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## **ATTITUDE TOWARDS TEACHING PROFESSION AMONG STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE**

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### ***Abstract***

*This paper aims to study the attitude of students towards teaching in relation to emotional intelligence. The study was conducted on one hundred students studying in XI class selected purposively from Chandigarh. For the collection of data Emotional Intelligence Inventory by Dr. S.K. Mangal and Mangal (2004) and attitude towards teaching scale by Harminder Singh Dhanoa (1993) were used. In order to achieve the objectives and test the hypotheses t-test and correlation were used. The result shows that there is insignificant relationship between attitude towards teaching profession and emotional intelligence and there is insignificant difference among high and low level of emotional intelligence students in attitude towards teaching profession.*

**Keywords:** *Attitude, Emotional Intelligence.*

### **Introduction**

It is rightly said that the quality of the nation depends on the quality of its citizens and the quality of citizens in response depends upon the quality of its teachers. A country cannot produce good doctors, engineers etc., without good teachers. It is high time that we understand the importance of having good teachers. Decision regarding choice of profession is much between a person's expectations and wants from the profession. This relates with the attitude of the students towards a particular profession along with their emotional intelligence. Little attention have been paid to the emotional intelligence predict student's attitude towards selection of profession.

## **Attitude**

An attitude shows an Individual's degree of liking or disliking for something. Jung (1921) defined attitude as a readiness of the psyche to act or react in a certain way. Attitude is dynamic in nature; it changes with time and experience. It is not innate but is acquired and formed. Attitude towards teaching profession is an enduring perceptual organization of an individual's beliefs and learned tendencies to react in different degrees that determine actual attitude towards teaching profession.

## **Emotional intelligence**

Intelligence refers to the capacity to reason validly with information. Emotional intelligence means the ability to perceive, control and evaluate emotions. The concept of Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990s. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". According to Goleman (1995) emotional intelligence consist of five components: Knowing our emotions (Self-awareness), managing them (Self-regulation) motivating ourselves, recognizing emotions in others (Empathy) and handling relationships (Social Skills).

## **Objectives of the study**

- To study the relationship between attitude towards teaching profession and emotional intelligence at class XI level.
- To compare the attitude towards teaching profession among students with high and low emotional intelligence at class XI level.

## **Hypotheses**

- There will be no significant relationship between attitude towards teaching profession and emotional intelligence among students at class XI level.
- There will be no significant difference in attitude towards teaching profession among students with high and low emotional intelligence at class XI level.

### Methodology

In order to collect data the survey method was used. The sample of the study consisted of 100 students of Chandigarh at class XI level. For the collection of data Emotional Intelligence Inventory by Dr. S.K. Mangal and Mangal(2004) and attitude towards teaching scale by Harminder Singh Dhanoa (1993) were used. In order to test the hypotheses and achieve the objectives, t-test and correlation were used as statistical techniques.

### Analysis and Interpretation

#### Hypothesis 1

Table 1: Showing correlation between attitude towards teaching profession and emotional intelligence among students at class XI level

Variables for class XI students (N=100)	Correlation	Significance
attitude towards teaching profession and emotional intelligence	0.297	Insignificant at 0.05 Level

It can be seen that the calculated value for the coefficient of correlation is 0.297 for the variables. The calculated value of the coefficient of correlation is insignificant at 0.05 Level. This shows that there is insignificant relationship between variables. The research hypothesis 1 is accepted. This hypothesis is supported by Cote and Hideg (2011).

#### Hypothesis 2

Table no 2: T ratio of high and low level of emotional intelligence class XI students for the attitude towards teaching profession

S.No.	Variable	Sample	Mean	Standard deviation	t-ratio	Significance
1	High level of	27	167.52	21.20	1.52	Not

	emotional intelligence and attitude towards teaching profession				significant
2	Low level of emotional intelligence and attitude towards teaching profession	27	159.52	17.10	

The standard table value of t-ratio at 0.05 level of significance is 2.01 at 52 degree of freedom. It can be seen that the calculated value for the t-ratio is 1.52 for the two groups. As the calculated value is less than the standard table value, the t-ratio is insignificant at 0.05 level. The research hypothesis 2 is accepted. The hypothesis is also supported by Babelan and Moenikia (2010). Attitudes are dynamic in nature and acquired whereas emotional intelligence is innate and include physiological responses to great extent. Therefore, no significant relation was found between level of emotional intelligence and attitude towards teaching profession.

### Conclusion

The success of educational change inevitably depends on the quality and performance of teachers. The research hypothesis 1 is accepted because the result shows that there is insignificant relationship between attitude towards teaching profession and emotional intelligence. The research hypothesis 2 is also accepted as the results shows that there is insignificant difference among high and low level of emotional intelligence students in attitude towards teaching profession. Research in the area of attitude towards teaching profession will help in making teaching profession attractive. The future of the nation is built through the process of education. The importance of teachers cannot be overlooked in the life and growth of a nation as a teacher influences the immature minds of the students.

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## **A COMPARATIVE STUDY OF ENVIRONMENTAL AWARENESS AMONG RURAL AND URBAN SENIOR SECONDARY SCHOOL STUDENTS OF LUDHIANA DISTRICT**

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### ***Abstract***

*The study aimed to examine the Environmental Awareness among rural and urban senior secondary school students of Ludhiana districts. There was one variables in the study namely Environmental Awareness. Tool used in this study was Environmental Awareness Ability Measures (EAAM) by Jha (2010). Data was collected from senior secondary school students of Ludhiana District (100 male and 100 female) out of which 100 students were from rural area and 100 students were from urban area. The data was analyzed by employing descriptive statistics like Mean, Median, Mode, SD, t-ratio. It was analyzed that there exists no significant difference in environmental awareness of rural and urban senior secondary school students. It was further found that there exists no significant difference in environmental awareness of male and female of senior secondary school students.*

**Keywords:** *Environmental Awareness*

### **Introduction**

Environment refers to sum total of all conditions which surround a man at a given point of space and time. The environment is a term which refers all physically fortifiable things at a particular time. It is the interaction between the living and in a particular area to perform various important activities of life.

Environment cover all outside factors that have acted on the individual since he began life on earth. At the Belgrade international workshop (1957) working documents were provided by the trend papers that described the state of the art of the environmental education in all parts of the world and provisions to extend and explore the environmental awareness, it also states a study shows that environmental awareness



may provide power and understanding of some objectives of environmental education that is

- To recognize the interdependence among living and non-living things.
- To take decisions individually and collectively and initiate for conservation of nature and natural resources.
- To make people about effective use of environmental resources.

Through the process of environmental awareness, people participate in the process of development without destroying or affecting the economical balances because they are aware about the side effects of environmental degradation. The environmental awareness changes the human attitude towards nature. It creates consciousness and a sense of responsibility towards environment in the society. Environmental awareness is needed so that the people in general understand the complex nature of Nature and the man-made environment so that they should be in position to actively and intelligently participate in solving the problem related to the subject. They not only need motivation and knowledge but even the skills to tackle problems and that will come from awareness and education. Polluted environment in dangers the human raise by threatening its survival on the planet earth. It is education which can make the human being conscious and knowledgeable about various environmental problems.

#### **Components of Environment:**

Environmental factors may be biotic components (living organisms) and Abiotic components (non-living variables). Biotic component: Biotic components are the living things that form an ecosystem. Any living component that affects another organism is known as biotic factor. Abiotic components are non-living compound and physical elements in the environment. Components of environment can be listed into 4 major aspects- Lithosphere, Hydrosphere, Atmosphere and Biosphere.

#### **Environmental Awareness & Understanding:**

Environment awareness and understanding among the people are, at once conscious of environmental education. An approach that emphasizes upon local issue, rather than global once, is often more effective in promoting public interest and understanding. This may account, in part, for the success of non-formal community environmental

education and local environmental communication programmer in sensitizing people about the loss of natural resources & make them aware about environmental issues in both urban and rural areas.

A number of environmental problems have just a local dimension both in rural and urban areas. People should be made aware of the use of water, electricity, detergents, chemicals, plastic, steel, wood etc. above this level come the localities, villages and their common properties and small towns. People should be encouraged in tree plantation and maintenance, social forestry, environmental education, extension programmers etc.

### **Role of Educational Institutions**

Educational institutions play a very important role in spreading awareness among the mass and these efforts help in the Student awareness to student participation for achieves public awareness to public participation. Environmental education in schools is taught as a separate subject by following the syllabus framed by NCERT since 2004. The main objectives of imparting environmental awareness in school curriculum is to great awareness & knowledge, developing positive attitude & preparing students for participating in solving various environmental problems.

### **Environment Education & Awareness**

Environmental awareness refers to awareness about various problems related to environment. We should understand that improvement in the environment automatically improves the quality of life. It is not only a question of air and water pollution. It includes elimination of disease, hunger, malnutrition and poverty, destruction of waste. Hence there is an urgent need for proper management of the environment. The main hurdle is that there is a lack of scientific knowledge and the will to act. In such a position society needs to be convinced of the importance of environment and we have to rely the fact that the way we live, will determine our future. As the problem is one, of the people will go a long way in carrying out anti pollution measures. A number of environmental problem have a local dimensions both in rural and urban areas. Role of Non- Governmental organization (NGO, s) voluntary organizations help the government regarding some Local environment issues. Some of their functions are as follows:

- They can be very effective in organizing Public movements for the protection of environment through awareness programmes or courses.

- „Chipkoo Aandolan“ for conservation of trees.
- “Sastra Sahitaya Parishad” for science and environmental awareness research and extension work.
- The recent report by CSE on use of excess pesticides in the Cola drinks sensitizes the people all over the country.

### **Environmental Awareness: Policy Implications**

As government develops and revises national plans for environment and sustainable development which needs to be increasingly considered and integrated. Environmental education enables individuals to gain awareness about their environment. They also acquire and exchange the knowledge, values, skills etc which enable them to act, individually and collectively to solve all present and future problems. Environmental education includes a broader approach which tries to overcome the common perception of education as a one way flow of information usually taking place in school. This approach tries to use environmental education as an instrument to enable participation and learning for people for all ages, based on two way communication ultimately the educational process become sustainable when the people decide to head for action, when they take responsibilities and the process themselves. By achieving such a perspective, civil servants, social groups and NGO"s put into effective environmentally sound policies for the conservation of nature. To achieve policy goals, government have at their disposal strict command and control instruments such as taxes, levies, subsidies, and laws as well as soft instruments such instruction, education, information, advertising and public relations.

As a policy instrument, education is effective only then:

1. The target is an identifiable and reachable.
2. The policy is clear, effective and legitimate.
3. The source is credible and legitimate.
4. The behavior requested is practicable, visibly helps solve the problems, has low individual cost, and is subject to control.

## **Role of Media in Creating Environmental Awareness**

One of the most effective way of spreading awareness among largest possible audience in the world and diverse country like India is mass media & vernacular press. Maximum environmental documentaries show on TV today attracts few viewers because of the academic or pedantic manner in features on environmental issues, they usually superficially researched and poorly written. Various issues like pollution, climate change etc. the media has been playing a vital role in creating awareness and raise issue to the pertaining topic of the environment. The media covers each corner of our country for spreading awareness about environmental issues like drought in Gujrat, pollution in the capital metropolitan cities, Chennai ground water level depletion and pollution from coal mines in Jharia, west Bengal. It is still to be confirming that the role of mass media is one of the most important factors spreading awareness about environmental problems.

### **Methods to Propagate Environmental Awareness:**

Various stages and methods than can be useful in raising environmental awareness among different strata of the society are given below:

- Inculcating among students with the help of education: It is excellent step that at present, all over the state/country we are introducing environmental education as a compulsory subject at all stage including high school, higher secondary and college level which will be beneficial for all young generations.
- Role of electronic media & Press :The role of media is very important in spreading awareness among the masses on environmental issues through plantation campaigns , awareness rallies, Dramatization, real eco- disaster stories etc. . Further TV serials are playing effective role in propagation of environmental awareness amongst the people of all age groups.
- The society plays the most important role in shaping the future of the country, it is very important to give them the decision maker for necessary orientation and training through specially organized seminars, workshops and other training programmes etc.
- Publication of environment related resources material in form of brochure, advertising pamphlets or booklets published by ministry of environment & forests, Govt. of India can also help in keeping environment save.

## **Reviews of Related Literature**

Kaur (2012) conducted a study to provide information about the level of environmental awareness of B.Ed. students in Patiala district of Punjab (India). Data was collected with self prepared questionnaire on 100 B.Ed students. The results showed that B.ED students possessed fairly good level of environmental awareness. It was concluded that no gap exists awareness of students when distributed area wise and subject wise.

Sivakumar (2012) made a study on the environmental awareness of high school students, related to their gender (boys/girls), locale (rural/urban) and type of school (govt./private). The study was conducted in Karnataka state (Devengere district). The sample comprised of 1440 students from standard ix in both urban and rural areas and different types of schools by stratified random sampling. Tool used for the study was environmental awareness ability measure developed by Parveen Kumar Jha(1998). The data were analyses by using mean, SD,,,"t" test & ANNOVA(two way). Results show that, gender and locality have interaction effect on environmental awareness.

Singhal and Verma (2012) examined the study to measure environmental awareness by a standard tool in higher secondary students of Jabalpur, Madhya Pradesh. Level of environmental awareness was found to be high in most students of different disciplines without gender difference. The students of humanities showed minimum awareness; biology and mathematics students showed the maximum environmental awareness. The students of central board had better awareness than those of state board.

### **Inference:**

Many studies have been conducted on environmental awareness by many researchers. From most of the studies, it is evident that urban students have more environmental awareness than rural students and there is a different environmental awareness level between male and female students.

### **Objectives of the Study**

- To study the environmental awareness among rural senior secondary school students.
- To study the environmental awareness among senior secondary school students with respect to their gender and locale

- To find out the difference in environmental awareness between rural and urban senior secondary school students.
- To find out the difference in environmental awareness between male and female senior secondary school students.

### **Hypotheses of the Study**

- There exists no significant difference in environmental awareness ability of students belongs to rural and urban areas.
- There exists no significant difference in environmental awareness ability of males and females senior secondary school students.

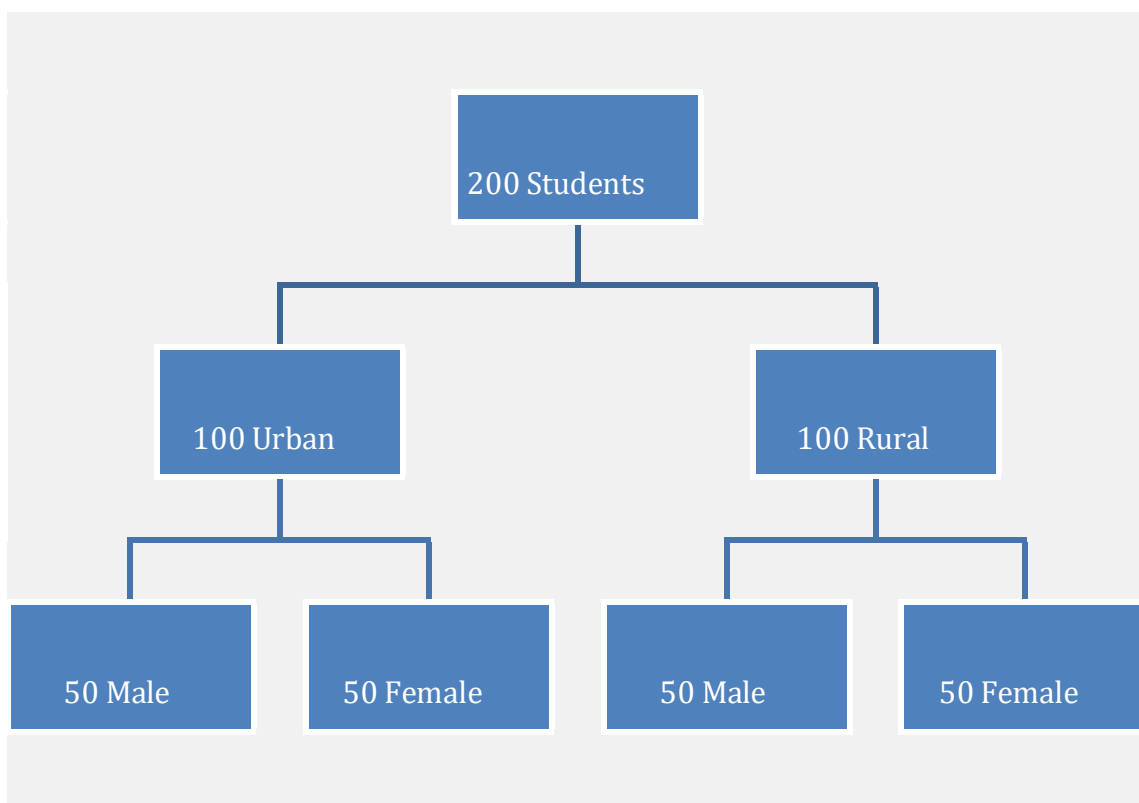
### **Significance of the Problem**

Human beings are the best creation of god and he always like to go for discovering something new, inventing, creating etc. He has the ability of transforming the nature. But, sometime same creativity can cause harmful effect to environment. Thus, since beginning of the earth he benefited the earth and with same zeal caused the harm also. He polluted the water, air, cause harm to living beings on earth, land, sky etc. Ozone layer is depleted. At present, the entire world is facing numerous of environment problems. These problems are of great concern for scientists all over the world. We better know that over-exploitation of natural resources is responsible for some of environmental problem. Some other problems are the direct outcome of lack of concern toward environment. Environment is threatened due to many hazards. Air, water and soil pollution is increasing every day. Vehicular exhausts, smoke releasing tall smokestacks, mining are various problem associated with human activities. Such activities pose many threats to the help of people. Degradation of environment result in many problems. All this disturbs the ecological balance. The government is taking several steps but is not success everywhere. Participation of people and students is there for, very important in planning and management of environment. The surrounding in which we live is our environment. Therefore there is a need product and pre service our environment. Hence efforts are being made for inculcating environment consciousness among the masses.

### Operational Definition of the Terms Used

**Environmental Awareness:** - Environmental awareness refers to information, conscious and sensitive state of an individual about environment and its allied problems along with measures for protection. Environment awareness means pure knowledge & understanding of environment and applied knowledge for solving various environmental problems.

**Sample:** In the present study, sampling has been done by using Random Sampling Method. The researcher shortlisted sixteen schools from Ludhiana district (8 schools from rural area and 8 schools from urban area). The schools were randomly selected by lottery method. A Sample of 200 students from rural and urban senior secondary school students were selected. The systematic layout of design is as follows.



### Delimitations of the Study

1. The study was restricted to 200 senior secondary school students only.
2. The study was restricted to 100 urban and 100 rural senior secondary school students (100 male and 100 female) only.
3. The study was confined to Ludhiana district only.

### **Tool Used In the Study**

Environmental Awareness Ability Measures, (EAAM) by Jha.

### **Method and Procedure**

The methodology makes the most important contribution towards the conduct of the study. It helps to achieve economy in time and coordinating of efforts. Descriptive survey method was used for present study. The data for the present study was collected from subjects belonging to various government & private schools of Ludhiana district. In all there were 200 students including both boys and girls. Before collecting data, confirmation from the head of the institutions was obtained and rapport with the students of senior secondary classes established. Before disturbing the test was readout. Students were motivated for providing correct response. At the time of data collection it was checked that they have answered all the statement. The scoring was done manually for each list as discussed under tools. Scores of each individual were obtained on the basis of the tests.

### **Statistical Technique Used**

Mean, Median, Mode, Standard Deviation & t-test.

### **Analysis and Interpretation of Results**

Analysis has been done with the help of various statistical techniques. The researcher found the results are being discussed in the table below:

TABLE 1: Group- wise N, M, S.D, and t-value in Environmental Awareness among Rural and Urban Senior Secondary School Students.

category	Number	Mean	S.D	t-value
Rural	100	30.57	9.30	2.16
Urban	100	27.82	6.23	

Non significant at 0.05 level and significant at 0.01 level of confidence.

Mean value and standard deviation of environmental awareness among students of rural area are calculated as 30.57 and 9.30 respectively. Mean value and standard deviation of environmental awareness among students of urban areas are calculated as 27.82 and 6.23 respectively. Further the calculated t-value is 2.16 which are significantly higher than the table value of 1.96 at 0.05 level of confidence. Further the



calculated-value is 2.16, which is less than 2.58 (table value) at 0.01 level. Hence hypotheses which state that “there will be no significant difference in environmental awareness ability of students residing in rural and urban areas” is accepted as 0.05 level of confidence and rejected at 0.01 level of confidence.

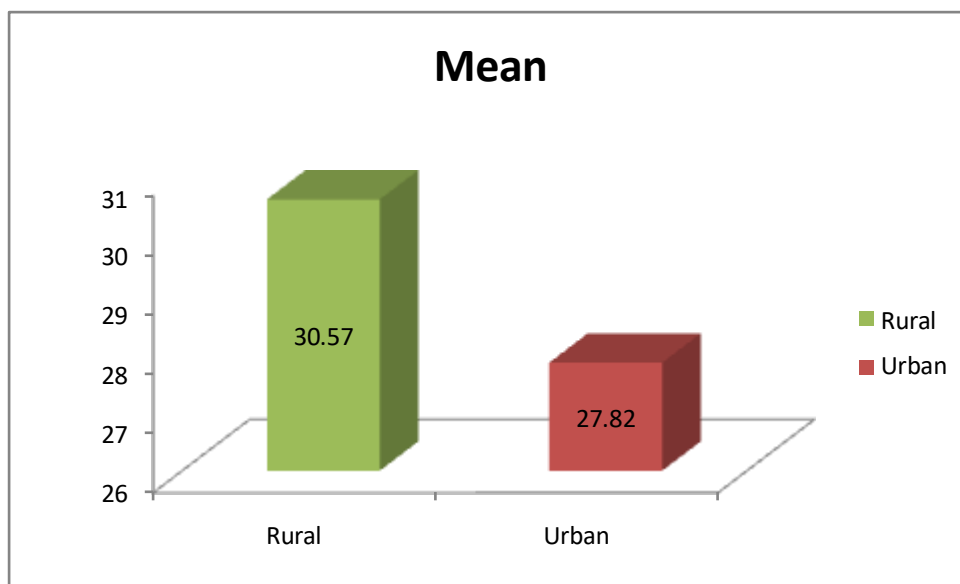


Table 2: Group- wise N, M, S.D and t-value of environmental awareness among of male and female senior secondary school students.

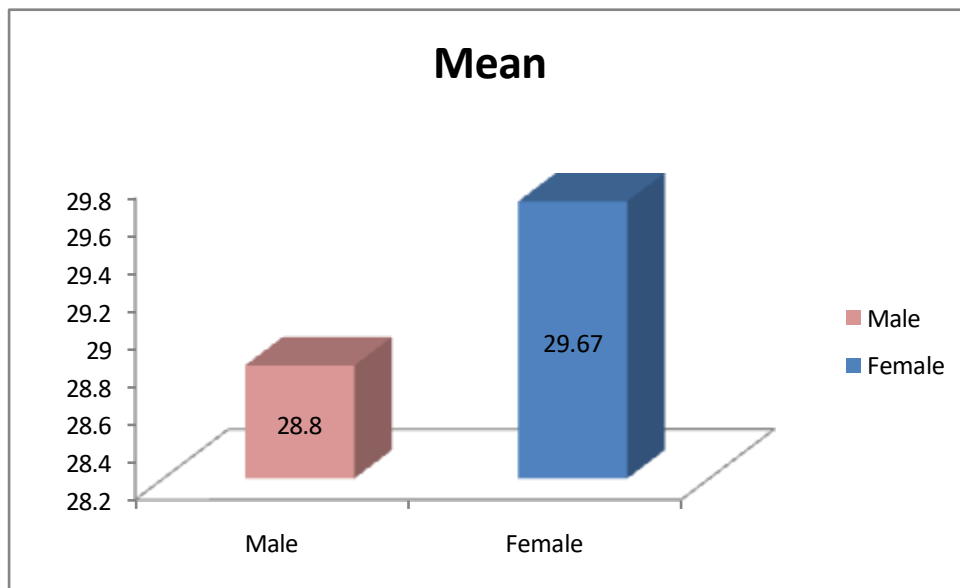
category	Number	Mean	S.D	t-value
Male	100	28.8	18.14	0.41
Female	100	29.67	14.98	

Non significant at 0.05level and 0.01 level.

Mean value and standard deviation of Environmental Awareness ability of male senior secondary school students 28.8 and 18.15 respectively. Mean value and standard deviation of Environmental Awareness ability of males and females senior secondary school students are calculated as 29.67 and 14.98 respectively. Further the calculated t-value is 0.41 which is less than 1.96 (table value) at 0.05 level. Again the calculated t-value is 0.41 which is less than the 2.58 (table value) at 99 percent (0.01 level) confidence interval.

Hence hypothesis which states that “there will be no significant difference in environmental awareness ability of males and females senior secondary school

students” is accepted at 0.05 level and accepted at 0.01 level of confidence.



## Conclusion

Following conclusions have been arrived in the present study:

- There was no significant difference in environmental awareness of rural and urban senior secondary school students.
- There was no significant difference in environmental awareness of male and female of senior secondary school students.

The purpose of this study was to examine Environmental Awareness among senior secondary school students with respect to their gender and type of school. 200 students from 16 secondary schools (rural and urban) of Ludhiana district were selected by random sampling technique. The assessment instruments used in the study was Environmental Awareness Ability measure (EAAM) by Jha (2010). Results depicts an insignificant difference between mean scores of rural and urban senior secondary school students on the variable of Environmental Awareness. There was found a significant difference in male and female senior secondary school students on the variable of Environmental Awareness.

## Educational Implications

- The study may also be helpful in providing directions to the teachers and the parents to provide suitable facilities and congenial environment to promote

environmental awareness level of the students.

- The study may also be helpful to encourage non-government institutions, media and other concerned for promoting awareness among the people at all levels.
- Educational programs and curriculum should give attention in developing the individual's environment awareness.
- The study may also be helpful in designing special educational programs that raise the environment awareness for school students.

### **Suggestion for the Further Research**

Research is a continuous process. When one problem is solved, another problem crops up; new problem is solved, it in turn to indicate still another problem needing scientific exploration. Moreover, after completing one's piece of work, every investigator feels tempted to suggest new problems for research. Presently the investigator would like to offer the following suggestions for further research:-

- To promote environment education through various educational institutions.
- The study can be extended beyond Ludhiana district.
- A study can be made more comprehensive by extending it to state level which will make result more valid and reliable.
- Effectively designed search strategies can be constructed and implemented.
- Larger sample can be taken for the study.
- A similar study can be done on college and university students.

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## **DEVELOPMENT AND STANDARDISATION OF WORK-FAMILY CONFLICT SCALE FOR TEACHERS**

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### ***Abstract***

*This paper outlines the development and validation of the Work-Family Conflict Scale for Teachers (WAFCS) designed to measure work-to-family and family-to-work conflict among secondary school teachers. The research was carried out with 75 female secondary school teachers in S.A.S. district of Punjab. The final draft of Work-Family Conflict Scale is made up of 28 items divided into two dimensions. The Norms and interpretation of the scale was also established. The results of study indicated that it has face validity, content validity, construct validity and reliability.*

***Keywords:*** Work-Family Conflict

### **Work-Family Conflict Scale for Teachers (WFCST)**

The Work-family Conflict Scale for Teachers was prepared to measure the work- family conflict levels of school teachers. This scale is meant for teachers teaching in secondary schools.

### **Review of existing scales of work-family conflict**

A perusal of the literature including the journals, books, web sources and a number of available work-family conflict scales was done in order to determine the items and content of the Work-family Conflict Scale for teachers. A review of all the primary measurement tools used in generalized work-family conflict research to date revealed that although there might seem to be a plethora of adequate tools available to measure work-family conflict, there are few scales designed to measure work-family conflict among school teachers. Furthermore, most available scales failed to distinguish between both the bi-directionality and the multi- dimensional nature of the construct. To date, there is only one measure (Carlson et al., 2000) that has addressed the multi-directional and multi-dimensional nature of work-family conflict. Thus, the present scale was

designed to measure the bi-directional nature of work-family conflict, i.e., work to family and family to work conflict by using items related to time-based, strain-based and behaviour based strain among secondary school teachers.

### **Item generation**

A large pool of items was generated to reflect the work to family conflict and family to work conflict conceptualizations. Items were gathered from the existing literature and previously published scales of work-family conflict. Specifically, items were culled from sources such as Work-family Conflict Scales by Bohlen and Viveros-Long (1981), Kopelman et al., (1983), Netemeyer et al., (1996), Carlson et al., (2000) and Cinamon (2003). Several of these items required slight language modifications to fit the sample characteristics. In all, 87 items were generated from these sources in the initial item pool. Of these, 46 items were generated to reflect the time-based, strain-based and behaviour based work-to-family conflict and 41 items were generated to reflect the time-based, strain-based and behaviour based family-to-work conflict.

### **Preliminary draft of the scale**

In the preliminary draft, items on two dimensions of work-family conflict namely, work-to-family conflict and family-to-work conflict were written and edited. Out of 87 items, 18 were positive items and 69 were negative items. 32 items were based on time based, 29 items were based on strain based and 21 items were based on behaviour based work to family and family to work conflict.

### **Editing of the items**

To ensure that the items reflected the work to family conflict and family to work conflict experienced by teachers, and that the wording of the items was appropriate, the items were reviewed by a panel of ten experts including school teachers, school principals, teacher educators and experts in the field. Scale along with its objectives and description of main dimensions was given to all the experts. The experts were asked to evaluate whether each item represents its construct, and to add or delete or modify any statement which they deemed fit for inclusion or deletion. As a result, only those items that all the judges rated representative of the construct definition were retained. On the basis of opinions of the judges that in spite of the dual-role, females are more likely to be affected by their demands in the family domain, more positive items and more items in



the family-to-work domain were added. Overall, 17 items were dropped, six new items were added and language of 14 items was rectified. So the second draft consisted of 42 items, related to two dimensions, i.e. work to family conflict and family to work conflict.

### **Try out of the scale**

These items were incorporated into a scale for a pilot study. The sample consisted of 75 teachers employed fulltime, 40 from government and 35 from private secondary schools in S.A.S. Nagar, Punjab.

### **Item analysis**

For item analysis, the method of „summed ratings“ was used. For this, high and low groups were formed by employing Kelley's (1939) method. On the basis of total scores, 27% top scores formed the high group and 27% bottom scores formed the low group. The means and standard deviations of the upper 27% and lower 27% scores and t-values between items“ means of upper and lower groups were calculated. Items with significant t-ratios were retained and items with insignificant t-ratios were rejected. 28 items having significant t- value were retained in order to form the final scale.

### **Preparation of the final draft**

The final version of Work-family Conflict Scale for Teachers comprised 28 items, out of which 16 items were related to work to family conflict and 12 items were related to family to work conflict.

#### **1. *Work to family conflict ( 16 items)***

This dimension reflects the role conflict which occurs when teachers“ work related activities interfere with their family role and responsibilities. The items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16 belong to this category.

#### **2. *Family to work conflict ( 12 items)***

Family to work conflict involves teachers“ family demands and pressures interfering with their work duties and performance. The items 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27 and 28 belong to this dimension.

**Table - Dimension Wise Distribution of Items in the Final Draft of Work-family Conflict Scale for Teachers**

S.No	Dimensions	Serial No. of the Items	Total No of items
1.	Work-to-family conflict	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16	16
2.	Family-to-work conflict	17,18,19,20,21,22,23,24,25,26,27,28	12
	Total		28

### Scoring procedure

The Work-family Conflict Scale for Teachers is a seven point scale. There are seven positive statements and 21 negative statements as given in Table 4.4. Work-family conflict score of the respondent is the sum total of item scores of the two dimensions. The weightage to be given to responded statements ranges from 1 to 7. For negative statements, 1 mark is given to response „Strongly disagree“, 2 marks to „Slightly disagree“, 3 marks to „Disagree“, 4 marks to „Neither agree or disagree“, 5 marks to „Slightly agree“, 6 marks „Agree“ and 7 marks to „Strongly agree“. In case of positive statements, the order is reversed. So, the range of scores is from 28 to 196, high scores reflecting relatively higher level of work-family conflict and vice versa.

### List of Positive and Negative Items in the Final Draft of Work-family Conflict Scale for Teachers

S.No	Items	Item numbers	Total
1.	Positive Items	6,14,15, 21,24,27,28	7
2.	Negative Items	1,2,3,4,5,7,8,9,10,11,12,13,16,17, 18,19,20,22,23,25, 26	21
	Total		28

## **Reliability**

Test-retest reliability is the degree to which scores are consistent over time. Test-retest reliability was worked out on 50 secondary school teachers. The Work-family Conflict Scale for Teachers was administered twice to the same sample after a gap of 21 days. Scores obtained by each respondent on all the 28 items of the scale after two administrations were calculated. Test-retest reliability coefficient was found to be 0.812 for total scale which was significant at 0.01 level of significance.

## **Validity**

Content validity was ensured by item representativeness evaluated by experts from areas of education and psychology. Based on expert feedback, the items which were identified as irrelevant and imprecise were omitted. Items having language ambiguity were also deleted. To establish the concurrent validity, work-family conflict scale for teachers was validated against the Work-family Conflict Scale by Carlson et al. (2000). The two scales were administered to 50 secondary school teachers. The value of coefficient of correlation between the set of scores of these two scales has been found to be .762 for the whole scale, which was significant at .01 level of significance. This establishes the concurrent validity of the scale.

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## **TEACHER EFFECTIVENESS AMONG PROSPECTIVE TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE**

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### ***Abstract***

*The present research was conducted on prospective teachers to analyze their teacher effectiveness in relation to their emotional intelligence. For the purpose a sample of 100 (50 male and 50 female) prospective teachers were selected from the B. Ed College in Distt. Fatehgarh Sahib, Punjab. The researcher used the standardized scale of intelligence by Anukool hyde and Upinder Dhar (2009) and teacher effectiveness scale developed by the investigator himself. Co-efficient of correlation analysis was used for analysis of the data. It was found that the level of emotional intelligence & teacher effectiveness of prospective teachers is moderate. It was further found that there is a significant relationship between teacher effectiveness and emotional intelligence of prospective teachers.*

**Keywords:** *Emotional Intelligence, Prospective Teachers*

### **Introduction**

Education is one of the most important weapons to make an individual fully productive to the nation. Education modifies the behavior of the individual. A change of behavior can take place through learning from every aspect in the society. Thus, the teacher's effectiveness exhibits the methods of teaching and provides the right atmosphere for learning effectively. Likewise emotions play a vital role in the way one processes the information during the teaching and learning. Emotional intelligence is the ability to identify, use, understand and manage emotions in positive ways to relieve stress communicate effectively. This study made an attempt to validate the prospective teachers' teacher effectiveness in relation to their emotional intelligence.

### **Teacher Effectiveness**

Teacher effectiveness means the perfection of the optimum level with regard to efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning which indicates the professional growth of the teacher with experience and exposure.

The teacher's knowledge of subject matter, experience and the combined set of attributes- all are leading factors in teacher effectiveness. Teacher effectiveness makes the teacher well prepared. He makes difficult topics easy to understand. He uses examples, details, metaphors and variety in modes of explanation to make material not only understandable but memorable. Teacher effectiveness makes teacher to treat all students equally, understand the dynamics of classroom, have a commitment to teaching and above all enjoy it. He has a through command of the field. He is an energetic and dynamic person and seems to enjoy teaching. Teacher effectiveness is looked through on the job performance including what the teachers do in the classroom and how much their student make progress during formative and summative assessment. It means the collection of characteristic competencies and behaviors of teachers at all educational levels that enable students to reach desired learning outcomes.

Sullivan (2001) defined teacher effectiveness helps the teacher to as demonstrate knowledge of the curriculum provides instruction in a variety of approaches to various students and measurably increases achievement of the students.

Gupta and Jain (2007) defined teacher effectiveness as good knowledge of subject matter, ability to organize learning material, ability to communicate his knowledge to the students successfully and to deal with classroom situations.

### **Emotional Intelligence**

Emotional Intelligence refers to an ability to recognize the meanings of emotions and their relationships to reason and tries to solve the problem on the basis of emotions.

Chamberlain (1960) defined emotionally intelligent person as one whose emotional life is well under control.

Smitson (1974) defined emotional intelligence as a process in which the personality is continuously striving for greater sense of emotional health both intra psychically and intra- personally.

Bar-On (1996) expressed emotional intelligence as our ability to deal successfully with other people and with our feelings.

### **Significance of the study**

Man is basically a mind –body in it and these two aspects vitally influence each other. For efficient functioning of the individual, he should not only possess sound health but sound emotional intelligence also. The teacher especially in the method of systematic preparation makes the students capable in sound manner. The role of a teacher in teaching learning process is very essential because it can break the carrier of the students. Hence an attempt is made to investigate the teacher effectiveness and emotional intelligence of the prospective teachers. The findings may give an insight to improve the quality of teaching and to work in the controlled situations through their emotional intelligence.

### **Objectives of the study**

1. To find the level of emotional intelligence of prospective teachers.
2. To find out the level of teacher effectiveness of prospective teachers.
3. To find out the relationship between the teacher effectiveness and emotional intelligence of prospective teachers.

### **Hypothesis of the study**

1. There exists a significant relationship between the teacher effectiveness and emotional intelligence of prospective teachers.

### **Methodology Used in the present Study**

The researcher has used the survey method for obtaining the data.

### **Sample of the study**

The investigator has randomly selected 100 prospective teachers from fatehgarh sahib district, who are persuing B.Ed course.

### Tool used in the study

The researcher used the standardized scale of intelligence by Anukool hyde and Upinder Dhar (2009) and teacher effectiveness scale developed by the investigator himself.

### Statistical Techniques used

Co-efficient of correlation analysis was used for analysis of the data.

### Analysis and interpretation of the data

Table-1- The level of emotional intelligence of prospective teachers.

Dimensions	Gender	Low	Moderate	High
Self Awareness	Male	17%	58%	25%
	Female	18.5%	55.4%	26.2%
Empathy	Male	23%	62%	15%
	Female	31%	49%	20%
Self management	Male	27%	52%	21%
	Female	20%	51%	29%
Social skills	Male	18%	32%	50%
	Female	23%	31%	46%
Emotional intelligence	Male	21.25%	51%	27.75%
	Female	23.12%	46.6%	30.3%

Table 2 : The level of teacher effectiveness of prospective teachers.

Dimensions	Gender	Low	Moderate	High
	Male	21%	60%	19%
	Female	20%	63%	17%

Table 3: Relationship between the emotional intelligence and teacher effectiveness of prospective teachers.

EI and TE	N	Calculated „y“ value	Significant Level

Prospective teachers	100	0.3973	Significant at 0.05 level
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It is inferred from the above table that there is significant relationship between the teacher effectiveness and emotional intelligence of prospective teachers.

### **Findings of the study**

The level of emotional intelligence of prospective teachers is moderate.

The level of teacher effectiveness of prospective teachers is moderate.

There is a significant relationship between teacher effectiveness and emotional intelligence of prospective teachers.

### **Implications of the study**

- Male prospective teachers should be encouraged to take part in teaching learning process.
- Quality education should be provided in the B.Ed. colleges.
- New learning environment for female B.Ed. students should be created.
- More employment opportunities should be provided to motive male students to take admission in educational colleges.

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## **A STUDY OF SCHOLESTIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR INTEREST**

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### ***Abstract***

*The study aimed to examine the Scholastic Achievement among Adolescents of senior secondary school students of Ludhiana districts. There were two variables in the study Scholastic Achievement and Interest. Tool used in this study was Interest inventory by Chatterji. Scholastic achievement scores of students in their final exam. Data was collected by a sample of 200 senior secondary school students of Ludhiana District (100 male and 100 female). The data was analyzed by employing descriptive statistics like Mean, Median, Mode, SD and t-ratio. It was analyzed that there exists no significant relation between Interest and Scholastic Achievement of Adolescents of senior secondary school students. It was further found that Boys and Girls do not differ in Interest towards education.*

***Keywords:*** Scholastic Achievement, Interest.

### **Introduction**

Adolescence is the most important and critical period of individual's development. Adolescence has two faces various difficulties and problem during this period of life. The word „adolescence“ comes from Latin word “adolescere“ which means „to grow“. So the essence of word adolescence is growth and it is in this sense that adolescence represents a period intensive growth and change in nearly all aspects of a child's physical, social, mental and emotional life. It is a period of stress and strain, storm and strife. It refers to the period of development and adjustment during the transitional period between childhood and adulthood. Adolescence can be defined as that span of young person's life between the obvious onset of puberty and completion of bone growth. It is markedly a period of growing up during which the child develops into a man or woman.

A Dictionary of Psychology (2009) states that adolescence is a period of development from one set of puberty to attainment of adulthood.

### **Scholastic Achievements**

Study of scholastic achievement has become a topic of key interest for educationists as well as psychologists. Scholastic achievement refers to the attained level of educational growth. It is the product variable which gets toned up or bagged down by the positive and negative influences of a host of independent variables. The history of measurement of achievement goes as back as the prehistoric times, during which the cavemen made appraisal of their fellows. Later on, Socrates (469-399 B.C), Plato (427-347B.C), Aristotle (384-322 BC), Quintillion (35-39 A.D) and many other philosophers and scientists used their novel and unique methods of assessments of their disciples" performance. It is considered as a primary goal of educationists. Study of scholastic achievement has become a topic of key interest for educationists as well as psychologist now a day.

According to Merriam Webster's Collegiate Dict. (2001) "Achievement is an art of achieving a result gained by efforts, the quality and quantity of students work."

According to Subramanyam (2008) " Education achievement is usually defined in the three ways ;the grades the students earn in school, their performance and standardized tests of academic achievement or the no. of years of schooling completed."

### **Interest**

Sound achievement in academic side can well be matched with the pillars on which the entire future structure of personality stands. For better achievement of adolescents, knowledge of interest is must. Interests of adolescents play an important role in the development of their behaviour and personality. The word "Interest" is derived from Latin word "Interesse" which means „to make a difference" and „to concern." The value of interest has been described as means to achieve an end that is of its usefulness, pleasure, general, social and vocational significance. Interest is the purposive response of the individual so that certain desires and strivings are channelled towards the realization. Adolescent"s interests effect the scholastic achievement. Interest of young adolescents are numerous and varied. The most important categories of their interest are recreational, social, personal interest, vocational and interest in school, religious

interest and sex interest. Super says (2004)"Interest is the product of inherited aptitude and endocrine factors on one hand and the opportunity and evaluation on the other hand".

### **Review of related literature**

An essential aspect of research project is the review of related literature. A review of related literature means the review of the problems, which have been dealt and are related to the problem undertaken by the investigator. John W. Best has remarked that practically all knowledge can be found in books and libraries and unlike other animals that must start a new with each generation, man builds upon the accumulated knowledge of past survey of related literature is an exacting task calling for deep insight and clear perspective of overall fields. "The key to the vast store house of the published literature may open door to the source of significant problems and explanatory hypothesis, to provide helpful orientation for definition of the problems, background for selection of procedure and comparative data for the interpretation of the results". In this statement Carter.V.Good has brought out how the study of the problem to the final stage of the interpretation of the collected data.

Crawford (2001) has emphasized the planning of the investigation before reading. He says that what others have done should not be taken. It means that worker should make his plans as complete as possible for canvassing in detail the related studies in order that originated and initiated may have opportunity to function without undue influence operating in the form of a minute analysis of previously employed techniques. Having traced the theoretical background and justification of the problem in the first chapter, in this chapter an effort has been made to present related studies which appears to have a direct bearing on the present study.

Singh, (2004) reported in their study on "Correlation between scholastic achievement and achievement motivation" that scholastic achievement and achievement motivation are positively correlated.

Usha (2009) conducted a study on "Emotional Intelligence and Mental Health as Predictors of Scholastic Achievement among the Adolescents" and the findings of the study revealed that both emotional intelligence and mental health have high correlation

with scholastic achievement.

Kumari, V. (2010) conducted a study on "The relationship of academic anxiety and scholastic achievement" and found that scholastic achievement is negatively related to academic anxiety

Singh, S and Thukral, P . (2010) conducted a study on "Emotional Maturity and academic achievement of high school students" and reported that there exists no significant relationship between Emotional Maturity and academic achievement of high school students.

Vasanthi (2010) reported in his study on "Learning environment and academic achievement of higher secondary Physics students" that the correlation between learning environment and academic achievement and learning environment and socio economic status vary significantly.

### **Statement of the Problem**

A study of scholastic achievement of adolescents in relation to their interest

### **Significance of the Study**

It is said that adolescence is a period of stress and strain, storm and strife. It is a period of revolutionary change and emotional upheavals. Adolescents are emotionally disturbed by the physical and sexual changes occurring in their body and it is difficult for the adolescents to adjust according to these changes. They need proper guidance, if proper guidance is not provided to them, they follow wrong path which creates a great obstacle in the way of their achievement. At this stage, adolescents take interest in various activities. When they are compelled to do a task against their wishes, then it affects their scholastic achievement also because interest of adolescents play vital role in their achievement. It is the duty of parents and teachers to identify their interest because adolescence is time for identification of individual. Identification is to be done by parents at home as well as by the teachers in the school.

### **Objectives**

1. To study the relationship between interest and scholastic achievement of adolescents.
2. To study the difference in interest of boys and girls.
3. To study the scholastic achievement of adolescents.

### **Hypotheses**

1. There will be a significant positive relationship between interest and scholastic achievement of adolescents.
2. There will be no significant difference in the interest of boys and girls.

### **Sample**

A sample of about 100 students studying in XI class-both boys and girls will randomly select from secondary schools of Ludhiana district for collecting data. The total number of schools was three.

### **Tools Used**

The following tools was used in the present study

1. Interest inventory by Chatterji (1960).
2. Scholastic achievement scores taken from their annual board examination result.

### **Statistical Techniques Used**

After the successful collection of data the analysis of the variables was done by using descriptive statistical techniques such as Mean, Median, Mode and Standard Deviation, t-test and Correlation was applied to determine the nature of distribution of scores.

### **Delimitations of the Study**

1. The present study confined to the Senior Secondary Schools of Ludhiana District.
2. The present study restricted to the students of XI Class-both boys and girls (age 15- 16).
3. The present study confined to the Senior Secondary Schools only.

### **Analysis and Interpretation**

The data has been organized and described to yield the statistics namely mean, standard deviation, t-test, to study the general nature of sample in relation to the variables i.e. Interest, Scholastic achievements.

In order to test the hypothesis and arriving at meaningful conclusion and generalizations, the analysis of data have been presented as follows. Descriptive statistics i.e. mean, standard deviation, t-ratio has been worked out in respect of the variables, Interest and Scholastic Achievements of adolescents. In addition, correlation was computed to test the hypothesis. All the score of total sample have been given in table 1 and 2.

**Relation between Interest And Scholastic Achievement Of Adolescents**

**TABLE-1**

VARIABLES	MEEN	S.D.	CORRELATION
INTEREST	13.84	1.88	0.134
SCHOLASTIC ACHIEVEMENTS	53.98	24.03	

Table shows the Mean and S.D. of Adolescents in Interest in education i.e. 13.84 respectively. The Mean and S.D. of students in Scholastic Achievement has come out as 53.98 and 24.03 respectively. The positive value of correlation 0.134 shows that there is a positive but not significant relation between Interest and Scholastic Achievement of Adolescents. So it is clear that if one improves other will also improve. Interpretation shows the Mean and S.D. of Interest came out to be 13.84. The Mean of scholastic achievement came out to be 53.98. There is a positive relation in Interest in Education and Scholastic Achievements.

**Significance of Difference In The Interest of Boys and Girls.**

**TABLE-2**

INTEREST	MEAN	S.D.	t-value
BOYS	13.61	2.05	

<b>GIRLS</b>	<b>14.11</b>	<b>1.62</b>	<b>0.086</b>
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The Mean score of Boys in Interest in education has come out as 13.61 and the mean score of girls came out as 14.11. The significant t-value 0.086 shows that Boys and Girls do not differ in Interest towards education. But Girls have shown better score compared to Boys that shows Girls have better Interest towards education as compared to Boys.

### **Conclusions**

After discussion the results, the following conclusion found related to hypothesis.

There is a positive relationship between interest and Scholastic achievement of adolescents. The product moment Correlation was employed to test this hypothesis. The magnitude of r came out to be 0.134 Which was significant at 0.01 level of confidence. If one improves other will also improve and vice versa. There is no significant difference between interests of school adolescents. t-test of significance was employed to test this hypothesis. The magnitude of t came out to be 0.086 which was not significant at 0.05 level of significance. This means that no significant difference exists between the scholastic achievement of adolescents of government and private school students.

### **Implementations**

Since there is a positive relationship between Scholastic Achievement and Interest Inventory. Education should be provided to the adolescents according to the interest, so that it enhances their scholastic achievement.

Appropriate freedom should be providing to the adolescents that helps in promotion of their achievements. Group activities and team work should be helpful to encourage the Interest and Scholastic Achievements.

Parents in the family must identify the interest of the adolescents and teach them according to their interest.

### **Suggestions for Further Study**

1. The present study can be conducted on large sample.
2. The present study can also be extended to the urban and rural students.
3. The present study can also be conducted on X, XI, XII grade students.

4. The present study can be extended too many other districts.
5. Perhaps more valuable outcome can be achieved if other schools like Navodaya Vidyalas and Model schools should be included.

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## **EFFECT OF CHANGING THOUGHTS ON LEARNED HELPLESSNESS AND MENTAL HEALTH OF ADOLESCENTS**

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### ***Abstract***

*The present experimental investigation, which is pre test - post test control group design, was conducted to assess the effectiveness of changing thoughts on learned helplessness and mental health of adolescents. A sample of 200 learned helpless adolescents were selected by the investigator, after administration of learned helplessness scale, out of which 100 learned helpless adolescents were assigned to control group and 100 to experimental group. Then again a scale of mental health was administered on learned helpless adolescents of both experimental and control group to find the level of their mental health. After that investigator had given a one month treatment to change the thought pattern of learned helpless adolescents for 30 min per day to the experimental group, which was then post tested on the scale of learned helplessness and mental health. The results of the study revealed that changing thought helps to improve learned helplessness and mental health of adolescents. Based on the findings, some implications were made.*

**Keywords:** *Changing thoughts, learned helplessness, mental health and adolescents.*

### **Introduction**

Learned helplessness (LH) is a condition of mind, which tackles with attributions and achievement deficits of individuals and is subjected to specific success or failure situations, it influence mainly the academic achievement of pupils in school. Academic success of pupils involves various psychosomatic variables such as self-competence, self-performance, explanatory styles, information processing and performance uncertainty, etc. that perform a significant role in learning (Macher, Paechter, Papousek, and Ruggeri, 2012; Peixoto and Almeida, 2010). Those students who are at greater danger of mounting LH began to characteristic their deficiency or failure to individual inadequacy, impulsively citing poor intelligence, memory, or problem (dilemma)-

solving inability as the causes for their collapse, which is followed by a compelling dearth of any positive prospects and occurred in spite of the existence of a few experiences of success. Students with LH, so, drop out their problem-solving competence and are unable to exercise control over events, as if they were governed by causes which are contrary to self. They establish inferior approaches after failures, have pessimistic approach towards tasks, exhibiting anxiety, apathy, and rejection, and will be repulsed by a feeling of hopelessness and disappointment that can point to the learned helplessness (Dickhauser, Reinhard, and Englert, 2011; Dweck and Leggett, 1988; Ruthig, Perry, Hladkyj, Hall, Pekrun, and Chipperfield, 2008).

Mental health as stated by WHO (2007) is not but the deficiency of mental disorder. It is a position of wellbeing in which each person understands his or her own capabilities, can handle the conventional stresses of life, can service efficiently and productively and is competent to accomplish goals set for the community. Therefore adolescents who are mentally healthy work more for their nationally established work and their private demanding household life whereas, deprived mental health is soundly concerned to another health disparities and development involve in adolescence for example short self-confident, under social liable behavior, performing prohibited actions and so on. The majority of the mental health difficulty and disturbance take begins in the phase of childhood, and adolescent, when they are sustaining from emotional or developmental problems. Adolescents with precise learning difficulties, display their mental disorder in various ways such as a sudden remarkable increase (over work or working hard) or decrease (inattention or lack of interest) in efforts put by them into their school work. Some pupils display fluctuating moods and increased level of disappointment and irritability. In more rigorous cases, tiredness, sleeping problems, psychosomatic disorders, school phobia, and antisocial behavior can be observed. An effective way to reduce these stressful experiences is to work at changing how they initially appraise a situation.

Two effective strategies for changing adolescent"s appraisal are: Thinking of potentially stressful situations as challenging rather than threatening and changing negative self-statement into positive one.

### **Objectives of the Study**

1. To assess the learned helplessness of adolescent.
2. To assess the mental health of learned helpless adolescents
3. To study the effectiveness of changing thoughts on learned helplessness of adolescents.
4. To study the effectiveness of changing thoughts on mental health of learned helpless adolescents.

### **Hypotheses**

1. There will be no significant effect of changing thoughts on learned helplessness of adolescents.
2. There will be no significant effect of changing thoughts on mental health of learned helplessness adolescents.

### **Sample**

A sample of 200 students of class VIII and IX having learned helplessness was selected for the present study. To select the sample of 200 students, a scale of learned helplessness was administered on as many students of class VIII and IX of randomly selected Government Schools of Punjab, District Mohali as required to get the desired sample.

### **Design of the Study**

The present study was experimental in nature. A pre test - post test control group design was used in this study. The effect of changing thoughts on adolescent"s learned helplessness and mental health was studied.

The dependent variables in this study were learned helplessness and mental health and independent variable was changing thoughts. A pre test of learned helplessness was administered on adolescents to select learned helpless subjects for the study before allocating them to experimental group and control group. A pre test of mental health was also administered on learned helpless adolescents to determine their level of mental health before providing one month treatment to change the thought pattern of

adolescents in the experimental group. After the end of the treatment, post test of learned helplessness and mental health was administered on both the groups. The difference between the means of pre test and post test was found out for each group and these mean difference scores were compared with the help of t- test in order to ascertain whether the experimental treatment produce a significant effect than the controlled condition.

### **Method and Procedure**

Investigator had first administered the scale of learned helplessness on adolescents studying in class VIII and IX to draw out 200 learned helpless adolescents and then randomly assign 100 adolescents to experimental and 100 to control group. Then again a scale of mental health was administered on learned helpless adolescents of both experimental and control group. After that a one month treatment of changing thoughts was given by the investigator on 100 adolescents of experimental group for 30 minutes per day.

Thereafter investigator had again administered the scale of learned helplessness and mental health on both 100 adolescents of experimental group and 100 adolescents of control group. The scores so obtained from both groups were compared to found out the effect of changing thoughts on learned helplessness and mental health of adolescents.

### **Delimitation of the Study**

1. For the present study, sample was confined to the Government Schools of Punjab, District- Mohali only.
2. Adolescents studying in the class VIII and IX were considered for the study.

### **Tools Used**

Following research tools were used in the present study:

1. Learned Helplessness Scale (developed by the investigator herself).
2. Mental Health Questionnaire (developed by the investigator herself).

### Statistical Techniques Used

Descriptive statistics such as mean, standard deviation, skewness, kurtosis was used to ascertain the nature of distribution of scores. ANOVA and t- test was used to found out interaction among the variables and significance of difference between the means respectively.

### Results and Discussion

#### Inferential statistics

**Table 1. t - ratio statistics obtained for pre-test and post-test scores of changing thoughts on Learned Helplessness of adolescents**

Learned Helplessness		N	Mean	S. D.	t-value	p-value
Experimental Group	Pre - Test Score	100	225.98	16.99	71.18	p<.01 (Significant)
	Scores after changing thoughts	100	185.22	11.34		

The above table 1 shows a significant difference in learned helplessness between pre test means and means after changing thoughts in favour of changing thoughts. Since t-value (71.18) was significant at p<.01, it means that by changing thoughts of the adolescent learned helplessness can be reduced significantly. So, the null hypothesis that there exists no significant effect of changing thoughts on learned helplessness of adolescents has been rejected and alternate hypothesis that changing thought is effective in reducing learned helplessness of adolescents has been accepted.

**Table 2. t - ratio statistics obtained for pre-test and post-test scores of changing thoughts on Mental Health of Learned Helplessness of adolescents**

Mental Health		N	Mean	S. D.	t-value	p-value
Experimental Group	Pre - Test Score	100	32.38	2.92	65.40	p<.01 (Significant)
	Scores after changing thoughts	100	48.77	2.32		

The above table 2 shows a significant difference between pre test means and means after changing thoughts of mental health of learned helpless adolescents in favour of changing thoughts. Since t- value (65.40) was significant at  $p < .01$ , it means that by changing thoughts of the adolescent mental health of learned helpless adolescents can be reduced significantly. So, the null hypothesis that there exists no significant effect of changing thoughts on mental health of learned helpless adolescents has been rejected and alternate hypothesis that changing thought is effective in reducing mental health of learned helpless adolescents has been accepted.

### **Implication of the Study**

In schools we generally found students who show lack of help and defensive attributional style when they have to cater with the problem of failure. They blame outside factors such as teacher and hard curriculum more when they found themselves persistent to change the situation. The teacher should therefore adopt the most effective strategies in the form of fostering optimistic thinking style and problem solving attitude to enhance student's confidence. Teachers should timely supervised students learning process, pushed them to learn hard and find more personal reasons in their learning.

### **Conclusion**

Adolescents are the pillars of any growing society, who due to the pressure exerted by parents, teachers, peers and other members of society are caught into the unavoidable stress. So, it is prime responsibility of schools and society that strategies in the form of changing the thought pattern of adolescents should be chosen and given to the adolescents which can enhance their physiological, emotional and psychological well being, so that they can be the productive member of the society.

### **References**

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