of exclusion of rural and the poor. Resource mobilisation, that too just a short term, is the only objective. Long term business of an institution is a function of its brand-image and a short term business is to sell whatever has a market. Higher education system of the state has moved somewhat on the second option.

Future sustainability of a system depends on its capacity to generate the surplus per unit of output. In the education system surplus is generally defined as the difference of income and the cost. The surplus is generated only in government and private unaided colleges. The private aided colleges suffer from deficits. Most

of the deficit generating institutions of higher education belong to semi-urban areas and are medium sized institutions.

To sum up, the structure of cost and cost recovery in college education in Punjab does not reflect a model characterised by long-term strategy and vision. It is biased in favour of urban area. Government withdrawal from college education, on the name of privatisation, has made the system to be shortrun profit motivated. Human capital and its highest form the intellectual capital development has lost the ground. This is high time for state government to come up with a vision on higher education and make it more inclusive.

References:

- Aggarwal, N. M. (2010): "Managing Human Resources in a Liberalised Economy", *Yojna*, Vol. 54, June, 2010, p.8.
- Chaturvedi, S. (2009): "Challenges before Education in India", *Yojna*, Vol.53, September, 2009, p. 25.
- Chitreka, C. (2008): "Accessibility and Affordability of Higher Education in the 21st Century in Lesatho", *The Indian Journal of Social Work*, Tata Institute of Social Sciences, Vol.69, June 1, 2008, pp. 20-21.

Mittar, V., et.al. (2002): *Changing Structure of Education in Punjab*, Publications Bureau, Punjabi University, Patiala, p.1.

Oberoi, N. K. (1995): "Higher Education: The Fate of Commissions and Committees- A Lesson for Twenty-First Century", *Journal of Higher Education*, Vol. 18, No. 3, Monsoon, 1995, p.485.

UNESCO World Conference on Higher Education in the Twenty-First Century, Paris, 5-9 October, 1998, pp.3-4.

SKILL DEVELOPMENT AND EMPLOYABILITY

G H. Mir*

In the recent past, the economy of the countries of the world has undergone rapid development. An analysis of the economically developed countries make it abundantly clear that human factor has played a much more significant role in their development than those of natural and material resources. Therefore, masses should be at the center of the developmental activities rather than keeping them at its fringe as passive spectators. As such it is imperative to acquaint and equip the people with latest skills and knowledge to cope up with the dynamics of the fast changing world of work. A critical challenge, society faces at the beginning of the century is the attainment of full employment and sustained economic growth in a global economy and society. This challenge is becoming even more complex and demanding. Socio-economic and technological change is gathering pace and demands continuous policy and institutional adaptation in order to meet new needs and to seize the opportunities that are rapidly opening up in a world economy. It has been increasingly recognized that peoples' endowment of skills and capabilities at their investment in education and training constitute the key to economic and social development. The overall goal of the world economy and international community should be to implement effective policies to provide opportunities for all the people to obtain decent and productive work to address skill gaps in the developed and developing countries, facilitating everybody's participation, involvement and role in the economic and social fabric of the society thereby eradicating socially

Imbalanced economic development. This requires holistic organized action to go into the problems and potentialities with strategic efforts and initiatives that are vital to social progress, employment creation, support by increased and effective investment in human resource development, learning and training for employability, competitiveness, growth and social inclusion of all, promoting fundamental rights to work, improving social protection and strengthening social dialogue.

There is a wide spread perception and realization that the globalization of education and economy are making learning and training policies even more important. A well trained and dexterous workforce is key to provide domestic firms with competitive edge. Workers therefore require a higher level of training to adapt to accelerating technical and market changes. Therefore, competency and proficiency is the basic but, core requirement which could play a permanent role in making the country one of the most of leading economies of the world. As the countries with the higher and better levels of skills adjust more effectively to the challenges and opportunities of the world of work. The demographic advantage that our country enjoys coupled with prospects of global shortages in the skills as the world population ages, means that the country could be supply skills to the world. The core competency of India's human resource base has been significantly underlined in the vision document of 2020 released by the honorable prime minister of India on august, 2, 1996. The rapid

*Director, Life Long Learning (DLL), University of Kashmir

globalization has all been instrumental in bringing about changes in the job skills and labour quality so that the work force keeps on learning and updating their skills and knowledge to be globally competitive. Since, 92.4 percent of India's workforce is in unorganized and informal sector, (NSSO 61st Round 2004-05) reinforces and implies the need of comprehensive optimum involvement in functional updating of skill and creation of variety of learning and training opportunities for them. If we can train on skill, semi-skilled worker, educated unemployed youth, dropouts, stagnants, impart better skills of market to skilled Indian, create a more challenging environment and build awareness for the educated citizens will not only meet the targets, but they will excel too. The technology vision document advocated and formation of human resource base would finally lead us to the desired targeted economic achievement and reach to developed status. It has along be in realized that the existing education system has substantially failed to find a solution to the crisis of many dimensions it is faced with. The young graduates do not reconcile their knowledge with practical world of work. This is not just tale of a youngster but, it adds little sufferings of the parents, the community and the society at large. The ultimate result is that the threat of unemployment, uncertainty and helplessness looms large. There are undercurrents of lack of respect to the dignity of labour among the youth. Their economic life in 21st century is outdated, primitive and stagnant. This world does not look too good to them and their chances for career upward mobility, they feel, are extremely bleak and dark. Moreover, every year we have 5.5 million passouts of class X of which 3.3 million go to class XI, leaving 2.2

million out of the education stream. There are, besides, those who drop out at class VIII and who number 19 million. There are so many reasons responsible for the huge dropout rate, but they are the people who search for livelihood and other earnings. They also are looking forward for vocational skill trainings atleast for self employment avenues. Therefore, immediate and priority attention has to be paid to the target groups of left outs, dropouts etc., As against this, available formal training capacity is around 3 million students which leaves a gap of more than 18 million students. As said earlier 80 percent of the new entrants to the work force have no opportunity for skill training. So the major but primary challenge of skill development is also to address the needs of the huge population by providing skills in order to make them employable and help them secure decent work. This will inculcate dignity of labour and create greater awareness towards environment, education, health and other progressive concerns. But the existing training system is extremely limited and insufficient which needs to be re-oriented and revamped. It is important to increase the opportunities for skills training and improve the awareness and acceptability of vocational training as an option for increasing both quality and quantity of employability. The prevailing training system through ITIs and other govt. technical institutions etc., is described as highly centralized with no place for operational autonomy and flexibility to respond quickly to local skills and training needs. It has been felt that greater autonomy of training institutes would reduce the skills gap and make training more market oriented. Both old and young now have to face and accept the reality of changing jobs, re-training themselves in mid-career and

learning new skills and upgrade their own skills continuously.

The need of the skill development has long back been recognized as an integral part of the nation building and focal concern for the benefit of the individuals, families and communities. Mahatma Gandhi in his philosophy of basic education said that the "education should be work centric", knowledge includes all trainings that is useful for the service of mankind and liberation means freedom from all manner of servitude, which is essentially of two kinds: slavery to domination from outside and to ones own artificial needs". He emphasized the integration of craft, art, health and education in his scheme Nai Talim to cover the wide spectrum of issues one is encountered with from the time of conception to the moment of death. This was re-iterated by the university education commission (1949), Charted by Dr. S. Radhakrishnan emphasizing on professional and occupational education i.e., to focus on the development of the functional knowledge with a view to make teaching learning relevant to living and working conditions. The secondary education commission (1952-53) strongly emphasized vocational progress which says "by the end of secondary education, children should possess sound professional knowledge. It focused on professional skills through technical education even at the secondary level by establishing technical schools. Kothari commission (1964-66) accorded top priority to vocational education. It emphasized vocationalization of secondary education as a means for direct entry into employment. The demand to make education for life and work and divert students completing secondary education to vocational stream for gainful employment was repeated by

new education policy 1986. The programme of action document framed on the basis of the national policy of education 1986 was further updated and modified in 1992. The programme of action (POA) came out with a clear policy statement for vocationalization of education and thoroughly charted out the action to be taken in the years to come. The policy clearly stipulates that a minimum of 10 percent should be diverted to the vocational stream by the end of the 7th plan to be followed by 25 percent students in the VIII plan. The national knowledge commission has also recommended the immediate need to expand the scope of vocational education and training in the country. It says that an important aspect of India's rapidly growing economy is a skilled and educated workforce and a demographic advantage over aging western countries. Technicians and other skilled workers and craftsmen form the backbone of manufacturing and infrastructure development. There is growing demand for skilled workers but, data suggested that this demand is not met by the existing system, since the skills imparted do not match employer needs. In order for the system to become more relevant in the changing context and to exploit this demographic advantage in the future, there is a need to create a model of imparting of vocational education that is flexible, sustainable, inclusive and creative.

In the wake of unemployment, unskilled workforce, inadequate training institutes and dire need for creation of skilled manpower of high quality for over all development the honorable Prime Minister of India, Shri Manmohan Singh in his Independence Day address in 2006 marked the need for vocational education at massive scale.

He emphasized on mission mode to be given to skill development in the country for inclusive development. Regarding the same, the government of India particularly, the ministry of human resource development, new Delhi and all India council for vocational education has been taking special steps with regard to vocational training in need based and demanding areas. Besides technical education, institutes of higher education, colleges and universities, agricultural universities and other stakeholders are being mobilized to play their role in the field of vocational education and skill development on the priority basis. The government is coming out with comprehensive guidelines at national level with special emphasis on vocational education during 12th five year plan for economic growth, social development and employment by providing skills to the huge population. It aims at high inclusivity of male, female, rural, urban, organized /unorganized, employed / unemployed dropouts, physically challenged, etc. Besides short term vocational courses, national vocational qualifications framework (NVQF) has to be created to permit individuals to accumulate their knowledge and skills and convert them through testing and certification into higher diplomas and degrees. Several concurrent developments have generated an intense debate over the qualifications framework. Among these developments are education and training system, reforms for lifelong learning, the growth of enterprise institutions, partnerships in trainings, the proliferation of training providers, the spread of work place learning, active labour market policies that emphasize training and guidance, growing mobility in labour market as well as business efforts to improve productivity and

competitiveness through better human resource competency management. Workers therefore require a high level of training to adapt to accelerating technical and market changes. They should go hand in hand with economic, employment and other policies to establish, in an equitable manner, the new knowledge and skills based society in the global economy. In this context the development of knowledge and skills cannot be one off effort, but instead needs to be a continuous or a lifelong process. Hence it should be the natural self interest of all government as well as influence globalization towards more sustainable development. The importance of education and especially technical and vocational education and training for achieving sustainable development cannot be underestimated. The upgradation of specialists is not only a key to competitiveness and employment at the individual and corporate level but individuals are also more likely to gain employment if they are better qualified thereby increasing economic efficiency of the labour force.

The horizon of vocational education had also been expanded and promoted by the Universities since 1970s through continuing education under the umbrella of extension education to put an end to exclusive state of affairs of the universities. The universities under extension education went out in the field, entered into dialogue with people, tried to know their problems and frailties and worked out solutions by implementing plethora of need based programmes for improvement in quality of life of the people. The vocational character of its initiatives under continuing education helped lot many people to benefit from various part time short term professional vocational

courses. Many pass out trainees of different trades like electrical/ electronics, plumbing, fashion designing, art and craft, paper bag making, basic and advanced courses in Videography, photography etc have established their business units and became job creators/providers. Some of the trainees got Govt. jobs. The Directorate trains near about around 1,000 candidates in different need based courses every year and organizes a mini convocation at the end/ completion of courses for distribution of achievement certificates among the successful candidates. The Directorate has submitted a comprehensive proposal for vocational education courses to the J&K Govt. for onward transmission to the Central Govt. for taking up the programmes of vocationalization of youth on mission mode. The UGC with the changing scenario reoriented and reshaped its policies and programmes to make the current higher education system more relevant and responsive as per emerging needs of the community. The launching of career oriented courses with a focus on result oriented skill development to open up the opportunities for educated youth in-service, industry and self employment sectors.

References

- Indian Journal of Adult Education, vol. 70, No.1, January-March 2009
- XI plan- Introduction of career oriented courses In UGC Statutes, UGC New Delhi.
- Towards an Enlightened and Human sovereignty - A perspective paper on Education, Committee for review of National policy on Education (NPE) 1986, New Delhi, 1990.
- Sugan Bhatia, adult and continuing Education, edited by Sugan Bhatia, Mittal publication, New Delhi, India.

To give a missionary mode to vocational education and skill development with a view to achieve the desired goals, the institutions of higher learning and technical/ professional institutions should be given complete autonomy to be followed by flexibility, adaptability, affordability and accessibility by the respective institutions. The non-formal sector too has to play an instrumental role to promote 'learn while earn'. If implemented with the missionary spirit, it has wide scope for all the people to develop and ensure the employability. Thus the scheme has to increase accessibility of poor, far-flung, handicapped, drop-outs, economically challenged, disadvantaged in accordance with their vocational needs. This will not only put an end to discriminatory barriers but would engage people as a whole for overall development of the nation. Besides, the future of India lies in the hands of youth mainly in their proficiencies which again depends on the guiding path to be given by the Govt. and private institutions for the skill development of future generations. Thus proper guidance and effective implementation of vocational and skill development programmes is the need of the hour.

- UGC 11th Five Year Plan guidelines on Lifelong Learning and Extension.
- Skill Development Mission 2012-2022.
- Guidelines for the scheme of Adult Education and Skill Development, NLM, Deptt. of School Education and Literacy, Ministry of HRD, GOI, New Delhi-110001.
- Vocationalization of education conflict between Ideology and practice, N. Venkateswarlu and K. Chandrasekhar, Sonali Publications, New Delhi 2007.