



*The*  
**SADBHAVNA**  
**RESEARCH JOURNAL OF**  
**HUMAN DEVELOPMENT**

**VOL.: 2, ISSUE : 2, JUNE, 2012 PRINT-ISSN-2249-6424 ONLINE-ISSN-2277-7377**

**Special Issue**

**EDUCATION**



**JUNE**  
**2012**



## ADVISORY BOARD

### HONORARY CHIEF ADVISOR

**Prof. Dr. Harbhajan Singh Soch**

Ex-Vice-Chancellor,

GNDU, Amritsar

### HONORARY ADVISORS

**Dr. KS Kahlon, Ph.D**

Prof, Dept. of Computer Sc.,

GNDU, Amritsar

**Dr. Emanuel Nahar,**

B.Ed, MA, MPhil, Ph.D.[Pol. Sc.]

Fellow, Panjab University,

Chandigarh

nahar.emanual@gmail.com

**Dr. Suresh Kumar Sharma,**

RN, MSc[N], Ph.D., FAAN

Prof & Vice-Principal,

College of Nursing,

DMC&H, Ludhiana, Punjab

sureshsharma17@yahoo.com

### HONORARY EDITOR-IN-CHIEF

**Dr. AK Banerjee, MS**

Ex-Prof., Surgery, CMS,

Bhavnagar, Gujarat &

President-Governing Body,

Sadbhavna Group, Raikot, Ludhiana

sadbhavnasociety@yahoo.com

### HONORARY EXECUTIVE EDITOR

**Prof. Dr. Madhu Meeta Banerjee,**

MD (Pharmacology)

madhumeetab@yahoo.com

## EDITORSPEAK

June, 2012

*Today, there is a paradigm shift in Teaching – Learning Process. From the teacher-centric, classroom-oriented one-to-many delivery system, it is metamorphosed into pupil-centric, multi-sourced, one-to-one absorption system. Today's pupil absorbs information, knowledge and wisdom from a variety of sources; college, peers, internet, books, PPT and others.*

*Considering the fact that we are receiving and publishing world-class research works which are great tools for learning, we decided to go global. 'The Sadbhavna – RJHD' is now available in internet with free access for all students around the world. We are awarded separate International Standard Serial Number for this online endeavor. All credit of this success goes to our authors and peer-review teams.*

*Since improvement is a continuous process, and since we are still in our infancy, we have lots to learn. We welcome all types of suggestions, advices and constructive criticisms from all sources. Please feel free to contact the undersigned anytime, night or day.*

*We also welcome original research reports, reviews, case studies, and reader's responses on published articles. These will encourage us, and rectify us wherever needed.*

**Dr. AK Banerjee, MS**

09316633561, 09872544066

sadbhavnasociety@yahoo.com

# **SADBHAVNA COLLEGE OF EDUCATION FOR WOMEN, RAIKOT, LUDHIANA, PUNJAB**

**(AN ISO 9001:2008 ORGANIZATION).**

**APPROVED BY GOVT. OF PUNJAB. ACCREDITED BY NAAC.**

**AFFILIATED TO PUNJAB UNIVERSITY, CHANDIGARH**

**Contact No.: 09316633561, 09878628795, E-mail : sadbhavnasociety@yahoo.com**



**Poonam Narang, our student stood 3rd in Panjab University**



**Financial assistance to students & alumni.**

**Office : Sadbhavna Super-Specialty Hospital,  
Ludhiana-Barnala State Highway No. 13, Raikot-141109, Punjab  
e-mail: sadbhavnasociety@yahoo.com**



*The*

# **SADBHAVNA**

**RESEARCH JOURNAL OF HUMAN DEVELOPMENT**

---

Office : Sadbhavna Hospital, Ludhiana-Barnala State Highway No. 13,  
Raikot-141109, Distt. Ludhiana, Punjab  
e-mail: [sadbhavnasociety@yahoo.com](mailto:sadbhavnasociety@yahoo.com)

## INDEX

<u>Article</u>	<u>Author</u>	<u>Page No.</u>
<b>Scholastic achievement in relation to academic stress among adolescents</b>	<b>Dr. Sandeep Sawhney</b> Principal, Doraha College of Education, Doraha, Ludhiana, Punjab	1-10
<b>Comparison of co-curricular activities being followed in urban government and non-government secondary schools of Ludhiana</b>	<b>Ms. Anju Soni</b> Lecturer, GGSSS, Ludhiana <b>Dr. Shangara Singh Sra</b> Principal, Om Parkash Memorial Institute of Education, Dayalpur, Kaputhala	11-28
<b>A Study of Academic Achievement in Mathematics in Relation to Learning Styles of High School Students</b>	<b>Dr. Neetu Sethi</b> Associate Prof., Doraha College of Education	29-39
<b>Loafing behaviour among adolescents in relation to their self concept and peer influence.</b>	<b>Ms. Tina</b> Assistant Professor Lovely Professional University, Phagwara	40-49
<b>A Study of Mental Health of High School Students in Relation to Academic Achievement</b>	<b>Dr. (Mrs.) Sangeeta Sood</b> Asst. Professor Partap College of Education ,Ludhiana <b>Mr. Harmeet Singh</b> M.Ed. Student	50-53
<b>Effect of Web Based Instruction on Achievement of Eleventh Grade Students in Relation to Learning Styles</b>	<b>Dr. Sarbjit Kaur Ranu,</b> Assoc.Prof. GHG Khalsa College of Education,Gurusar Sudhar, Ludhiana <b>Ms. Jaspreet Kaur Aulakh,</b> Asst. Prof., GHGH College of Education for Women, Sidhwan Khurd, Ludhiana	54-63

<u>Article</u>	<u>Author</u>	<u>Page No.</u>
<b>Role of Emotional intelligence in conflict resolution strategy</b>	<b>Mr. Ajay Kumar,</b> Assistant professor L.L.R.M college of education Dhudike, Moga.	64-70
<b>Relevance of Inculcating Values for National Integration</b>	<b>Dr. Vikrant Mishra,</b> Assistant Professor, Shivalik College of Education, Aliyaspur, Ambala, Haryana <b>Mr. Mohit Puri,</b> UGC-Junior Research Fellow, Department of Education and Community Service, Punjabi University, Patiala	71-77
<b>Judicial Activism</b>	<b>Ms. Kamla</b> Research Scholar Department of Political Science Panjab University, Chandigarh.	78-86
<b>Virtual Communication</b>	<b>Dr. (Mrs.) Kuljeet Kaur Brar</b> Assistant Professor University School of Open Learning Panjab University, Chandigarh.	87-91
<b>Instructions for Authors</b>		92-94

## SUBSCRIPTION INFORMATION

For Single Copy

₹ 150/-

### Subscription

For Individuals/Institutions

### One year

₹ 500/-

### Three year

₹ 1400/-

For College Employees/Students

₹ 400/-

₹ 1000/-

For Foreign Subscribers

\$ 150/-

--

**Please give us 4-6 weeks time to dispatch the order**

Kindly send DD in favour of

The Editor

The Sadbhavna Research Journal of Human Development,  
Payable at Ludhiana, Punjab.

## SCHOLASTIC ACHIEVEMENT IN RELATION TO ACADEMIC STRESS AMONG ADOLESCENTS

Dr. SANDEEP SAWHNEY \*

### ABSTRACT

*Scholastic achievement is the most important goal of education. Marks obtained are recorded as the most valuable guide for classification and placement of students in different occupations at the time of employment. That is why special stress is being given to assessment and examination. There are various aspects of the concept of academic achievement which has a great bearing on the personality of the students from the early age. Academic Achievement is a dynamic variable resulting from the dynamic interaction of at least three major groups of variables viz. socio-economic variables, educational variables and pupil variables. Biological and health variables also have strong influence on academic achievement of a child. Each one of these is actually a cluster of variables, which individually or in interaction with others have their influence on achievement. Academic achievement is also affected by cognitive factors like intelligence, motivation, creativity, non-cognitive factors including aptitude, level of aspiration, physical and mental health, self-concept of the learner, social factors like home environment, class environment, family environment, socio-economic status. The personal factors like stress, frustration too can affect academic achievement, both positively and adversely.*

Academic achievement has always been centre of educational research. The importance of scholastic achievement question for educational researchers viz. what factors promote academic achievement in students? How far do the different factors contribute towards academic achievement? Researchers have come out with varied results, at time complementing each other, but at times contradicting each other.

Academic achievement is related to the acquisition of principles, generalization and the capacity to perform efficiently (certain manipulation of objects, symbols and ideas). Assessment of academic performance has

---

\*Principal, Doraha College of Education, Doraha, Ludhiana, Punjab

---

largely been confirmed to the evaluation in term of information, knowledge and understanding. It is universally accepted that the acquisition of factual data is not an end in itself but an individual who has received education should show evidence of having understood them. For obvious reason the examinations are largely confined to the measurement of the amount of information which students has acquired. Wood and Learned (1938) concluded through their there well known Pennsylvanian study that education was unavoidably intellectual, in which knowledge was the dominating feature of educational outcomes. It is perhaps the only expected basis for promotion or to fulfill the requirement for degree or diploma. It is the actual or assumed possession of knowledge that counts either for admission into a class or course.

Scientific and technological progress all over the globe has made man highly sensitive, critical and creative. Associated with this growth is emergence of stress. The concept of stress may be different according to the individual's state of context and interpretation. It is recognized that certain amount of stress is desirable, tolerable and productive whereas excessive stress may damage person's self and ruin his life. The term stress originated in physical sciences which meant a force exerted upon a person, who resists the force/pressure in his effort to maintain his original state and in the process suffers some degree of discomfort.

Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or even an awareness of the possibility of such failure. Academic stress has become a source of immediate concern as it also contributes to major health hazards and problems, both physical and mental. Stress related diseases viz. high blood pressure, peptic ulcers, allergies, headache seem to have reached an epidemic proportion. Stress makes a significant contribution to the prediction of subsequent school performances and act as a negative predictor of academic performance in school children (Endler et. al, 1994).

### **OBJECTIVES OF THE STUDY**

The study was conducted to find the difference between the academic achievements of boys and girls.

The study was conducted to find the difference among boys and girls in respect of different components of academic stress.



The study was conducted to find the relationship between academic achievement and academic stress among adolescents.

### **NEED OF STUDY**

With the advancement of science and technology, people have become career minded. So, the significance of academic achievement has increased day by day. Schools tend to emphasize achievement, which helps in promoting the wholesome growth and development of a child but at the same time give serve degree of anxiety, frustration or pressure to the adolescents. It is assumed that the academic stress may be one of the variables affecting the academic achievement of the adolescents.

### **REVIEW OF RELATED STUDIES**

**Kumar, Awadesh (1986)** conducted a study of ego-involvement, level of aspiration and associated factors in relation to achievement at graduate level. He concluded that most of the undergraduate students showed academic achievement of an average level. There was no significant difference in the achievement of boys and girls belonging to arts and biology groups. They appeared to be scoring similar marks at graduation level.

**Verma and Gupta (1990)** concluded that academic stress among adolescents was chiefly caused by examination system.

**Mohammad Ali (1999)** in his study investigated the academic stress and self esteem of Malaysian students towards mathematics and studied whether there was any relationship between the attitude towards mathematics and their achievement. Achievement was found to be significantly correlated with the attitude towards mathematics.

**Kuney. M.T. (2001)** investigated long term effects of the pre-first grade program on student's achievement and student's psychological domain characteristics as measured in 7<sup>th</sup> or 8<sup>th</sup> grade. No significant differences were found.

**Seema (2003)** in a study entitled 'Achievement of grade 9<sup>th</sup> students in Hindi with respect to academic stress and home environment' reported that high levels of academic stress caused low achievement in academics. The male students were less prone to academic stress than the female students and achievement was better than female students even in equal levels of academic stress.

**Kashyap and Sidhu (2005)** studied differences in stress and coping mechanisms used by adolescents in science and commerce stream. They found higher academic stress among adolescents of science stream as compared to commerce students.

**Bajwa and Kaur (2006)** studied “Academic Achievement in relation to family environment and academic stress” and concluded that there exists a significant relationship between academic achievement and family environment, significant relationship between academic achievement and competitive framework dimension of family environment, significant relation between academic achievement and academic stress.

**Viven S. Huan (2008)** in a study obtained that only scores on the Personal Concern subscale of adolescent concerns were positively associated with the academic stress arising from self and other expectations in both adolescent boys and girls. For the girls, school related concerns were also predictive of academic stress arising from other expectations.

**Ghaderi, A. R., Kumar and Kumar (2009)** concluded from their study that male and female students equally experience the depression and anxiety and that also irrespective of the countries.

**A.K. Amanulla, P.K.Aruna(2009)** in their study on academic achievement in relation of social phobia and socioeconomic status found that there is negative correlation between social phobia and socioeconomic status suggesting that if the parents are educated and economically sound, the social phobia can be removed.

### HYPOTHESES OF THE STUDY

There exist a significant difference in academic achievement of boys and girls.

There exist a significant difference in different components of academic stress viz. frustration, conflict, pressure, anxiety among boys and girls.

There exist a significant relationship between academic achievement and academic stress of adolescents.

### **SAMPLE OF THE STUDY**

The sample for the present study consists of 200 ninth grade students of P.S.E.B. schools from Ludhiana district of Punjab State. Six schools were selected of which three were Govt. Schools and three Private schools.

### **TOOLS USED**

For Academic Achievement of the students, the marks of the 8<sup>th</sup> class were taken from their office record.

Academic Stress Scale by Abha Rani Bisht, for measuring academic stress. Stress is conceptualized as having following components:

- Frustration
- Conflict
- Pressure
- Anxiety

Frustration is based on delays, lack of resources, losses and failures. Conflict is of three types – approach-avoidance, double-approach and double avoidance conflicts. Pressure is based on competitive achievement, sustained concentration of efforts and rapid changes. The worry items of Anxiety are on conscious concern about consequences, negative expectation and negative self evaluation. The emotionality items of Anxiety are on uneasiness and nervousness.

Academic stress scale has 80 items, out of which 29 were negative and the rest were positively worded. The positive and negative items were scored as 0, 1,2,3,4 and 4, 3,2,1,0 respectively. Out of 80 items, 26 were for Academic Frustration, 15 each for Academic conflict and Academic Anxiety while Academic Pressure was found with 24 items.

### **STATISTICAL TECHNIQUES**

Following statistical techniques have been used for the analysis of data:

1. Descriptive statistics such as Mean, Median, S.D, Skewness and Kurtosis to ascertain the nature of distribution of variable.
2. t-test is used to ascertain the difference of means.
3. Product moment correlation is used to find the relationship of academic achievement with academic stress.

### ANALYSIS AND INTERPRETATION OF THE DATA

**Table-I**

Significance of Mean difference of '**Academic Achievement**' of Boys and Girls

Groups	Mean	S.D.	t-ratio
Boys	485.650	93.171	0.722 ns
Girls	477.080	73.514	

The calculated t-ratio (0.722) being less than 1.96 reveals that boys and girls do not differ significantly from each other in their academic achievement. The hypothesis that 'there exist significant difference in academic achievement of boys and girls' is rejected.

**Table -II**

Significance of Mean difference of '**Academic Frustration**' among Boys and Girls

Groups	Mean	S.D.	t-ratio
Boys	111.360	8.555	4.101**
Girls	104.940	13.112	

The calculated t-ratio (4.101) being greater than 1.96 & 2.58 reveals that there exists a significant difference in 'Academic Frustration' among boys and girls at 0.05 & 0.01 level of the significance measure. The mean value of academic frustration among boys (111.360) being higher than that of girls (104.940) reveals that boys have significantly higher frequency of academic frustration as compared to girls.

**Table -III**

Significance of Mean difference of '**Academic Conflict**' among Boys and Girls

Groups	Mean	S.D.	t-ratio
Boys	45.540	6.913	0.525 ns
Girls	44.950	8.847	

The calculated t-ratio (0.525) being less than 1.96 & 2.58 reveals that there does not exist significant difference in 'Academic Conflict' among boys and girls.

**Table – IV**

Significance of Mean difference of '**Academic Pressure**' among Boys and Girls

Groups	Mean	S.D.	t-ratio
Boys	92.390	13.138	2.405*
Girls	96.880	13.265	

The calculated t- ratio (2.405)being greater than 1.96 reveals that there exists significant difference in 'Academic Pressure' among boys and girls at 0.05 level of significance. Moreover the mean value of academic pressure among girls (96.880) being higher than that of boys (92.390) reveals that girls have significantly higher frequency of academic pressure as compared to boys.

**Table- V**

Significance of Mean difference of '**Academic Anxiety**' among Boys and Girls

Groups	Mean	S.D.	t-ratio
Boys	37.250	5.413	5.222**
Girls	43.870	10.697	

The calculated t-ratio (5.522) being greater than 1.96 and 2.58 reveals that there exist a significant difference in 'Academic Anxiety' among boys and girls at 0.05 & 0.01 level of significance. Moreover, the mean value of academic anxiety among girls (43.870) being higher than that of boys (37.250) reveals that girls have significantly higher frequency of academic anxiety as compared to boys.

The Hypotheses that 'there exist a significant difference in different components of academic stress among boys and girls' is rejected for academic conflict while the hypotheses is not rejected for academic frustration, academic pressure and academic anxiety.

**Table – VI**

Significance of coefficient of Correlation between **Academic Achievement** and **Academic Stress** of Adolescents

Variables	N	R
Academic Achievement	200	-0.037 ns
Academic Stress	200	

The coefficient of correlation between the scores of academic achievement and academic stress of boys & girls is -0.037 which is negative but significantly less than the table value of coefficient of correlation (0.138) at 0.05 level of significance reveals that there does not exist significant correlation between academic achievement and academic stress of adolescents. The hypothesis that there exist a significant relation between academic achievement and academic stress of adolescents is rejected.

### **CONCLUSIONS AND EDUCATIONAL IMPLICATIONS**

A research work is meant for developing new dimensions and for forwarding innovation steps in related field of work. This study will prove to be expendably significant in the field implication.

The study in hand was conducted to find out the academic achievement of adolescents in relation to academic stress. And it is concluded from the study that boys and girls do not differ significantly from each other in their academic achievement. Significant correlation was not found between academic achievement and academic stress of adolescents. Boys had higher frequency of frustration as compared to girls; while on the other hand, girls had higher frequency of pressure and anxiety as compared to boys. But they did not differ significantly from each other in academic conflict.

To reduce the higher frequency of frustration in boys and higher frequency of anxiety and pressure among girls, there is much need to involve them in co-curricular activities. There should be more provisions of activities according to their capabilities and interests to achieve more. SUPW and Craft oriented education help the adolescents to know more about their own level interest, areas of interest and can help them to reduce their levels of stress.

Parents must educate their girls so that they become the maker of their own destiny. Parents and teachers should make every effort to give them congenial and conducive environment so that their academic achievement may excel. Family members should create such an environment which helps them to the challenges of society and modern world efficiently. Teachers and school authorities should broaden the basis for evaluating pupils and allow maximum freedom to set their own goals and to alter them. These conditions can be achieved in different ways by using democratic teaching procedures keeping in mind the interest of the child and engaging them more in group activities. There should be provision for counseling by professional organizations in the educational institutions. The teacher should organize activities in such a way that the students should keep striving and give a promise of goals attainment. Sex education in schools can help the adolescents in overcoming stress at this juncture of life and ultimately helps them to achieve well academically.

### **DELIMITATIONS OF STUDY**

The present study has been delimited as:

The study is conducted on 200 adolescents (100 boys and 100 girls) only.

Adolescents of Distt. Ludhiana only constitutes the sample.

The students of only three Govt. and three Private Schools constitute the sample of study.

Only the students of Punjab School Education Board constitute the sample of study.

The study has been confined to adolescents studying in class-IX only.

### **SUGGESTIONS FOR FURTHER STUDIES**

The present study was confined to Ludhiana district only, it is, therefore suggested that comparative study may be conducted on more than one district. Similar study may be conducted on large sample to reach to very definite conclusions. Further studies may be conducted involving other variables like level of aspirations, achievement motivation, self-esteem, self-concept and adjustment etc.

## REFERENCES

- Amanulla AK and Aruna PK.** Academic Achievement in relation to Social Phobia and Socio- economic Status. *Edutracks*. ISSN:0972-9884. 2009; vol.8(5):26-27.
- Bajwa and Kaur H.** Academic Achievement in relation to family environment and academic stress. *Education new horizon*. 2006;Vol-IV(4): 35-38.
- Bisht Abha.** Scales of academic stress from Bisht battery of stress scale developed and standardized by Bisht.1987.
- Endler.** Handbook of Coping: Theory, Research, Applications Edited by Moshe Zaidner and Norman S. Endler. *Johan Wiley & Sons*;1994.
- Ghaderi AR; Venkatesh; Kumar G and Sampath Kumar.** Anxiety and Stress among the Indian and Iranian student. *Journal of the Indian Academy of Applied psychology*. Jan.2009;Vol.1:33-37.
- Huan Vivien S.** A Study of the impact of adolescents concerns on their academic stress. *Educational Review*. 2008;VI.60.
- Kashyap S and Sidhu R.** Difference in Stress and coping Mechanism used by Adolescents of Science and Commerce Streams. *Journal of Community, Guidance and Research*. 2005; 22 (1): 81-89.
- Kumar Awadesh.** A study of Ego involvement, level of Aspiration and associated factors in relation to Achievement at Graduation level [Ph.D. Edu.]. *Gor U, Fourth Survey of Research in Education*. 1984;Vol-I:830.
- Mohammed Ali.** Study of academic stress in the effect of Mastery of Learning strategies in relation to stress. 1999.
- Pani M.** Environmental Stress and mental health. Some innovative approaches to stress management. *India journal of psychometric and education*. 1998; 29(I): 31-34.
- Seema.** Achievement of standard VII students in Hindi with respect of academic stress and home environment(An Unpublished M.Ed. Dissertation). *D.A.V. College of Education; Panjab University Chandigarh*; 2003.
- Wood and Learned.** Handbook of Research on Teacher Education: Enduring Questions in Changing Context. Edition 3<sup>rd</sup>;1938.



## COMPARISON OF CO-CURRICULAR ACTIVITIES BEING FOLLOWED IN URBAN GOVERNMENT AND NON-GOVERNMENT SECONDARY SCHOOLS OF LUDHIANA

Ms. ANJU SONI\*  
Dr. SHANGARA SINGH SRA\*\*

### ABSTRACT

*The present study was conducted to compare the co curricular activities being followed in urban government and non government schools of Ludhiana. A sample of 100 schools comprising 50 each government and non government schools were randomly selected from the list procured from the district education office of Ludhiana. A self designed tool was used for the collection of data pertaining to different co curricular activities being followed in these selected schools. The findings revealed significant difference between government and non government schools in respect of organization of literary activities – symposium, wall magazine, library work, puzzle, mental aptitude test, subject wise club and extempore speech; aesthetic and cultural activities – sculpture, exhibition, fancy dress, school band and variety show. Similarly, significant difference has been observed in some other co curricular activities.*

**Key Words:** *Government schools, non government schools, co curricular activities*

### INTRODUCTION

Education is the foundation stone of every nation's intellectual power that shapes its power profile. Being an integral part of human life, it is the touch stone of the civilization and culture. It is as old as human existence and continues to function as a beacon light to the civilization. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, sentiments and skills, values and attitudes. Education discovers, stimulates, develops, widens and capitalizes human curiosities and potentialities. According to Swami Vivekananda, *we need that education by which character is formed, strength of mind is increased, the*

---

\* Lecturer, GGSSS, Ludhiana \*\* Principal, Om Parkash Memorial Institute of Education, Dayalpur, Kaputhala

---

*intellect is expanded and by which one can stand on one's feet and result in manifestation of the perfection already in men. (Kaur and Verma, 2009)*

Aim of education is intellectual, physical, mental, ethical, social, aesthetic, emotional and cultural development. The curricular and co-curricular activities are necessary, both as a media of self-expression of the individual, and as an agency of personality growth. It is not possible to 'draw out the best in the child and the man, body, mind and spirit, unless the opportunities for drawing out are there. Moreover the urge for self activity in the child himself is so great that no sound educational system can afford to exclude these activities from its purview.

The school curriculum is supposed as the totality of learning experience that the school provides for the pupils through all the manifold activities in the school or outside, that are carried on under its supervision. There are, however certain activities such as hobbies of different kinds, debates, dramas which have more of the quality of play than of work and which give greater opportunities for creative self expression.

Co-curricular activities are now considered to be the intrinsic part of the educational endeavor in a school. Till lately these were called extra-curricular activities but now these have been recognized a part of regular curricula for the complete education of the child and hence these are now considered as co-curricular. In fact, curricular and co-curricular activities are now considered complementary to each other, both deserving equal weightage and emphasis in the total program of the school. (Safaya & Shaida, 1964)

The attitude towards co-curricular activities has been changing during the last a few decades. Once called extra-curricular, these activities are now called co-curricular. These now form an essential part of the curriculum.

Sinha (1981) studied the impact of physical education in the development of leadership qualities and academic pursuit among school students. It was remarked that training of NCC, NFC, sports and games did not interfere with the academic achievement among school students.

Jain (1984) conducted a study of the development of interests among the school students of Delhi in relation to certain variables. It was observed that the opportunities to appreciate art, poetry, music, dance, painting, drama, etc. were far more widely available to urban boys than to rural boys.

Vasantha (1985) in an analysis of music education with its implication for improved music education in India reported that the materials for different components like listening, singing reading, creativity, rhythm and movement, and voice culture were all carefully planned and presented to children for their practice, experience and discovering those phases to which they respond most readily and which might become their own happiest self-expression.

Bhagabati (1987) conducted a study to find out the co-curricular activities organized in the secondary schools of Assam, and its relevance on physical, social, emotional aspects of adolescent girls and boys. It was found that the prevailing conditions of co-curricular activities in secondary schools of Assam were very disappointing. The existing number of co-curricular activities in secondary schools was not sufficient.

Vora (1990) in a study on leisure activities in urban secondary schools from four zones of Bombay found that few respondents (26% of the total sample) followed an activity / activities regularly in a planned and organized fashion. The regularity in pursuing activities was more on the part of female respondents than male respondents. Forty-seven schools of the sample offered a variety of leisure time activities - the sports, games and athletics, swimming, drawing, painting, handicraft and hobby classes, photography, library, visits to zoo and museum, nature clubs, language appreciation classes, debates, entertainments, music dancing and drama, scouting, girl guides, social service, elocution, flower making, fancy cooking, etc.

Kaur and Kohli (1993) studied the effectiveness of guidance programs and practices in higher secondary schools of Punjab. It was found that lack of administrative and financial support in forty schools having guidance services in Punjab and lack of awareness of these services on the part of students and parents.

The review of related literature shows that a few studies have been conducted to assess the individual co curricular activities being held at schools like health and physical education program, leisure time and social welfare activities etc. Different authors have also studied the importance of individual co-curricular activities in relation to academic achievement.

Some studies were carried out in private schools where as some were confined to government schools only. However no attempt has been made to assess

and compare the co-curricular activities being followed in urban government and non-government secondary schools.

On the basis of the above discussion and keeping in view the values of co-curricular activities for children, schools, parents and communities as a whole, the present study has been undertaken by the investigator to study the different types of co-curricular activities being followed in urban government and non-government secondary schools and then to compare these carried out activities in government and non-government secondary schools in the urban area of Ludhiana district in the state of Punjab.

### **HYPOTHESIS**

There is no significant difference between government and non-government secondary schools with respect to co-curricular activities in the urban area of Ludhiana district.

### **METHODOLOGY**

The present study was carried out in Ludhiana district. All government and non-government secondary schools of Ludhiana district were identified from the list which was procured from District Education Office, Ludhiana. A sample of 100 schools comprising 50 government and 50 non-government secondary schools from urban area of Ludhiana district was taken. The schools were randomly selected from the list taken from District Education Office, Ludhiana. To collect data pertaining to co-curricular activities being followed in the selected schools, the investigator prepared a questionnaire herself. The validation of the proforma was done by consulting the experts in the field of education. On the basis of the judgment, opinion and suggestions of the experts, the proforma was finalized. Co-curricular activities viz. literary activities, aesthetic and cultural activities, activities of leisure, craft activities, excursion activities, civic development activities, social welfare activities were included in the proforma. The investigator contacted the head of the school and relevant information was collected on this self-designed questionnaire. The data collected in respect of different co-curricular activities were tabulated and analyzed by using various statistical techniques. Chi square test was used to compare the two groups.

### ANALYSIS AND INTERPRETATION

The results pertaining to the hypothesis with the application of Chi Square test are presented as under:

The different literary activities being followed in the urban government and non government schools are presented in Table 1. Debate was being conducted in 76% government and 90% non government schools, the difference being non significant ( $p=0.110$ ). It was seen that 28% of the non government schools were organizing symposium, however none of the government school was found to organize it. Story writing and news paper reading as an activity was being practiced in all the government and non government schools. Recitation was being performed in 78% government and 82% non government schools ( $p=0.617$ ), dramatics in 32% government and 48% non government schools ( $p=0.102$ ), the difference between government and non government schools in both of these activities was observed to be non significant. The literary activity of wall magazine was observed in 32% non government schools as compared to only 8% government schools, the difference being statistically significant ( $p=0.006$ ). Declamation was being held in 90% government and 98% of non government schools, the difference being statistically non significant ( $p=0.206$ ). It was found that students were doing work in library in significantly more ( $p=0.000$ ) non government schools (88%) as compare to government schools (56%). All government and non government schools were conducting essay writing activity. Quiz activity was being conducted in 80% government schools as compared to 86% of non government schools, the difference being non significant ( $p=0.424$ ). Puzzle event was being conducted in 26% and 56% of the government and non government schools, the difference was observed to be significant ( $p=0.002$ ).

Mental aptitude test and subject wise clubs were being more there in non government schools than government schools, the difference between the government and non government schools in relation to these two activities were observed to be statistically highly significant ( $p=0.000$ ). Extempore speech was found to be conducted in 8% government schools and 28% non government schools with significant difference ( $p=0.019$ ).

**Table 1**

**Comparison of literary activities being followed in government and non government schools of urban area**

S No	Literary activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Debates	38(76.0)	45(90.0)	2.551	0.110 <sup>NS</sup>
li	Symposium	00(00.0)	14(28.0)	14.037	0.000*
lii	Story writing	50(100.0)	50(100.0)	0.000	1.000 <sup>NS</sup>
lv	News paper reading	50(100.0)	50(100.0)	0.000	1.000 <sup>NS</sup>
V	Recitation	39(78.0)	41(82.0)	0.250	0.617 <sup>NS</sup>
Vi	Dramatics	16(32.0)	24(48.0)	2.667	0.102 <sup>NS</sup>
Vii	Wall magazine	04(08.0)	16(32.0)	7.562	0.006*
Viii	Declamation	45(90.0)	49(98.0)	1.596	0.206 <sup>NS</sup>
Ix	Library work	28(56.0)	44(88.0)	12.698	0.000*
X	Essay writing	50(100.0)	50(100.0)	0.000	1.000 <sup>NS</sup>
Xi	Quiz	40(80.0)	43(86.0)	0.638	0.424 <sup>NS</sup>
Xii	Puzzle	13(26.0)	28(56.0)	9.301	0.002*
Xiii	Mental aptitude test	10(20.0)	27(54.0)	12.398	0.000*
Xiv	Subject wise clubs	02(04.0)	21(42.0)	18.295	0.000*
Xv	Extempore speech	04(08.0)	14(28.0)	5.488	0.019*

*Figures in parentheses indicate percentage*

*\* Significant NS- Non significant*

Table 2

Comparison of aesthetic and cultural activities being followed in government and non government schools of urban area

S No	Aesthetic and Cultural activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Dancing	50(100.0)	50(100.0)	0.000	1.000 NS
li	Music	49(98.0)	50(100.0)	1.010	0.315 NS
lii	Drawing and Painting	50(100.0)	50(100.0)	0.000	1.000 NS
lv	Preparation of Charts	49(98.0)	50(100.0)	1.010	0.315 NS
V	Preparation of Models	45(90.0)	49(98.0)	1.596	0.206NS
Vi	Sculpture	05(10.0)	18(36.0)	8.131	0.004*
Vii	Exhibition	27(54.0)	45(90.0)	14.335	0.000*
Viii	Fancy dress	33(66.0)	50(100.0)	18.143	0.000*
Ix	School band	06(12.0)	37(74.0)	39.208	0.000*
X	Variety show	23(46.0)	39(78.0)	10.886	0.001*
Xi	Interior decoration	41(82.0)	45(90.0)	0.748	0.387NS
Xii	Folk songs	50(100.0)	50(100.0)	0.000	1.000 NS
Xiii	Flower arrangement	42(84.0)	48(96.0)	2.778	0.096NS
Xiv	Mehandi	32(69.6) <sup>+</sup>	25(59.5) <sup>++</sup>	0.970	0.325NS
Xv	Rangoli	34(68.0)	41(82.0)	2.613	0.106NS

Figures in parentheses indicate percentage

\* Significant NS- Non significant + n=46 ++n=42

Table 2 depicts the different aesthetic and cultural activities being conducted in government and non government schools of urban area. The activities of dance, folk song, drawing and painting were being carried out in all government and non government schools. Preparation of charts by students was found in 98% of government schools and in all non government schools. Preparation of models was being practiced in 90% government and 98% non government schools with no significant difference ( $p=0.206$ ). Sculpture making was there in only five government (10%) and eighteen non government schools (36%), the difference was observed to be non significant ( $p=0.004$ ). Exhibition was being organized in significantly more ( $p=0.000$ ) number of non government schools (90%) than the government schools (54%). Fancy dress activity was being conducted in 66% government schools where as 100% non government schools were found to conduct this event. School band was there in significantly more ( $p=0.000$ ) number of non government schools (74%) as compared to government schools (12%). The activity of variety show was being conducted in 46% government school and 78% non government schools, the difference being statistically highly significant ( $p=0.001$ ). The students were performing interior decoration in 82% government and 90% non government schools ( $p=0.387$ ), flower arrangement in 84% government schools and 96% non government schools ( $p=0.096$ ) the difference being not significant. Out of 46 government schools where girl students were studying, thirty two government schools (69.6%) were performing mehendi as an activity whereas out of 42 non government schools where girl students were studying, twenty five non government schools (32%) were conducting the mehendi activity ( $p=0.325$ ), rangoli as an activity was being conducted in 68% of the government and 82% non government schools ( $p=0.106$ ) the difference being non significant.

Table 3 shows the activities of leisure (hobbies) being carried out in the government and non government schools. Significantly higher ( $p=0.000$ ) number of non government schools (46%) were performing stamp collection activity as compare to government schools (12%). Album making was more prevalent in non government schools (72%) than in government schools (48%) ( $p=0.014$ ), collection of coins by students in 38% non government schools than 12% government schools ( $p=0.003$ ), the difference was found to be significant in both the cases. Collection of pictures ( $p=0.356$ ), collection of leaves and



flowers ( $p=0.124$ ), collection of stones ( $p=0.234$ ) and seed collection activity ( $p=0.074$ ) was more common in non government schools than government schools, however, the difference for all these collection activities was observed to be non significant.

Collection of currency ( $p=0.011$ ) was found in non government schools (36%) and government schools (14%) and photography ( $p=0.001$ ) in 84% non government schools and 54% government schools, the difference being significant in both cases.

**Table 3**

**Comparison of activities of leisure being followed in government and non government schools of urban area**

S No	Activities of Leisure	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Stamp collection	06(12.0)	23(46.0)	14.036	0.000*
li	Album making	24(48.0)	36(72.0)	6.000	0.014*
lii	Collection of coins	06(12.0)	19(38.0)	9.013	0.003*
Iv	Collection of pictures	42(84.0)	46(92.0)	0.852	0.356 <sup>NS</sup>
V	Collection of leaves	41(82.0)	47(94.0)	2.367	0.124 <sup>NS</sup>
Vi	Collection of flowers	41(82.0)	47(94.0)	2.367	0.124 <sup>NS</sup>
Vii	Collection of stones	04(08.0)	09(18.0)	1.415	0.234 <sup>NS</sup>
Viii	Collection of currency	07(14.0)	18(36.0)	6.453	0.011*
Ix	Seed collection	40(80.0)	47(94.0)	3.183	0.074 <sup>NS</sup>
X	Photography	27(54.0)	42(84.0)	10.519	0.001*

*Figures in parentheses indicate percentage*

*\* Significant NS- Non significant*

The different craft activities being carried out in government and non government schools are depicted in Table 4. Spinning activity was found to be performed in two government and non government schools (4%) each. Dyeing activity was being carried out in 40% non government and 26% government schools ( $p=0.137$ ), weaving in 12% government and 8% non government schools ( $p=0.738$ ) the difference was found to be non significant in both cases.

**Table 4**

**Comparison of craft activities in government and non government schools of urban area**

S No	Craft activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Spinning	02(04.0)	02(04.0)	0.000	1.000 <sup>NS</sup>
li	Dyeing	13(26.0)	20(40.0)	2.216	0.137 <sup>NS</sup>
lii	Weaving	06(12.0)	04(08.0)	0.111	0.738 <sup>NS</sup>
lv	Tailoring	18(36.0)	28(56.0)	4.026	0.045*
V	Embroidery	30(60.0)	30(60.0)	0.000	1.000 <sup>NS</sup>
Vi	Soap making	20(40.0)	26(52.0)	1.449	0.229 <sup>NS</sup>
Vii	Kitchen gardening	32(64.0)	37(74.0)	1.169	0.280 <sup>NS</sup>
Viii	Toy making	22(44.0)	32(64.0)	4.026	0.045*
Ix	Book binding	34(68.0)	36(72.0)	0.190	0.662 <sup>NS</sup>
X	Clay modeling	28(56.0)	48(96.0)	19.792	0.000*
Xi	Greeting card making	42(84.0)	46(92.0)	0.852	0.356 <sup>NS</sup>
Xii	Leather work	02(04.0)	09(18.0)	3.677	0.055*
Xiii	Candle making	14(28.0)	29(58.0)	9.180	0.002*
Xiv	Basket making	11(22.0)	23(46.0)	6.417	0.011*
Xv	Flower making	39(78.0)	49(98.0)	7.670	0.006*
Xvi	Envelop making	38(76.0)	44(88.0)	2.439	0.118 <sup>NS</sup>

Figures in parentheses indicate percentage

\* Significant NS- Non significant

The activity of tailoring was seen in 56% non government schools as compared to 36% government schools, the difference was found to be significant ( $p=0.045$ ). It was observed that craft activity of embroidery was being done by the students of thirty government and non government schools (60%) each. Soap making activity was being carried out in 52% non government and 40% government schools ( $p=0.229$ ), kitchen gardening in 74% non government as compared to 64% government schools ( $p=0.280$ ), the difference in both cases was found to be non significant. Toy making was significantly ( $p=0.045$ ) more prevalent in non government schools (64%) than the government schools (44%). Book binding activity was seen in 72% non government schools as compared to 68% government schools with no significant difference ( $p=0.663$ ). A highly significant ( $p=0.000$ ) difference was observed between government and non government schools with respect of clay modeling activity, 56% and 96% of the government and non government schools respectively were performing the clay modeling activity.

Greeting card making was seen in 84% government and 92% non government schools, the difference being non significant ( $p=0.356$ ). Leather work activity was observed in 18% non government schools as compared to 4% government schools with no significant difference ( $p=0.055$ ). Candle making activity was observed in 58% non government schools as compared to 28% government schools ( $p=0.002$ ), basket making in 46% of non government schools as compared to 22% government schools ( $p=0.011$ ) and flower making in 98% non government as compared to 78% government schools ( $p=0.006$ ), the difference in all these three cases was found to be significant. Envelop making was observed in 88% non government and 76% government schools, the difference being non significant ( $p=0.118$ ).

Table 5 shows the different excursion activities being carried out in government and non government schools. Visit to historical places was found in 88% non government schools as compared to 60% government schools ( $p=0.001$ ), geographical places by 62% non government schools than 34% government schools ( $p=0.005$ ), scientific places by 98% non

government schools as compared to 84% government schools ( $p=0.036$ ), industrial places by 72% non government schools in comparison to 52% government schools ( $p=0.039$ ), zoo by 40% non government and 20% government schools ( $p=0.029$ ), exhibitions by 90% and 70% non government and government schools, respectively ( $p=0.024$ ), places of cultural interest by 62% non government and 30% government schools ( $p=0.001$ ), civic institutions by 28% non government and only two (4%) government schools ( $p=0.003$ ). The difference between government and non government schools with respect to the above cited four excursion activities was observed to be statistically significant.

**Table 5**

**Comparison of excursion activities being followed in government and non government schools of urban area**

S no	Visit to/ visit to places of	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Historical interest	30(60.0)	44(88.0)	10.187	0.001*
li	Geographical interest	17(34.0)	31(62.0)	7.853	0.005*
lii	Scientific interest	42(84.0)	49(98.0)	4.396	0.036*
lv	Industrial interest	26(52.0)	36(72.0)	4.244	0.039*
V	Pilgrimage to religious places	11(22.0)	20(40.0)	3.787	0.052 <sup>NS</sup>
Vi	Zoo	10(20.0)	20(40.0)	4.762	0.029*
Vii	Exhibitions	35(70.0)	45(90.0)	5.063	0.024*
Viii	Melas/Fairs	08(16.0)	16(32.0)	3.509	0.061 <sup>NS</sup>
lx	Agricultural interest	13(26.0)	19(38.0)	1.654	0.198 <sup>NS</sup>
X	Cultural interest	15(30.0)	31(62.0)	10.306	0.001*
Xi	Civic institutions	02(04.0)	14(28.0)	9.003	0.003*

*Figures in parentheses indicate percentage*

\* Significant NS- Non significant

The visit to religious places was being carried out by 40% non government and 22% government schools ( $p=0.052$ ), melas/fairs by 32% non government and 16% government schools ( $p=0.061$ ), agricultural places by 38% non government and 26% government schools ( $p=0.198$ ) the difference between government and non government schools with respect to these excursion activities was found to be non significant.

**Table 6**  
**Comparison of civic development activities being followed in government and non government schools of urban area**

S No	Civic development activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
i	Celebrating social festivals	49(98.0)	48(96.0)	0.344	0.558 <sup>NS</sup>
ii	Celebrating religious festivals	37(74.0)	49(98.0)	10.050	0.001*
iii	Celebrating National days	50(100.0)	49(98.0)	1.010	0.315 <sup>NS</sup>
iv	Participation in religious Nagar Kirtans	09(18.0)	29(58.0)	16.978	0.000*
v	Celebrating Van Mahotsav	48(96.0)	48(96.0)	0.000	1.000 <sup>NS</sup>

*Figures in parentheses indicate percentage*

*\* Significant NS- Non significant*

Table 6 depicts the performance of civic development activities by the students in government and non government schools. The study reveals that 98% government and 96% non government schools were celebrating social festivals like holi, lohri etc. with no significant difference ( $p=0.558$ ). The non government schools dominated in the celebration of the religious festivals like Ram Navmi, Janamashtami, Id, Guru Purab, Christmas etc being 98% as compared to 74% of government schools, the difference was found to be significant ( $p=0.001$ ).

All government schools (100%) were celebrating the National days i.e. Independence day, Republic day, Children day, Teacher's day etc. There were 98% non government schools which were celebrating these National days. Significantly more ( $p=0.000$ ) number of non government schools (58%) were participating in the religious Nagar kirtans etc in comparison to 18% government schools. Van Mahotsav was being celebrated in 96% each of government and non government schools.

Table 7 shows the various social welfare activities being carried out in government and non government schools. All government and non government schools were holding mass prayer and morning assembly.

**Table 7**

**Comparison of social welfare activities being followed in government and non government schools of urban area**

S no	Social welfare activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
i	Mass prayer and morning assembly	50(100.0)	50(100.0)	0.000	1.000 <sup>NS</sup>
ii	Scouting/Girl guiding	29(58.0)	24(48.0)	1.004	0.316 <sup>NS</sup>
iii	NCC	06(12.0)	14(28.0)	4.000	0.046*
iv	NSS	10(20.0)	11(22.0)	0.060	0.806 <sup>NS</sup>
v	Red cross	17(34.0)	10(20.0)	2.486	0.115 <sup>NS</sup>
vi	First aid	38(76.0)	47(94.0)	5.020	0.025*
vii	Social surveys	11(22.0)	17(34.0)	1.786	0.181 <sup>NS</sup>
viii	Community cooking service	07(14.0)	19(38.0)	7.484	0.006*
ix	Social service in neighborhood	22(44.0)	38(76.0)	10.667	0.001*
x	Participation in awareness creating rallies	33(66.0)	30(60.0)	0.386	0.534 <sup>NS</sup>
xi	Book Bank	10(20.0)	22(44.0)	6.618	0.010*
xii	Organisation of fete & fairs	08(16.0)	33(66.0)	25.837	0.000*

Figures in parentheses indicate percentage

\* Significant NS- Non significant

With no significant difference, scouting / girl guiding was seen in 58% and 48% of government and non government schools, respectively ( $p=0.316$ ), NCC in 12% government schools as compared to 28% non government schools ( $p=0.046$ ), NSS in 22% non government and 20% government schools ( $p=0.806$ ), Red cross in 34% government and 20% non government schools ( $p=0.115$ ).

First aid as social welfare activity was found in 94% non government schools as compared to 76% government schools and the difference was observed to be significant ( $p=0.025$ ). Social surveys was being conducted in 34% non government and 22% government schools, the difference was found to be non significant ( $p=0.181$ ).

Community cooking service (Langar) ( $p=0.006$ ) and social service in the neighborhood was seen significantly ( $p=0.001$ ) more prevalent in non government schools as compared to government schools. Participation in awareness creating rallies was observed in 66% and 60% of government and non government schools, respectively with no significant difference ( $p=0.534$ ). Book bank was found in 44% non government schools as compared to 20% government schools the difference was observed to be significant ( $p=0.010$ ). Organization of fete and fair was seen in 66% of the non government schools as compared to 16% government schools ( $p=0.000$ ) the difference was observed to be highly significant.

### **CONCLUSIONS**

Literary activity of debate, recitation, dramatics, declamation and quiz were being organized in both urban government schools and urban non government schools with non significant difference. All government and non government schools of the urban area were carrying out activities of news paper reading, story and essay writing. Symposium was being organized by only non government schools. Significantly more number of urban non government schools were organizing the activity of wall magazine, library work, puzzle, mental aptitude test, subject wise clubs and extempore speech as compare to urban government schools.

All urban government and urban non government schools of urban area were having the activities of dance, drawing, painting and folk songs. All non government schools were carrying out activities of music, preparation of charts

and fancy dress. A good number of government schools were also carrying out activities of music and preparation of charts. Significantly more number of urban non government schools were carrying out activity of sculpture making, exhibition, school band and variety show. There was no significant difference between government schools and non government schools of urban area in organizing activities of preparation of models, interior decoration, flower arrangement, rangoli and mehendi.

The leisure time activities of album making; photography; collection of stamps, coins and currency were being performed in significantly higher number of non government schools of urban area. The collection of pictures, leaves, flowers, stones and seeds were also being performed with no significant difference between government schools and non government schools of urban area.

Fewer but equal number of both urban government and urban non government schools were carrying out spinning activity. Equal number of both urban government and non government schools were carrying out embroidery activity. Activities of dyeing, weaving, kitchen gardening, book binding, soap making, greeting card making, leather work and envelope making were being followed with no significant difference between government schools and non government schools of urban area. Significantly more number of urban non government schools were following the activities of tailoring, clay modeling toy making, candle making, basket making and flower making as compare to urban government schools.

Significantly more number of urban non government schools were taking their students to visit zoo, exhibition, civic institutions and to places of historical, geographical, scientific, industrial and cultural interest as compare to urban government schools. Visit to religious places, melas/fairs and places of agricultural interest were carried out with no significant difference between government schools and non government schools of urban area.

With no significant difference, government schools and non government schools of urban area were celebrating social festivals. Significantly more number of non government schools were celebrating religious festivals and participating in religious Nagar kirtans. All government and majority of non government schools were celebrating National days. However a good and equal number of both urban government and non government schools were celebrating Van Mahotsav.



Mass prayer and morning assembly was being performed in all urban government and non government schools. There was no significant difference between urban government schools and urban non government schools in following the activities of scouting/girl guiding, NSS, social survey, Red Cross and participation in awareness rallies. Significantly more number of urban non government schools had NCC, first aid facility, book bank and were performing the activities of community cooking service, social service in the neighborhood and organization of fete and fairs as compare to urban government schools.

### **RECOMMENDATIONS**

Based on the findings of the study the following recommendations are offered.

Organization of co-curricular activities should be made compulsory in all types of schools.

Schools should prepare annual and monthly schedule for conducting co-curricular activities.

Evaluation and feedback mechanism should be established at the district and state level to monitor co-curricular activities being followed in the schools.

Enough and separate budget should be set-aside to promote co-curricular activities in schools.

Special workshop/orientation courses should be organized as a part of in-service teachers training to inculcate deep interest towards co-curricular activities.

### **REFERENCES**

Jain KK. Study of the development of interests among the school students of Delhi in relation to certain variables(Ph.D.Edu). Delhi University;1984. Fourth Survey of Educational Research (II). 1983-1988:533.

Kaur S and Kohli T. Effectiveness of guidance programmes and practices in higher secondary schools of Punjab. Punjab University Research Bulletin (Arts). 1993; Vol. 24 (2) : 13-21. Sixth Survey of Educational Research (I); 1993-2000: 234.

Kaur K and Verma AK. Socioeconomic conditions of rural school children – A case study of primary schools of district Faridkot. *Edutracks*. September 2009; Vol.9 (11) : 31-36.

Safaya R and Shaida BD. *School administration and organization*. Jallundhar-Delhi : Dhanpat Rai & Sons; 1964 : 307-309.

Sinha SK. Impact of Physical Education in the development of leadership qualities and academic pursuit among school students(D.Litt. Edu.). Ran. Univ.; 1981. Fourth Survey of Educational Research (I); 1983-1988: 608-609.

Vasanthi LA. A comparative analysis of music education with its implication for improved music education in India(Ph.D. Edu.) Kerela Univ; 1985. Fourth Survey of Educational Research (I); 1983-1988: 609-610.

Vora DP. A study on leisure as understood by school-going children in an urban setting- An independent study. Indian Council of Social Science Research. Fifth Survey of Educational Research (II); 1988-1992 : 1028-1029.

# A STUDY OF ACADEMIC ACHIEVEMENT IN MATHEMATICS IN RELATION TO LEARNING STYLES OF HIGH SCHOOL STUDENTS

Dr. NEETU SETHI\*

## INTRODUCTION

A central goal for all levels of mathematics education is the development of mathematical power for all students. Mathematics holds an important place in schools. Infact, it starts right from kindergarten and holds a key position among other subjects even at primary and high school level. Today, children are sent to schools for achieving different goals and it is assumed that the child will be able to achieve the following objectives:

Acquisition of knowledge and skills

Acquisition of various values as discipline, tolerance etc.

Acquisition of desired attitudes and ideals.

In post independence India, great emphasis has been placed on mathematics teaching and learning. **The Indian Education Commission (1964-1966)** has recommended "Mathematics and science should be taught on compulsory basis to all pupils as a part of general education during the first ten years of schooling. The advent of automation and cybernetics in this century make the beginning of the new scientific, industrial revolution and makes it all the more imperative to devote special attention to the study of mathematics".

Mathematics helps in training and disciplining the mind. It also develops the power of thinking and reasoning. Any student of average intelligence can learn mathematics. Study of mathematics is helpful in learning most of the school subjects, as it is believed to be the art of all arts and science of all sciences. Directly or indirectly, mathematics does not only help everybody in earning but also helps in wise spending. It is mathematics that makes use of physical properties of matter for the benefit of man. Mathematics not only tests result, but very often directs researches.

---

\*Associate Prof., Doraha College of Education

---

Mathematics is an exact science and involves high cognitive abilities and powers. In this connection **Courant and Robbins (1941)** have expressed their views about the nature of mathematics in beautiful words as, "Mathematics as an expression of the human mind reflects the active will, the contemplative reason and the desire for aesthetic perfection. Its basic elements are logic and intuition, analysis and construction, generality and individuality."

Academic Achievement has always been the main topic of educational research. Academic Achievement, in general, referred to the degree or level of success or proficiency attained in some specific area concerning scholastic or academic work. **Good (1973)**, in the Dictionary of Education defined academic achievement as "knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by the teacher." As soon as a child steps into the school, the process of his behavior modification begins. He acquires new attitudes, capabilities and skills, which are judged by his achievement. Achievement need is a learned motive to compete and strive for success. Achievement in mathematics is the competency shown by the student in the subject. It is the knowledge attained or skill developed in the field of mathematics.

The concept of Learning Styles has been treated as a potential individual difference that might be employed by the teacher to enhance student's learning. Learning style is simply, the way, method, or approach by which a student learns. Learning Style is the way in which individuals begin to concentrate on, process, internalize and retain new and difficult academic information. **Vermunt (1992, 1996)** describes the concept of learning style as consisting of four aspects:

Processing Strategies

Regulation Strategies

Mental Models of Learning

Learning Orientation

Pupils individually are different from one another and possess diverse learning styles. They also possess different intelligence, such as, being able to work better individually or with in a group. The mathematics teacher has a major responsibility in assisting pupils to learn in ongoing lessons and units in

mathematics. 'High expectations' has become a key word. It has been seen that if teacher has high expectations from pupils in mathematics, the latter will achieve higher grades.

**Dunn and Dunn (1992)** define Learning Styles as those environmental, emotional, sociological and physical characteristics through which an individual learns most easily. In other words, these are the ways in which individual begins to concentrate on process, internalize and retain new and difficult academic information.

**In view of Jackson (2002)** Learning Styles are personal qualities that influence a student's ability to acquire information and to participate in learning experience.

### **REVIEW OF RELATED LITERATURE**

**Joy (1991)** in his study investigated the impact of learning style factors on college students' retention and achievement. The purpose was to determine the effect of exposure to different level of learning styles information on the academic achievement and retention rate of full time college students. The results of the study established no significant impact of learning style factor on college student's achievement. **Setia (1991)** conducted a study on a sample of 510 students and explored the effect of some socio- psychological and educational factors of differential learning rate in modern mathematics. She revealed that male rapid learners perform better on achievement tests in mathematics as compared to female rapid learners. However, male- female average and slow learners do not differ significantly with each other on achievement in mathematics.

**Susabda (1992)** reported that learning style of the average and below average students tended to be more concretely dimensional while superior students tended to be more abstract in their thinking. **Key (1993)** studied the gender difference in learning style of remedial mathematics students. The findings revealed that males scored significantly higher on reflective observation mode of learning style. **Verma and Sharma (2000)** conducted a study on 120 adolescents of IX class of Bharatpur city with the objectives to compare the academic achievement of adolescents students possessing independent and dependent learning styles in respect of Hindi, English, Mathematics, General Science, Social studies and total area of study. It was found that the group of

dependent learning styles students was significantly better than the group of independent learning styles students so far achievement in social studies was concerned. There was no significant difference between mean scores of achievement in Hindi, English, Mathematics, General Science, Social Studies and total area of study in respect of competitive and collaborative learning style groups.

**Jones (2000)** in his study, "Are learning styles subjects area sensitive?", reported that there were statistical significant difference in students learning preferences by academic achievement. **Srivastava (2002)** in her study found that most popular learning style of the students is accommodating learning style and second popular style is convergent. The study also revealed that students following convergent learning style scored better in science than the students following other learning styles. Also a student learning style and their intelligence was related with each other. Study also showed difference in learning styles of boys and girls. Most of the girls preferred convergent and accommodative learning styles and very few girls prefer divergent and assimilative learning styles whereas all the four learning styles were preferred by almost equal number of boys.

**Singh (2006)** in his study found that there was no significant relationship between learning styles and academic achievement of students in fine arts. In other words, academic achievement in fine arts was insignificant with right hemisphere and left hemisphere measures of learning styles. Thus right and left hemispheric have no association with academic achievement of students in fine arts.

### **RATIONALE OF THE STUDY**

In the era of advancement of science and technology, individual are bombarded with the information in all the fields irrespective of its relevance, applicability and adaptability to them. It is very difficult to access the right learning path for students and to cater to individual difference. Hence it becomes increasingly important that right education is imparted to the students so that teaching and learning may be made more meaningful and adaptive for all students.

Also there is a need of studying the problem subject wise, because each subject is unique in itself and it is a common experience to find a student's

achievement high in one subject and low in some other. Such researches will be of great help to teachers, school administrators and to guidance and counseling workers. In view of this, in the present study only achievement in mathematics was taken. The choice of the subject of mathematics was because Mathematics achievement of the students at each developmental stage is likely to be influenced by multiplicity of factors in the past several years; there has been extensive research on various approaches of teaching in higher education. But no one method or approach has been found consistently superior to all. It reveals the fact that no one approach can be best suited to all students. The most important question is to determine which students learn best and under what conditions. An emerging important area of research that holds promise in helping us answer this question is student's learning styles. It is very important for teachers to know what the learning styles of students are. Do they vary significantly? What type of learning procedures and activities promote the most rapid and successful learning by students who have deeply different patterns for their own learning?

It is very much appropriate and necessary to conduct a research study in this area so that parents and teachers must know what level of learning styles are helpful in enhancing student's achievement. Thus, the present study will prove to be a humble effort in studying and determining the relationship of these variables.

### **STATEMENT OF THE PROBLEM**

“A Study of Academic Achievement in Mathematics in relation to Learning Styles of High School Students.”

### **OBJECTIVES OF THE STUDY**

To know the relationship between various activities related to learning and achievement in mathematics.

To know the relationship between motivation for learning and achievement in mathematics.

To know the relationship between student's views regarding learning and achievement in mathematics.

To know the relationship between learning styles and achievement in mathematics

### **HYPOTHESES**

There will be no significant relationship between various activities related to learning and achievement in mathematics.

There will be no significant relationship between motivation for learning and achievement in mathematics.

There will be no significant relationship between student's views regarding learning and achievement in mathematics.

There will be no significant relationship between learning styles and achievement in mathematics.

### **SAMPLE**

Sample for present study was selected from schools located in different districts of Punjab state. For this students of 9<sup>th</sup> class studying in different government and private schools were selected. Sample comprised of both male and female students (total 700 subjects). Subjects were selected with the help of multistage random sampling technique.

### **TOOLS USED**

Inventory of Learning Styles ( By Vermunt, Hindi version by Verma & Mishra, 1998)

Mathematics Achievement Test For 9<sup>th</sup> Class (This was developed by the investigator herself).

### **STATISTICAL TECHNIQUE USED**

Pearson's Product Moment Method of Correlation was used to find out relationship of the variable learning styles with academic achievement of students in mathematics.



**ANALYSIS AND INTERPRETATION**

**Table- I**

**The values of coefficient of correlation between Activities Related to Learning and Achievement in Mathematics**

Variables	N	r
Activities related to learning	700	.124**
Achievement in mathematics	700	

\*\* Significant at 0.01 level

Table I revealed that correlation of achievement in mathematics with measure of learning styles i.e. activities related to learning was positive and significant at 0.01 level. (r = .124).

On the basis of above results, hypothesis 1 that there will be no significant relationship between various activities related to learning and achievement in mathematics was rejected.

**Table- II**

**The values of coefficient of correlation between Motivation for Learning and Achievement in Mathematics**

Variables	N	r
Motivation for Learning	700	.131**
Achievement in mathematics	700	

\*\* Significant at 0.01 level

Table II revealed that correlation of achievement in mathematics with measure of learning styles i.e. motivation for learning was positive and significant at 0.01 level. (r = .131).

On the basis of above results, hypothesis 2 that there will be no significant relationship between motivation for learning and achievement in mathematics was rejected.

**Table- III**

**The values of coefficient of correlation between Student's Views Regarding Learning and Achievement in Mathematics**

Variables	N	r
Views Regarding Learning	700	.095*
Achievement in mathematics	700	

\* Significant at 0.05 level.

Table III revealed that correlation of achievement in mathematics with measure of learning styles i.e. views regarding learning was positive and significant at 0.05 levels. ( $r = .095$ ).

On the basis of above results, hypothesis 3 that there will be no significant relationship between student's views regarding learning and achievement in mathematics was rejected.

**Table- IV**

**The values of coefficient of correlation between Learning Style and Achievement in Mathematics**

Variables	N	r
Learning Styles	700	.141**
Achievement in mathematics	700	

\*\* Significant at 0.01 level

Table IV revealed that correlation of achievement in mathematics with measure of learning styles was positive and significant at 0.01 levels. ( $r = .141$ ).

On the basis of above results, hypothesis 4 that there will be no significant relationship of learning styles and achievement in mathematics was rejected.

### **CONCLUSION OF THE RESULTS**

These significant correlations have established that activities related to learning, motivation for learning and student's views regarding learning have significant relationship with achievement of the students in mathematics. These significant correlations may be explained on the nature of subject of mathematics. Mathematics is such a subject which is purely based on good styles of learning on a specified system. It follows some sequence. The student of mathematics not only relates himself with the text of the given problem but also with the context of that field. The more accurate are the activities related to learning and the more students feel motivated, more will be the achievement of students in the subject. Student's achievement can be maximized with motivation as it is the heart or golden road to learning. It's the motivation that can increase efficiency of one's work and facilitate learning. Moreover we come across individual differences in the class room. Students vary not only in the things they know or in their capabilities for learning but also the approaches they follow to accomplish a given task. Thus, these activities are directly related to learning.

### **EDUCATIONAL IMPLICATIONS**

As per the result of the present study, learning style have significant positive correlation with mathematical achievement of the students. Therefore, teacher should try to motivate the children for activities related to the learning. In order to fix up the concepts in the minds of the students from the field of mathematics, some new learning devices should be employed by the teacher. Teachers can identify the 9<sup>th</sup> class student's level of achievement in the subject of mathematics with the help of Mathematical Achievement Test standardized by the investigator.

## REFERENCES

- Best JW. Research In Education. 6<sup>th</sup> ed. New Delhi; Prentice Hall Of India : 2001.
- Courant R and Robbins H. What is Mathematics. Oxford University Press: p. 15; 1941.
- Dunn R and Dunn K. Teaching Secondary Students through the Individual Learning Styles. Bacon; Needham Heights M.A. Allyn:1992.
- Garrett HE. Statistics in Psychology and Education. Bombay; Vakil's, Feffer and Simson's Ltd.:1981.
- Indian Education Commission. Ministry of Human Resource Development. Government of India; New Delhi. 1964-66.
- Jackson C. Manual of the Learning Style Profiles. Available View [www.psi-press.co.UK](http://www.psi-press.co.UK);2002.
- Jones CFN. Are learning styles subject area sensitive(Unpublished Doctoral Dissertation). Oklahonra State University;2000.
- Joy NB. An Investigation of the Impact of Learning Styles Factor on College Students' Retention and Achievement. Dissertation Abstracts International. 1991; Vol.93(9): P-3121-A.
- Key MCP. Gender Differences in Attitude Special Visualization Ability and Learning Styles of Remedial Mathematics Students. Diss. Abst. International. 1993; 54 (5): p1714-A.
- Setia S. Psychological and Educational Factors of Different Learning Rate in Modern Mathematics at the Senior Secondary Stage( Ph. D. Thesis). P.U. Chandigarh;1991.
- Singh B. Academic Achievement of College Students in Fine Arts in relation to Emotional Intelligence, Creativity, Learning and Thinking Styles(Ph.D. Thesis). P.U. Chandigarh;2006.
- Srivastava A. A Study of Learning Styles of Secondary School Students with Scientific Attitude and their Achievement in Science(Ph.D. Thesis). Lucknow University; 2002.

Susabda E. The Relationship between Matched/ Mismatched Students Learning Style and Academic Performance in Christain Secondary Schools in Southern California. DAI. 1993; Vol.53 (ii): 3854-A.

Verma BP and Mishra RK. Inventory of Learning Styles. Department of Education. Shimla : Himachal Pradesh University ;1998.

Verma BP and Sharma JP. Academic Achievement in Relation to Learning Styles of Adolescents. Current Research in Learning Style. New Delhi; Mittal publication: 2000.

Vermunt JD. Leerstijlen: een sturen Van Leerprocessen in het Moger Onderwijs ( Learning Styles and Guidance of Learning Processes in Higher Education). Amesterdam/ Lisse: Swets and Zeitlnger In: Learning Styles: A Cross- Sectional and Longitudinal Study in Higher Education. Busto et al. British Journal of Educational Psychology.1988-1992.

Vermunt JD. Metacognitive and Affective Aspects of Learning Styles and Strategies: A Phenomenographic Analysis. Higher Education. 1996; Vol. 31:pp. 25-30.

# LOAFING BEHAVIOUR AMONG ADOLESCENTS IN RELATION TO THEIR SELF CONCEPT AND PEER INFLUENCE

Ms. TINA\*

## ABSTRACT

*This study was conducted to evaluate the loafing behaviour among adolescents in relation to their self concept and peer influence. Descriptive survey method was used in this study. The sample of this study included 200 adolescents selected by using simple random sampling from the district of Jalandhar. Two standardized tools and one self-made tool was used for the study. For the purpose of drawing out the results the investigator used statistical techniques like correlation, mean, standard deviation and t-tests. The conclusions of this study are that there exists no significant relationship in loafing behaviour and self concept, loafing behaviour and peer influence, there exists no significant difference in loafing behaviour of adolescent boys and girls having high self concept, there exists no significant difference in loafing behaviour of adolescent boys and girls having low self concept, there exists no significant difference in loafing behaviour of adolescent boys and girls having high peer influence and there exists no significant difference in loafing behaviour of adolescent boys and girls having low peer influence.*

## INTRODUCTION OF THE PROBLEM

The ages 11 through 14 years are often referred to as early adolescence. These years are exciting time of many varied and rapid changes. Child grows taller and stronger and also starts feeling and thinking in more mature ways. This can be a confusing time for both kids and parents. Both must get used to the new person the child is becoming. During adolescence, youngsters begin to separate from their parents and establish an individual identity. In some cases, this may occur with minimal reaction on the part of all involved. However, in some families, significant conflict may arise over the adolescents'

---

\* Assistant Professor, Lovely Professional University, Phagwara

---

acts or gestures of rebellion, and the parents' needs to maintain control and have the youth comply. As adolescents pull away from parents in a search for identity, the peer group takes on a special significance. It may become a safe haven, in which the adolescent can test new ideas and compare physical and psychological growth.

Group behavior is the situation where a group of people or animals act as an entity itself or may result in anti-social or uncontrolled behavior by the individuals in the group. So emotional, anti-social, uncontrolled, and group behavior are interesting behaviours; they have their own reasons for happening. Loafing is defined as the tendency of individuals to exert less efforts when working collectively than coactively (individually). Loafing is the phenomenon of people making fewer efforts to achieve a goal when they work in a group than when they work alone. This is seen as one of the main reasons why groups are sometimes less productive than the combined performance of their members working as individuals.

Loafing is the tendency to exert fewer efforts on a task when working as part of a cooperative group than when working on one's own. Loafing describes the tendency of individuals to put forth fewer efforts when they are part of a group. Social loafing is a behaviour that organizations want to eliminate. Social loafing is the general tendency of people to spend less efforts on a task when working as part of a group than when working individually. There have been various attempts to explain this phenomenon. This is the tendency for people to perform worse on simple tasks, yet better at complex tasks when they are in the presence of others.

Actual loafing refers to actual efforts reduced. There are various factors which can affect loafing behaviour of the individual like home environment, self concept and peer influence. Self-concept means which a person, understands of his or her self. The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. The self-concept is composed of self-assessments regarding attributes such as personality, skills and abilities, occupation(s) and hobbies, and physical characteristics.

Self concept is the mental image one has of oneself. A person's view or image of herself or himself. This is closely related to one's personality. A poor self-

concept or negative sense of oneself can have a damaging affect on a person's ability to interact with others. Those who have a positive self-concept tend to believe in who they are and have confidence in their abilities to deal with various situations.

Social psychologists have pointed out that self-concept also plays an important role in social perception-the process by which we form impressions of others. Attribution-how we explain the causes of our own and other people's behavior-is particularly influenced by our own self-concept. Peer influence is commonly defined as the extent to which peers exert influence on the attitudes, thoughts, and actions of an individual. It is widely accepted that membership in peer group is a powerful force during adolescence. These groups provide an important developmental point of reference through which adolescents gain an understanding of the world outside. Peer influence is a powerful factor in adolescent development. The research literature suggests that peer group programs have produced orderly, productive, and positive academic and rehabilitative environments.

Research convincingly demonstrates that children's peer relationships are important to social, cognitive, and physical development. However, it has also become clear that not all peer interactions and influence is positive. For example, children influence each other to engage in drug abuse, vandalism, and various other negative activities.

Humans learn by socialization, and peer groups play a significant role in development during early childhood. Parental influence helps in inculcating core values, but the influence of a peer group is powerful. Peer group plays an important role in child development and should not be avoided for fear of negative influence. Socializing with a range of friends is important for the development and independence of a child. Peer acceptance plays an important role in the growing process. Keeping the conceptual framework supported with empirical evidences, the present investigation may be justified in following manner.

### **SIGNIFICANCE OF THE PROBLEM**

The existence of cultural continuity from generation to generation within society supports in advance the notion that adolescents do not generally rebel



against and reject traditional values and parental norms. The research findings disagree with the popular stereotypes of rebellious adolescent behavior. The disagreement between parent and adolescent as to the stage at which the adolescent may participate in the activities which symbolize adulthood is as temporary as the period of adolescence. While this disagreement may be responsible for the popular image of rebellious youth, it cannot accurately be described as a group rejection of societal norms; it is, rather, an individual resistance to specific authority patterns. Adolescence may be a particularly crucial period for attachment relations. As relationships with parents and those with peers gain importance, patterns of attachment may change as well. As adolescent pulls away from parents in a search for identity, the peer group takes on a special significance. It may become a safe haven, in which the adolescent can test new ideas and compare physical and psychological growth. Socially, peer relationships become much more important than before. The developmental changes that occur in early adolescence are related to one another. Importantly, they impact the desire for a more independent and autonomous life that comes with adolescence. This does not undermine the importance of the parent-adolescent relationship, but points toward a gain in importance and influence of peer relationships for positive development but sometimes peer influence can have negative impact also like loafing behavior may develop as adolescents are particularly susceptible to outside influences upon their behavior and perceptions of their lives. In this behavior a person may start shirking work in a group. But further it may depend upon the self concept of the person which is the belief regarding personality traits, physical characteristics, abilities, values, goals, and roles. Many studies have been done on loafing behavior but no study has been done on it in relation with the self concept & peer influence which can support the above facts. So investigator has decided to take up this study.

### **STATEMENT OF THE PROBLEM**

This study investigated: how the loafing behavior among adolescents is related with the self-concept and peer influence. The problem is stated as “Loafing behavior among adolescents in relation to their self concept and peer influence.”

### **OBJECTIVES**

To find out the relationship between loafing behavior and self concept.

To find out the relationship between loafing behavior and peer influence.

To find out the difference in loafing behavior of adolescent boys and girls having high self concept.

To find out the difference in loafing behavior of adolescent boys and girls having low self concept.

To find out the difference in loafing behavior of adolescent boys and girls having high peer influence.

To find out the difference in loafing behavior of adolescent boys and girls having low peer influence.

### **HYPOTHESES**

There exists no significant relationship between loafing behavior and self concept.

There exists no significant relationship between loafing behavior and peer influence.

There exists no significant difference in loafing behavior of adolescent boys and girls having high self concept.

There exists no significant difference in loafing behavior of adolescent boys and girls having low self concept.

There exists no significant difference in loafing behavior of adolescent boys and girls having high peer influence.

There exists no significant difference in loafing behavior of adolescent boys and girls having low peer influence.

### **SAMPLE**

Investigator had taken the sample of 200 adolescents from Jalandhar city. 200 adolescents were comprised of 100 adolescent boys and 100 adolescent girls.

In this study simple random sampling method was employed to draw the sample.

### **TOOLS USED**

In this study investigator used three tools.

Those were as follows:

1. Social Loafing Scale by Q.G.Alam and Ramji Srivastava (1971).
2. Self Concept Questionnaire by Dr. Raj Kumar Saraswat (1971).
3. Self made questionnaire on Peer Influence.

### **STATISTICAL TECHNIQUE**

In this study t'-test and correlation was applied by the investigator for the analysis of data.

### **ANALYSIS OF DATA**

**Null Hypothesis 1: There exists no significant relationship between loafing behaviour and self concept.**

**Table 1**

Showing relationship between loafing behaviour and self concept

Table 1 shows correlation value to be 0.029 where as table value at df 198 is .138 at 0.05 level it means our calculated correlation is less than table value which signifies that there exists no significant relationship between loafing behavior and self concept, therefore first hypothesis is accepted. The reason behind this may be that loafing behavior depends upon other factors like personality traits of the person, environment he is getting, parents' attitude etc.

**Null Hypothesis 2: There exists no significant relationship between loafing behavior and peer influence.**

**Table 2**

Showing relationship between loafing behavior & peer influence

Variables	No.	Mean	Correlation
Loafing Behavior	200	11.02	0.11
Peer influence	200	10.68	

Table 2 shows that correlation value is 0.11 where as table value at df 198 is .136 at 0.05 level. It means our calculated value is less than table value which signifies that there exists no significant relationship between loafing behavior and peer influence, therefore second hypothesis is accepted. There may be reason like the selected sample may not be having very rigid aspect of peers. Adolescents may be very independent to take their own decisions. They might be having company but they are living their lives by themselves and not as per the directions of the peers.

**Null Hypothesis 3 : There exists no significant difference in loafing behavior of adolescent boys and girls having high self concept.**

**Table 3**

Showing results of 't' test on significant difference in loafing behavior of adolescent boys and girls having high self concept

Loafing Behaviour	N	Mean	SD	t'ratio
Adolescent Boys	39	13.15	4.78	.0071
Adolescent Girls	30	10.05	3.67	

Table 3 shows 't' value to be 0.0071 where as table value is 2.00 at 0.05 level, it means our calculated 't' value is less than table value which signifies that there exists no significant difference in loafing behaviour of adolescent boys and girls having high self concept, therefore hypothesis is accepted.

**Null Hypothesis 4: There exists no significant difference in loafing behavior of adolescent boys and girls having low self concept.**

**Table 4**

Results of t'-test on significant difference in loafing behavior of adolescent boys and girls having low self concept

Loafing behavior	N	Mean	SD	t'ratio
Adolescent boys	31	11.41	4.17	0.49
Adolescent girls	27	11.40	5.74	

Table 4 shows that 't' value is 0.49 where as table value is 2.00 at 0.05 level, it means our calculated 't' value is less than table value which signifies that there exists no significant difference in loafing behavior of adolescent boys and girls having low self concept, therefore hypothesis is accepted.

**Null Hypothesis 5: There exists no significant difference in loafing behavior of adolescent boys and girls having high peer influence.**

**Table 5**

Results of t'-test on significant difference in loafing behavior of adolescent boys and girls having high peer influence

Loafing behavior	N	Mean	SD	t'ratio
Adolescent boys	29	13.37	4.1	0.024
Adolescent girls	32	11.06	4.78	

Table 5 shows that 't' value is found to be 0.024 where as table value is 2.00 at 0.05 level, it means our calculated 't' value is less than table value which signifies that there exists no significant difference in loafing behaviour of adolescent boys and girls having high peer influence, therefore hypothesis is accepted. From the results we may conclude that peer influence does not make any difference in creating loafing behaviour among boys and girls. They may be having high influence of company but might be they are not shirking from the work because of friends. In case of boys this is more because boys are considered to be of free nature and girls shirk less because they want to reach the expectations of the persons who have allotted them work.

**Null Hypothesis 6: There exists no significant difference in loafing behavior of adolescent boys and girls having low peer influence.**

**Table 6**

Results of t'-test on significant difference in loafing behavior of adolescent boys and girls having low peer influence

Loafing behavior	N	Mean	SD	t'ratio
Adolescent boys	32	12.03	3.94	0.034
Adolescent girls	32	10.12	4.27	

Table 6 shows that 't' value is found to be 0.034 where as table value is 2.00 at 0.05 level, it means our calculated 't' value is less than table value which signifies that there exists no significant difference in loafing behavior of adolescent boys and girls having low peer influence, therefore hypothesis is accepted. It is visible from the mean score of low peer influence of boys and low peer influence of girls group where there is very little difference. As far as peer influence is concerned it also has no impact on loafing behavior. So we can say that there can be some other reasons behind this. Loafing behavior among boys is more than girls, it may be because of the environment they are getting or restrictions with which they have to work.

### **CONCLUSIONS**

There exists no significant relationship between loafing behavior and self concept.

There exists no significant relationship between loafing behavior and peer influence.

There exists no significant difference in loafing behavior of adolescent boys and girls having high self concept.

There exists no significant difference in loafing behavior of adolescent boys and girls having low self concept.

There exists no significant difference in loafing behavior of adolescent boys and girls having high peer influence.

There exists no significant difference in loafing behavior of adolescent boys and girls having low peer influence.

### **SUGGESTIONS**

1. Study can be conducted on the college level students & university level students.
2. This study can be conducted by considering vocational and educational areas.
3. Loafing behavior of teachers can be evaluated.
4. Other variables like home environment and school environment can also be included for further research.

### RECOMMENDATIONS

Students can be given work of responsibility so that they get no time to think about loafing. Students' work should be monitored daily. Their work should be given due recognition for uplifting their morale. Lectures on moral values, dignity of labor should be delivered for making them aware of the importance of work.

### REFERENCES

Arterberry ME; Cain KM and Chopko SA. Collaborative problem solving in five-year-old children: Evidence of social facilitation and social loafing. *Educational Psychology*. 2007; 27(5): 577-596.

Leung C and Choi E. A Qualitative study of self-esteem, peer affiliation, and academic outcome among low achieving students in Hong Kong. *New Horizons in Education*. 2010; 58(1):22-42.

Lindsey M A; Joe S and Nebbitt V. Family Matters: The role of mental health stigma and social support on depressive symptoms and subsequent help seeking among African American Boys. *Journal of Black Psychology*. 2010;36(4):458-482.

Mazur E and Kozarian L. Self-presentation and interaction in blogs of adolescents and young emerging adults. *Journal of Adolescent Research*. 2010; 25(1): 124-144.

Musher DR; Holub SC and Arnett M. Attitude and peer influence on adolescents : The moderating effects of age, sex and substance. 2003; 33(1):1-23.

# A STUDY OF MENTAL HEALTH OF HIGH SCHOOL STUDENTS IN RELATION TO ACADEMIC ACHIEVEMENT

Dr. (Mrs.) SANGEETA SOOD\*  
Mr. HARMEET SINGH\*\*

## ABSTRACT

The present study aims to examine the relationship between mental health and academic achievement of male and female high school students. The study revealed that there is a positive and significant relationship between mental health and academic achievement. Also there is a significant difference in the mental health of students with high academic achievement and low academic achievement. There is significant difference between the mental health of male and female students.

## INTRODUCTION

Mental health means a sound mental condition of a psychological well being of freedom from mental disease. In a broader sense it suggests a degree of happiness and satisfaction under conditions that warrant such a state of mind and a capacity for making satisfactory personal and social relationship. Academic Achievement means the amount of knowledge attained and skills developed by the students in different subjects during study, which is assessed by the educational institutions with the help of achievement tests (standardized or teacher made). The achievement means a person's level of skill or range and breadth of information and what he has accomplished in a designated area of learning as behavior. Abraham and Prasanna (1986) found that there is a close positive relationship between socio-economic status of the family and mental level of Secondary school pupils. Whereas Phatak and Rai (1993) found that mental health of low socioeconomic status students were lower than that of the students of higher socio-economic status. The study also found that science students were found to be mentally healthier than art students and mental health increased with age also. Colvin (2000) on the other hand found that

---

\*Asst. Professor, Partap College of Education, Ludhiana

\*\*M.Ed. Student



there is no correlation between mental health and academic achievement. Nanda (1999) found that mental health is accepted as an important indicator of all round growth and development of students in schools. Panigrahi (2005) found significant and positive correlation between academic achievement and intelligence.

### **OBJECTIVES**

1. To study the mental health and academic achievement of high school students.
2. To find out the relationship between mental health and academic achievement of high school students.
3. To ascertain the difference of mental health of students with high academic achievement and low academic achievement.
4. To ascertain the difference in the mental health of male and female students.

### **HYPOTHESES**

There will be a significant relation between mental health and academic achievement.

There will be a significant difference in the mental health of students with high academic achievement and low academic achievement.

There will be a significant difference between the mental health of male and female students.

### **SAMPLE**

A sample of 200 students (100 males and 100 females) from different schools of Ludhiana district was selected

### **TOOLS**

1. PGI General well being measure by Verma S. K. and Verma A. (1989). PGI General well being scale is self administering scale. (English version used) Number of right ticks are counted and constitute the well

being score of that particular individual. The reliability was 0.98 (K-R20) at 0.01 level while test-retest reliability was 0.86. The test has validity also.

2. Academic achievement of the students on the basis of marks obtained in 8<sup>th</sup> class.

## **RESULTS AND DISCUSSION**

Coefficient of correlation between mental health and academic achievement was calculated ( $r=0.66$ )  $p>.01$  level ( $N=200$ ). This goes parallel with the results of the study conducted by Gracia and Hu (2001) which proved that mental health is positively co-related with academic achievement.

t- value of mental health between students with high academic achievement and low academic achievements was 11.38 ( $p>0.01$  level). Also results revealed that mean of ( $N=47$ ) was found to be 16.19 with S.D. 1.313 which is significantly high than mental health of low academic achievement students. It may be due to the reason that the students have high mental health as well as high academic achievement because their family and school environment was conducive where as the students having low mental health has low academic achievement because of lack of resources at home or school.

t-value of mental health between male and female students is 2.50 ( $p>.01$  level). Results reveal that mean of male and female students ( $N=100$ ) was found to be 14.15 & 14.8 respectively with S.D. 1.914 and 1.758 which shows a significant difference between the mental health of male and female students. Mangotra (1982) also found similar results that females appeared to possess better mental health than that of males.

## **EDUCATIONAL IMPLICATIONS**

The present study reveals that mental health is positively related to academic achievement. It will help the parents in understanding that children need continuous reassurance of their parents and their concern, approval, attention and encouragement. Parents should identify ability of children and they must be encouraged to pursue their efforts in the fields of their interest, ability and aptitude. It will help the child to get better academic results.

### REFERENCES

- Abraham M and Prasanna K. Socio- economic status of family as a determinant of the mental health level of secondary school pupils. *Manas*.1986; 1(2): 33.
- Colvin R. *The School administrator*, American Association of School Administrators. Arlington; 2000.
- Gracia B & Hu L. Academic self–efficiency and first year college student performance Adjustment. *Journal of Edu Psy*. 2001; 93 (1).
- Mangotra HP. Mental health as a correlate of intelligence, education, academic achievement of socio-economic status [ Ph. D. Dissertation]. Panjab University, Chandigarh ;1982.
- Nanda A. A study of students' mental health and attitude towards motivation. *Journal of Edu Res and Extension*. 1999; 36 (2) : 55-61.
- Panigrahi MR. A study of academic achievement in relation to intelligence and socio-economic status of high school students. *Edu Tracks*. 2005; 5 (2).
- Phatak RP and Rai VK. Mental health of higher secondary students in relation to socio economic status. *Journal of Indian Education*. 1993; D 11.
- Verma SK and Verma A. *PGI General Well Being Measure* Ankur Psychological Agency. Lucknow ; 1989 .

# EFFECT OF WEB BASED INSTRUCTION ON ACHIEVEMENT OF ELEVENTH GRADE STUDENTS IN RELATION TO LEARNING STYLES

Dr. SARBJIT KAUR RANU\*  
Ms. JASPREET KAUR AULAKH\*\*

## INTRODUCTION

The most important difference that has taken place in the world in the last few years is the rapid development and spreading of information technology in every field. It is accepted by all environments that information technology provides value in materialistic and moral aspects, and that is widely used in fields of education, economy, health, agriculture, social life, and entertainment.

The Internet, and the applications that use it such as e-mail and the WWW, provides for an effective means of transferring information between individuals and organizations alike, and it has spawned a revolution in how business, education, and personal communications are transacted (Chalmers, 2000; Comer, 2000).

Since the invention of the World Wide Web (WWW) by Tim Berners-Lee in 1989, and the subsequent creation of the Web browser in 1993, by Marc Andreessen, the Web has transformed the ways in which we communicate, transact business, and access information (Chalmers, 2000; Comer, 2000). This is especially true in education, where the Web's ubiquity and ability to deliver media-rich instruction regardless of geography and time, has sparked a revolution in the ways that instructors teach and students learn (Brahler, Peterson, & Johnson, 1999).

Advances in learning environment have provided students with a wide variety of teaching/learning alternatives that have expanded the educational process beyond the traditional classroom.

As the instructor's time is "liberated" through computer-delivered instruction, the instructor is given the opportunity to develop more learner-centered

---

\*Assoc. Prof., GHG Khalsa College of Education, Gurusar Sudhar, Ludhiana

\*\*Asst. Prof., GHG College of Education for Women, Sidhwan Khurd, Ludhiana

---

activities by creating multiple opportunities for the students to interact with one another and the instructor, and participate in group activities that take place in the online environment. These collaborative opportunities are supported by the various modes for communication and interaction provided by the Internet, including e-mail, chat rooms, and discussion groups.

### **WEB-BASED INSTRUCTION (WBI)**

Simply stated, Web-based instruction refers to providing a learning environment that is mediated and supported via the Internet/Intranet and connected to a computer with hyperlinks to resources outside the instructional domain. The instruction is designed so that the computer displays lessons in response to learner/user interactions.

Web based Instruction is an innovative approach to instruction in which computer based instruction (CBT) is transformed by the technologies and methodologies of the World Wide Web, the Internet, and Intranets. Web based Instruction presents live content, as fresh as the moment and modified at will, in a structure allowing self- directed, self- paced instruction in any topic. WBI is media-rich instruction fully capable of evaluation, adaptation, and remediation, all independent of computer platform.

Khan (1997) defines Web-Based Instruction as “.....a hypermedia-based instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported”

One aspect of web-based instruction is the incidental learning that frequently occurs. In a traditional “face-to-face” instructional environment, learning is considered to be intentional— there is usually very little incidental learning. Computers and the web have changed this model of instruction; they allow learners to view, retrieve, and store information at “any place, any time”.

In Web-based instruction, increased student control and responsibility optimizes learning and makes it more effective. In a well designed Web based course students can be more successful than they would be in a classroom setting. Hence, the individual is able to explore the subject matter in the range and depth s/he wishes to learn that is appropriate to her/his learning capacity.

### **CHARACTERISTICS OF WBI**

WBI can utilize simulations, tutorials, games, slideshows, and other activities to help illustrate and reinforce the concepts and instructional material. Following are the important characteristics of WBI:

Instruction is self-directed and self-paced

Individualized or group instruction

Asynchronous or synchronous mode

Interactivity

Include text, graphics, and animations

Use of e-mail, Chat rooms or discussion forums

Multi-platform capabilities (Windows, Mac, UNIX, PDA, other wireless devices)

Web based instruction encompasses the integrated design and delivery of instructional resources via the World Wide Web and promotes student engagement with text-based, hypermedia, multimedia, and collaborative resources for the purposes of teaching and learning. WBI is dynamic in nature and enables sharing of information.

### **LEARNING STYLES**

Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts.

A learning style is a student's consistent way of responding to and using stimuli in the context of learning. Learning styles refer to the variations in the ability to accumulate as well as assimilate information. Basically, learning style is the method that best allows gathering and using knowledge in a specific manner.

Smith & Dalton (2005) says, "Most simply conceived, learning style is the typical way an individual likes to go about learning. Although there are characteristics of learning styles that are quite stable in an individual across different learning tasks and contexts, there can still be variation in the same learner."

Learning styles are various approaches or ways of learning. When mismatches exist between learning styles of most students in a class and the

teaching style of the teacher, the students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school.

The learning styles view has acquired great influence within the education field, and is frequently encountered at levels ranging from kindergarten to graduate school.

### **REVIEW OF RELATED STUDIES**

Orr & Davidson (1993) studied the effects of group computer-based instructions and learning style on achievement and attitude of 190 elementary school students. Results do not support the hypothesis of interaction between instructional delivery and learning style for both performance and attitude.

Sansanwal and Nawayot (2001) developed WBI for facilitating the Reasoning Ability and thinking skills of people. It was a website hosted for three weeks and 72 people belonging to countries like Australia, Africa, America, France etc. visited the developed the website. The WBI was found to be effective in facilitating Reasoning Ability amongst people belonging to different countries and age group.

Shih & Gamon (2002) investigated relationship between learning styles and achievement in web-based courses. They concluded students with different learning styles and backgrounds learned equally well, and did not differ in their use of learning strategies and patterns of learning in Web-based courses.

Derouza and Fleming (2003) compared undergraduates who completed quizzes online with students who took traditional paper-based quizzes and found that marks revealed that students who took the quizzes online significantly outperformed students who took the paper-and-pencil quizzes.

Kim & Moore (2005) investigated how students' characteristics affect their satisfaction and learning experience within web-based courses. Eighty two graduate students took a web-based course. Web-based questionnaires were used to collect data. Findings suggest that students' interaction with classmates and their instructor may have an impact on their satisfaction with web-based courses.

### **OBJECTIVES OF THE STUDY**

To study the effect of two different instructional strategies (Web Based Instruction, and Conventional Method) on achievement in physics of eleventh grade students.

To study the differences in achievement in physics of eleventh grade students in relation to learning styles.

To study interaction effect of instructional strategies and learning styles on achievement in physics of eleventh grade students.

### **HYPOTHESES OF THE STUDY**

There will be no significant difference between mean achievement scores of students taught through two different instructional strategies i.e. WBI and Conventional Method.

There will be no significant effect of learning styles on achievement in physics of eleventh grade students.

There will be no significant interaction effect of instructional strategies and learning styles on achievement in physics of eleventh grade students.

### **SAMPLE**

For this research investigation, approximately 150 students were drawn through random sampling from CBSE affiliated senior secondary schools located in Ludhiana district, where the students have exposure to computer and Internet. All the 150 students were randomly divided into two groups. Then learning style test was administered to both the groups. On the basis of scoring, the students were divided into three subgroups namely, visual, auditory, and kinesthetic learners in each group.

In both the groups, there was unequal number of students in each cell. The minimum number of students in one cell was 21. Then all the cells were reduced to size 21 by randomly dropping extra students. So, the final sample consisted of 126 students.



## DESIGN OF THE STUDY

The present study was an experimental one. This method was appropriate to study the effect of independent variable on dependent variable. In the present study, 2×3 factorial design was employed. The students were divided into 2 groups. The experimental group was taught through Web-Based Instruction and the Control group was taught through conventional method. Both the groups were further subdivided into 3 subgroups namely visual, auditory, and kinesthetic learners.

## PROCEDURE

The present study was conducted in four steps:

**Phase I:** In this phase Web based Instruction, Learning Styles Test, and Achievement Test on selected units of Physics of eleventh grade were developed.

**Phase II:** Achievement test on selected topics of Physics was given and learning styles test was administered.

**Phase III:** Students were divided randomly into 2 groups. The allocation of instructional strategies was done at random. Experimental group was taught by Web Based Instruction and the control group was taught by conventional method.

**Phase IV:** Same Achievement test was administered to students of the 2 groups as post test.

## TOOLS

The following tools were used for collecting the data:

1. Web based Instruction on selected units of Physics of eleventh grade developed by the investigator.
2. Achievement test on selected units of Physics developed to measure the performance of students before and after the treatment.
3. Learning styles test developed by the investigator to identify preferred learning style of students.

### STATISTICAL TECHNIQUES

2×3 factorial design (ANOVA) was used to analyze the data.

### RESULTS AND DISCUSSION

**Table 1:**

Summary of 2×3 Analysis of Variance on Gain Scores on Achievement in relation to Instructional Strategy and Learning Styles

Source of Variation	SS	df	MSS	F
Main Effects				
A: Instructional Strategy	32.58	1	32.58	3.99*
B: Learning Styles	15.93	2	7.96	0.98
First Order Interaction A × B (Instructional Strategy× Learning Styles)	50.72	2	25.36	3.10*
Within Group (Error)	979.20	120	8.16	
Total	1078.43	125		

\*significant at 0.05 level of significance

#### Interpretation of Results

The interpretation of results on the basis of table 1 is as given below:

Main Effect of WBI and Conventional Method of Instruction on Achievement in Physics :

Table 1 reveals that the F ratio for the difference between mean gain scores on the achievement of the groups taught through WBI and conventional method came out to be 3.99, which is significant at 0.05 level of significance. Hence, the hypothesis stating:

“There will be no significant difference between mean achievement scores of students taught through two different instructional strategies i.e. Web Based

Instruction and conventional method” is rejected.

Main Effect of Learning Styles on Achievement in Physics:

Table 1 shows that the F ratio for the difference between mean gain scores on the achievement of the groups having visual, auditory, and kinesthetic learning styles came out to be 0.98, which is insignificant at both the levels of significance. Hence, the hypothesis stating:

“There will be no significant effect of learning styles on achievement in physics of eleventh grade students” is accepted.

Interaction Effect of Instructional Strategies and Learning Styles on Achievement in Physics:

Table 1 reveals that the F ratio for the difference in mean gain scores on the achievement of students due to interaction between instructional strategies and learning styles came out to be 3.10, which is significant at 0.05 level of significance. Hence, the hypothesis stating:

“There will be no significant interaction effect of instructional strategies and learning styles on achievement in physics of eleventh grade students” is rejected.

### **CONCLUSIONS**

On the basis of above discussion, the following conclusions were drawn:

There was significant difference between mean achievement scores of students taught through two different instructional strategies i.e. Web Based Instruction and conventional method.

There was no significant effect of learning styles on achievement in physics of eleventh grade students.

There was significant interaction effect of instructional strategies and learning styles on achievement in physics of eleventh grade students.

### EDUCATIONAL IMPLICATIONS

The findings of the present study reveal that there is significant difference in achievement of students taught through web based instruction and conventional method of instruction. Students showed more interest while studying on website prepared by the investigator. We can say that in today's world internet has become a part of our life. Students like to spend their time studying through websites on internet. Also, it engages them in many activities which help reduce problems like that of indiscipline in class, boredom and lack of motivation etc.

Further, the present study concluded that the interaction between instructional strategies and learning styles contribute towards achievement in physics. Therefore, while designing any instructional strategy, the learning styles of the students should be taken into consideration.

### REFERENCES

Brahler CJ; Peterson NS and Johnson EC. Developing On-line Learning Materials for Higher Education: An Overview of Current Issues. *Educational Technology & Society*. 1999; 2 (2) : 23-26.

Chalmers PA. User Interface Improvements in Computer- Assisted Instruction - The Challenge. *Computers in Human Behaviour*. 2000; 16(5) : 507-517.

Comer DE. *The Internet Book: Everything You Need to Know About Computer Networking and How the Internet Works*. Upper Saddle River, New Jersey: Prentice Hall; 2000; 8(7) : 45-49.

Khan BH. *Web Based Instruction*. Educational Technology Publications. New Jersey : Englewood Cliffs; 1997.

Orr Kay L and Davidson Gavle V. The Effects of Group Computer-Based Instruction and Learning Style on Achievement and Attitude. 1993. Retrieved on 11.11.09 from <http://www.eric.ed.gov>

Smith P and Dalton J. *Getting to Grips with Learning Styles*. National Centre for Vocational Education Research (NCVER). 2005. Retrieved on 19.07.09 from <http://www.ncver.edu.au/>

Sansanwal DN and Nawayot N. *Web Based Instruction for Selected Reasoning and Thinking Skills*. Institute of Education. Indore : Devi Ahilya University; 2001.

Shih Ching-Chun and Gamon Julia A. Relationships among Learning Strategies, Styles and Achievement in Web-Based Courses. *Journal of Agricultural Education*. 2002; 43(4).

Derouza E and Fleming M. A Comparison of In-class Quizzes vs. Online Quizzes on Student Exam Performance. *Journal of Computing in Higher Education*. 2003; 14 : 121-134.

Kim Kyung-Sun and Moore Joi L. Web-based Learning: Factors Affecting Students' Satisfaction and Learning experience. 2005. *First Monday*, volume 10. Retrieved on 28.07.09 from <http://firstmonday.org>

## ROLE OF EMOTIONAL INTELLIGENCE IN CONFLICT RESOLUTION STRATEGY

Mr. AJAY KUMAR\*

### Introduction

Some argue that EQ is more important in the work place than IQ. In the work place, there are constant interactions which are occurring among the people who work there. While some of these interactions are positive, others are negative. The key aspect, teachers and principals must understand is that over time, each of these interactions will have a positive or negative effect on the institutions as a whole. Having said that, the key fact that must be considered in order to make these interactions more positive is emotional intelligence. Humans are emotional creatures, and this is the first key towards understanding EI. Workplace conflict is an unavoidable situation that can occur to every employee in the organization.

Misunderstanding can happen between employees or even the employer and employees. If the goals of the employees are not in line with that of the management, this usually becomes the common root of conflict. Dealing with this kind of conflict is easy because between the two parties, the management takes the lead in getting to a resolution. However, in cases wherein employees disagree with each other, managing the conflict may be quite challenging. In some situations, if the employees possess the proper conflict resolution skills, conflict is dealt with smoothly

Researchers in EI express the view that a lack of emotional intelligence is one of the leading causes of conflict in our society. It is difficult to argue with this logic. At the root of all conflict is a lack of sensitivity on the part of one or both parties. Sensitivity is directly related to one's emotional intelligence..One of the biggest things that people will encounter in their place of work is an arrogant or intimidating attitude. While this problem may sometimes come from co-workers, it may also come from managers as well. Dealing with co-workers is

---

\* Assistant professor, L.L.R.M College of Education Dhudike, Moga.

---

relatively simple, but dealing with managers can be a lot harder.

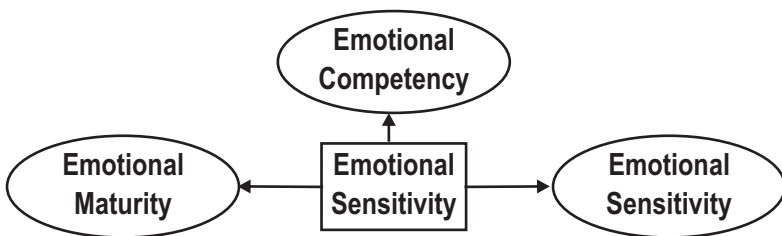
### Emotional intelligence

To understand the concept of EI, one must know something about intelligence and emotion (*Mayer et al., 2004a*). Intelligence represents the abilities to carry out abstract thought, to solve problems, and to adapt to the environment (*Wechsler, 1997*). This ability to adapt is represented by a commonality referred to as a *g* (*Spearman, 1927*). A *g* is the abbreviation for the general intelligence factor, and is a widely used construct in psychology. A *g* helps quantify scores of intelligence tests. Spearman (1927) theorized that two factors can help explain intelligence tests. The first is the factor specific to an individual mental task making a person more skilled at one task than another. The second factor is a general factor that governs performance on all cognitive tasks.

**Goleman (1998)**. Emotional intelligences is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

**Singh (2003)** has proposed an operational definition of Emotional Intelligence in the Indian Context. According to him, emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions- *Emotional competency, emotional maturity and emotional sensitivity*, which motivate individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior.

These dimensions are portrayed in figure.1.1



### **Nurturing emotional intelligence leverages success:**

*“Emotional intelligence affects just about everything you do at work. Even when you work in a solitary setting, how well you work has a lot to do with how will you discipline and motivate yourself.”*

**Daniel Goleman (1998)**

Developing emotional intelligence enables to achieve better outcomes in leadership, management and supervision.

E.I improves productivity, communication, organizational climate, team work and health.

The acquired proficiency in selected emotional intelligence competencies helps to achieve measurably improved performance.

Developing E.I raises individual strengths and areas for improvement.

E.I enables to align actions with personal and organizational core values.

E.I facilitates improving communication by using tools for more effective listening and speaking, especially in difficult situations.

E.I enhances effectiveness in working with others and improves efficiency in decision making. It creates healthy climate and builds up the morale. E.I encourages using one's intuitive intelligence.

### **Conflict resolution strategy**

Conflict resolution in an organization, does not necessarily refer to strategies that avoid, diminish or erase conflict. On the contrary it involves designing effective strategies aiming at minimizing the dysfunctional elements of conflict and the parallel enforcement of the functional elements of conflict (Menon et al, 1997).

**Blake & Mouton (1964)** were the first authors to develop a conceptual scheme for classifying the styles for handling intra-organizational conflict. The pivotal notion in their model was the extent to which the manager is concerned for production or for people. Their idea was further developed by *Thomas (1976)* who placed emphasis on the intentions of the party, namely:

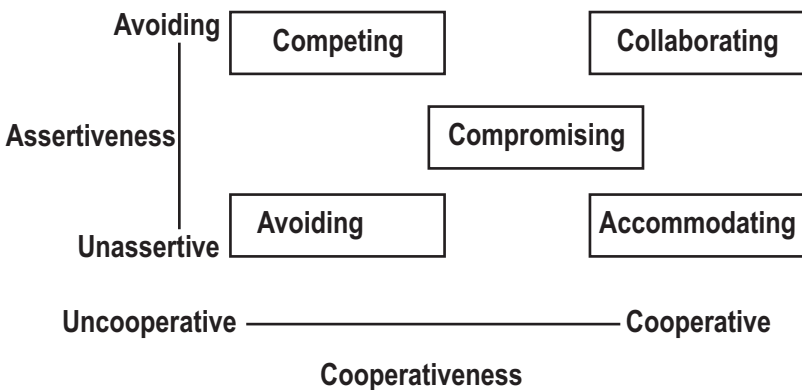


cooperativeness (i.e., attempting to satisfy the other party's concerns), and assertiveness, (i.e., attempting to satisfy one's own concerns).

**Rahim (1983)** built on that earlier seminal work and considered conflict-handling styles on two dimensions, which represent motivational orientations of individuals in conflict situations: concern for self, and concern for others. The former dimension refers to the degree (high or low) to which a person attempts to satisfy his or her own concerns in conflict resolution. The latter dimension refers to the degree (high or low) to which a person desires to satisfy the concerns of others.

**According to Thomas (2002)**, assertiveness and cooperativeness are the most basic dimensions for describing the choices in a conflict situation. They form the two-dimensional space in which we can locate conflict handling behavior. Assertiveness and cooperativeness are separate, independent dimensions. They are not opposites of each other. Assertiveness is the degree to which a person tries to satisfy his own concerns. Assertiveness might mean trying to meet one's needs or get support for his ideas. Cooperativeness is the degree to which a person tries to satisfy other person's concerns. It might mean helping the other person meet his or her needs or being receptive to the other person's ideas.

Representation of the five major combinations of assertiveness and cooperativeness that are possible in a conflict situation.



(Fig.-1.2) Two dimensional model of five conflict management styles. (Thomas 1976)

**Competing** is assertive and uncooperative. A person with competing style of conflict management tries to satisfy his own concerns at the other person's expense. : People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations

**Collaborating** is both assertive and cooperative, whereby a person tries to find a win-win solution that completely satisfies both people's concerns. People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off

**Compromising** is intermediate in both assertiveness and cooperativeness. A person with this style of conflict management tries to find an acceptable settlement that only partially satisfies both people's concerns. : People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something, and the compromiser himself or herself also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming

**Avoiding** is both unassertive and uncooperative and a person who uses this conflict management style sidesteps the conflict without trying to satisfy either person's concern. This style indicates a willingness to meet the needs of others at the expense of the person's own needs. People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the

problem. However in many situations this is a weak and ineffective approach to take.

**Accommodating** is unassertive and cooperative and such a person attempts to satisfy the other person's concerns at the expense of his own. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this "favor" you gave. However people may not return favors, and overall this approach is unlikely to give the best outcomes .

Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you're in. You can also think about your own instinctive approach, and learn how you need to change this if necessary. Ideally you can adopt an approach that meets the situation, resolves the problem

**Conclusion :** As staff usually work in team and there are various types of conflict to which they need to respond .Conflict is probably embedded with different kind of feelings, so it is important to understand whether different interpersonal conflict resolution styles are associated with ones ability to identify, understand, use and regulate emotion.

## References

Afzalur RM. A model of emotional intelligence and conflict management strategy. A study in seven countries. *International Journal of organization Analysis*. 2003; 10(4) : 2.

Blake RR and Mouton JS. *The managerial grid*. Houston, TX : Gulf Publishing; 1964.

Bliss SE. *The Effect of Emotional Intelligence on a Modern Organizations Leader's Ability to make Effective Decisions*. Bellevue University. 2001; 2(1) : 1-9.

Cash CM. *Conflict Management and Procedures in selected public elementary school in South Carolina*. South Carolina State College, Dissertation Abstract International. 1990; 51(3): 567-A.

Goleman D. *What makes a Leader?* Harvard Business Review. 1998: 93-109.

Kapadia M. *Emotional Intelligence, A workbook for Beginners*. New Delhi: BPI (India) Pvt. Ltd. Publications; 2003.

Rahim MA; Magner NR and Shapiro DL. 'Do justice perceptions influence styles of handling conflict with supervisors? What justice perceptions precisely?'. *International Journal of Conflict Management*. 2000; 11: 9–31.

Singh D. *Emotional Intelligence at-work. A professional Guide*. New Delhi: Sage Publications; 2003.

Thomas KW and Kilmann RH. *Thomas- Kilmann Conflict mode Instrument*. California, Mountain View; 2007.

## RELEVANCE OF INCULCATING VALUES FOR NATIONAL INTEGRATION

Dr. VIKRANT MISHRA\*  
Mr. MOHIT PURI\*\*

### ABSTRACT

Values relate to the aims of human life. The values have its worth and importance. A value is subject, community and national oriented. Value is the result of interaction between personal and impersonal elements. Today's era is an era of Materialism in which every individual is running behind money. Parents are so much busy in earning money that they are not able to give proper attention for inculcation of values in their children. It is the responsibility of the teacher to inculcate values in the students. Only the inculcation of values in the students can help a lot in bringing communal harmony and national integration. In this paper, a systematic effort has been made to identify meaning of values, their need, principles about the determination of values, classification of values, different values enshrined in the Indian Constitution and role of the teacher in the inculcation of these values among students for achieving the objective of National Integration.

Keywords: Values, Teacher, Students, National Integration

### INTRODUCTION

Values relate to the aims of human life. For the achievement of the aim, men frame certain notions and these notions are called values. According to its verbal meaning, value signifies that quality of an individual or thing which makes that individual or thing important, respectable and useful. This quality may be internal or external or both. John Dewey explains the term value as – to prize, to esteem, to appraise, to estimate. According to him, values mean to cherish something. To be more specific “Education is a Value Enterprise.”

Values guide the behaviour and conduct of individual. They help in framing goals and direct actions towards achieving the goals. Values are the moving spirit in our lives.

---

\*Assistant Professor, Shivalik College of Education, Aliyaspur, Ambala, Haryana  
\*\*UGC-Junior Research Fellow, Deptt. of Edun and Community Service, Punjabi University, Patiala

---

## **MEANING OF VALUE**

The word Value is derived from Latin word 'Valerie' which means strong and vigorous. According to Oxford dictionary 'value' means 'worth'. Values guide individual's physical and mental health as well as promote social welfare. They serve as guiding principles of life. Values are the by products of pursuit of aim. Aims are bigger than values. The worth aim depends upon the number and quality of values that its attainment help to realize. The consideration of value is the most important principle in establishing various aims. They are part of the philosophy of a nation and of its educational system.

Different meanings of value may be given as under:

1. Psychological meaning – Anything that satisfies our need or desire is valuable.
2. Biological meaning – It is the characteristic of a thing or activity which helps in conservation and furtherance of our life.
3. Ethical meaning – All those things or activities are valuable which help in making our soul perfect.
4. Philosophical meaning – Value signifies neither a thing nor an individual, but a thought or a point of view. Everything which is useful to an individual becomes valuable to him.

## **DEFINITION OF VALUE**

“Values belong wholly to the inner world of the mind. The satisfaction of the desire is the real value, the thing that serve is only an instrument. A value is always an experience, never a thing of an object.” D.H. Parker

“Anything which satisfies a human want becomes hereby a value.” Henderson

The term value means the relative prominence of the subject's interest or the dominant interest in personality---Allport

“Any object whatever it be, acquire value when any interest, whatever it be, is taken in it, just as anything whatsoever becomes a target when anyone whosoever aims at it.” R.B. Perry

“Values means whatever is actually liked, prized, esteemed, desires, approved or enjoyed by anyone at anytime. It is the actual experience of enjoying a desired object or activity.” Edger Brightman

### **NEED OF VALUE**

There is a great need for the values because values give direction to one's strivings. Our conduct is motivated by our values. Value is act of cherishing something. A person who value justice will spend a lot of energy in search of it. Value has its importance and worth for the good persons and things. Values relate to the aims of human life. Values aim at perfections, self-realization, satisfaction, perfection and development, integrity, cohesion etc. The greater consideration and importance of values, the better is social group. Values are the co-operative result of an interaction between personal and impersonal elements. Creation and preservation of value is an important purpose of man. Values help in creation of good citizenship. Values are useful for development of vocational efficiency, social efficiency, adjustment, national integration and for reorganization and reconstruction of experience.

### **PRINCIPLES OF DETERMINATION OF VALUE**

Educationists have propounded the following principles about the determination of values:

Hedonistic view of life – The value of a thing is due to the fact that the thing has power to satisfy our need.

Perfection theory – Any thing has value if it relates to the perfection of life for which a man endeavors in life.

Utility theory – Any thing that has utility is valuable.

Order theory – A thing is valuable, if it is helpful in organizing the society.

Existence theory – Value is helpful in existence.

Experimental value – Values are experiments in the present and past.

Part and whole theory – Values are felt sometime partly and sometime wholly.

Objective and subjective theory – Values are determined by the notions of individuals and also by the circumstances in which they live.

Emotional theory – By virtue of his emotion, man determines his values.

### CLASSIFICATION OF VALUE

Different educational thinkers have classified the values in accordance with their own thinking process. Plato classified values as Truth, Beauty and Goodness. Parker's classification of values include Biological value, Economic value, Affective value, Social value, Intellectual value, Aesthetic value, Moral value and Religious value. Walter G. Everett classified values as Economic value, Recreational value, Bodily value, Association value, Intellectual value, Character value, Aesthetic value and Religious value.

Modern classification according to Brubacher is given below

1. Immediate values: The values which fulfill the biological and psychological needs of an individual.
2. Remote values: These are related to intelligent and rational needs.
3. Instrumental or extrinsic values: Instrumental values are that which are judged good because they are good for something. Organic values are instrumental values (Recreational value, Bodily value, Economic value)
4. Intrinsic values: Intrinsic values are end in themselves and are permanent and ultimate values.

### VALUES ENSHRINED IN THE INDIAN CONSTITUTION

Indian Constitution has given values which are extremely important for National Integration. The values enshrined in the Indian constitution are primarily based on four things – Equality, Justice, Liberty and Fraternity. It can be felt from reading the 'Preamble' of the constitution.

The Indian Constitution reads as, “We the people of India, having solemnly resolved to constitute India into a Sovereign, Democratic, Secular, Socialist, Republic and to secure to all its citizens :

Justice – Social, Economic and Political;

Liberty – of Thought, Expression, Belief, Faith and Worship;

Equality – of Status and of Opportunity; and to promote among them all;

Fraternity – assuring the dignity of the individual and the unity of the nation;



in our Constituent Assembly this twenty-sixth day of November 1949, do hereby adopt, enact and give to ourselves This Constitution.”

The national values in Indian constitution demands a national system of education for whole country for all people irrespective of their class, caste, color, creed, religion, sect or sex; a system which is democratic in spirit and action; a system where there is no discrimination of any kind in matters of admission, teaching and employment; a system which provides equal opportunity to all.

### **ROLE OF TEACHER IN INCULCATING VALUES**

Education is a mean of value development. The end product is development of moral character, personality and good human being. The teacher has a great role in making the students good human beings and this is possible only if he himself is a good human being. The whole thrust of education is the development of values in human behavior. Educational values are those activities which are good, useful and valuable from the point of view of education. These contribute to every sphere of life. The teacher should help in making understand the various principles of life to the students and thereby inculcate educational values among students. These values signify a code of principles which are essential for leading a noble life. It helps in building of character. The moral values which need to be inculcated among the students by the teacher are honesty, truthfulness, moral stability, good character, kindness, purity, sympathy and humility. It would help in developing the capacity of earning, vocational efficiency, character, healthy personality, use of leisure time. It promotes social efficiency by developing skills of social adjustments. The role of teacher can also be felt from the following view point of some experts. In the words of Indian Education Commission, “The weakening of social values in the younger generations is creating many serious social problems and ethical conflicts. In the situation that is developing, it is equally important for us to give a proper value orientation to our educational system.” Swami Vivekananda asserts, “Education is the manifestation of divine perfection already existing in man. The ideal is that we must have the whole education of the country, spiritual and secular in our hands and it must be on national lines, through national method as far as practicable. There should be an institution to train teachers who must go about preaching religion and give

secular education for our people." In the view of R.N. Tagore, "The greatest use of education is not merely to collect facts, but to know man and make one self know to man."

Education should be for the hand, head and heart. Education for the heart means spiritual training. The aim of education is self realization, the *summum bonum* of life and education. This kind of education can be provided by teachers only to the students. Teacher can be a significant factor in the inculcation of values in the students such as Equality, Justice, Liberty and Fraternity, development of vocational and social efficiency, development of character, development of balanced personality, reorganization and reconstruction of experience, creation of good citizenship, adjustment with the environment and its modification and utilization of leisure time.

### CONCLUSION

It can be said that value is considered to be judgment concerning the worth of an object, person, group or situation. Value judgment contains evaluating rating terms such as good, bad, moral, immoral etc. A value is what is desired or what is sought. Value may be operationally conceived as those guiding principle of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture. A values has its worth and importance. A value is subject, community and national oriented. Value is the result of interaction between personal and impersonal elements. Values are means as well as an end. Value is cherished idea. It is a strong belief put to an action. It is an internalized idea or thought. Values are related to the aims of human life. They give direction to human action. Indian constitutional values are primarily based on four things i.e., Equality, Justice, Liberty and Fraternity which can be an advantage for individual and social life. Teacher can be a significant factor in the inculcation of values in the students such as Equality, Justice, Liberty and Fraternity etc. which are very critical and important for achieving the objective of National Integration.

**REFERENCES**

Aggarwal JC. *Theory and principles of Education*. New Delhi: Vikas Publishing house; 2004: 384.

Chakarborty AK. *Theory and principles of education*. Meerut: Surya Publication; 2004: 574 – 583.

Ghose DN. *A text book of value education*. New Delhi: Dominant Publishers; 2005.

Nanda SK. *Philosophical and sociological foundations of education*. Delhi: Doabab Publications; 2002: 318- 326.

Swaroop Saxena NR. *Foundation of educational thought and practice*. Meerut: Surya Publication; 2003: 82 – 88.

Sodhi TS and Suri A. *Philosophical and sociological foundations of education*. Patiala: Bawa Publication; 2005: 89 -113.

## JUDICIAL ACTIVISM

Ms. KAMLA\*

The oldest remarks of active judiciary, in India, can be traced back to 1893, when **Justice Mehmoed** of the Allahabad High Court delivered a dissenting judgment which sowed the seed of judicial activism in India. It was a case of an under trial who could not afford to engage a lawyer. So the question was whether the court could decide his case by merely looking at his papers. Mehmoed held that the pre-condition of the case being 'heard', as opposed to merely being read, would be fulfilled only when somebody speaks. So he gave the widest possible interpretation of the relevant law and laid the foundation stone of the judicial activism in India. **Sikri** observes that "the judge as an interpreter of the community, of its sense of law and order must supply omissions, correct uncertainties and harmonise results with justice through a free decision. Such new dimension of judicial process is labeled as Judicial Activism". "It is he who infuses life and blood into the dry skeleton provided by the Legislature and creates a living organism appropriate and adequate to meet the needs of the society.

Mechanical theory of interpretation wholly subordinates judges to legislature. Creative aspect of judicial function is essential if judiciary is to be accountable to those who accord it the power it enjoys. Blasting the 'textual' and 'deferential' theories of constitutional interpretation, **Justice Bhagwati** articulated that "a judge is not a mimic. Greatness of the Bench is in creativity. The process of judging is a phase of never ending movement and something more is expected of a Judge than mere initiative reproduction, lifeless repetition of a mechanical routine. It is for this reason that when a law comes before a Judge, he has to invest it with meaning and control"

Legal academics often describe "judicial activism" as invalidation of legislative enactment by the judiciary but **N.S. Kamboj**, view it as "a dynamic process of judicial outlook in a changing society"

**Aharon Barak**, defines judicial activism as the "judicial tendency – conscious

---

\*Research Scholar, Deptt. of Political Science Panjab Univ., Chandigarh.

---

or unconscious - to achieve the proper balance between conflicting social values through change in the existing law or through creating new law that did not previously exist. In an existing law or creating a new law, the activist judge does not hesitate to invalidate a legal policy created by the other branches of government in the past, by judges who preceded him or her, or by individuals". **Sunil Khosla**, in his study also has a similar outlook. He observes that "judicial activism is democratization of judicial process"

The first Chief Justice of India, **Justice Harilal Kania**, at the inauguration of the apex court, proclaimed that the principal function of the court was to safeguard the fundamental right and the liberties of the people. Soon after the commencement of the Constitution, the Supreme Court recognized in **Romesh Thapar's case**, in 1950, its great responsibility in the matter of safeguarding the fundamental rights of the citizens. The apex court held that "under the Constitution the Supreme Court is constituted the protector and guarantor of fundamental rights and it cannot, consistently with the responsibility so laid upon it, refuse to entertain applications seeking protection against infringement of such rights." So, judicial activism in the Indian context means the pro-active role played by the judiciary for safeguarding the rights and liberties of the citizens. The trend of the judicial activism emerged because of the perceived failure of the other organs of the state to perform their functions, thereby requiring the judicial process to activate them for public good. Through judicial activism, the courts move beyond their normal role of a mere adjudicator of disputes and lays down the principles and guidelines that the executive must carry out.

Judicial activism draws strength from the constitutional provisions that afford the power of review of legislative and executive actions to judiciary. "Imparting justice on rational grounds is the very function of judiciary and when it performs its function it is no activism; at the most, it can be complimented for its performance. Activism should involve things which the individual authority does which he is not expected to do in the normal course". **Vijay K. Gupta**, claims that "judicial activism has always been integral to judicial process and judicial decision making but the activist role has been camouflaged and to appear in the language of legislative intent" In the same vein **R.R. Vadodaria**, also remarks that "there cannot be and there is no judicial activism per se. Judiciary has always remained active. It cannot afford to be passive. Judiciary

protects the weakest from the oppressive acts of either executive or legislature. When judiciary protects and provides justice to the poor against oppressive acts of private persons, authority or body, there is no hue and cry but when it protects against the tyranny of the government, everyone thinks about judicial activism.”

**Krishna Iyer** affirms that every judge was an activist either on forward gear or backward gear. To him, contrasting views of judges in *Gopalan's Case* denying procedural due process to *Gopalan* but granting the same in *Maneka* case, are both activist judgments.

**Upendra Baxi** remarks that the “judicial activism consists in articulating of counter ideologies, which when effective, initiates significant recodification of power relations within the institutions of governance. It is thus perceived to be a problem by the dominant factions of the governing elite as threat to their hegemony.

## II

No institution can continue to keep itself in reckoning without commanding the trust and faith of the society in general. That is true for the judiciary as well. “The Constitution is not intended to be the arena of legal quibbling for men with long purses. It is made for the common people also. It should generally be so construed that they can understand and appreciate it. The more they understand it, the more they love it and the more they prize it” So, the Supreme Court of India started off as a technocratic court in the 1950s but slowly started acquiring more power through constitutional interpretation. Its transformation into an activist court has been gradual and imperceptible. The post-emergency period, which incidentally also marks the era for new human rights movement in this country, began with a wave of populism inviting the judiciary to shed some of its self-imposed restraints and get activated in the process of social reconstruction. Judiciary now became more visible and did not have to suffer ignominy inflicted upon it by the legal positivists any longer.

The post-emergency judicial activism was inspired by the Courts' realization that its elitist social image, as dubbed during the initial stage of governance, would not make it strong enough to withstand the future onslaught of the powerful political establishment. It was also the time the Court came to terms with new issues like civil liberties, social justice and group rights etc. Therefore,

the Court made conscious effort to get itself closer to the people. The Supreme Court of India, for the first time, became Supreme Court for the Indians. Baxi remarks that “the notion of 'judicial activism' is indisputably related to problems and processes of political development in India”. If it were not so, none except the academicians would have bothered about 'activism'. He views “activism as the way of exercising judicial power which seeks fundamental recodification of power relations among the dominant institutions of the State, manned by the members of the ruling classes”. **T.R. Andhyarujina** asserts that the Indian Supreme Court of India is today the most powerful of all the apex courts in the world. It has surpassed in power even the United States Supreme Court which, Lord Bryce and Tocqueville thought in their times, was the most powerful of all the courts in the world. Similar view is also echoed by **Justice R.S. Pathak**, held in a decision that “the range of judicial review recognised in the superior judiciary of India is perhaps the widest and most extensive known in the world of law”.

But the moot question is about how and why there was a change in the perception of the judiciary in the post-emergency era. What were the compelling reason for the Court to bring realignment in her approach, strategy and thinking about delivery of justice not only to the 'men with long purses', but to the 'poor and hungry' as well? Role of Indian judiciary towards the rights of the common people during the pre-emergency era has been described in a few words by **Sampat Jain**. He points out that “our tardy court system of justice, ever-insensitive to the problems of the poor has played a passive neutral empire role, like a silent spectator doing nothing. 'To be or not to be' was the crucial existential question before the court for its legitimating. The faith of the people in the efficacy of the court to provide them justice is, perhaps, the only justification upon which the existence of the court solely depends. The judiciary soon realized that the faith was shaken and was disappearing”.

Social justice primarily meant justice to the depressed and the oppressed, the lowliest and the lost. It would remain an empty dream unless we get rid of our pre-constitutional narrow concepts of *locus-standi* and 'cause of action' and 'expand the jurisdiction of access to justice as an integral part of social justice and make the judicial process cheap, expeditious and speedy. It was for the Supreme Court to rise up to the occasion with activist magnitude and boldly come out of the 'crippling inhibitions' of the legal order as to access to justice.

The social dimensions of jurisprudence must undergo people-oriented radicalization to take a quantum jump from a dying imperial order to a living democratic order must. The judiciary cannot be a jejune and jaundiced limb in utterly witnessing the constitution being stultified”.

Against this poverty stricken injustice scenario, a movement was needed. New jurisprudence was to be evolved. Poverty syndrome was to be replaced by expiatory syndrome. A new normative regime of rights to be broad based, some innovative strategy for the purpose of making basic rights meaningful to the larger sections of the people was needed which could help them to realize their social and economic entitlements. To check social oppression, to control government lawlessness, to combat administrative defiance, what the judiciary needed was to fashion and refashion new strategies, new concepts, evolve new jurisprudence, devise new procedure and orient new equitable principle, so as to deal with new claims and demands, providing distributive justice.

Justice and justices cannot remain static in the dynamic social scenario. A judge acts as an instrument to make the law socially useful. Socially relevant judicial creativity enhances the image and legitimacy of the courts. Perhaps the best illustration of legitimization of judicial activism comes from **Justice D.P. Manon** of the Supreme Court of India:

“To deny judicial activism to the courts is to nullify the judicial process and to negate justice. The collective will of the society wants that if rich sleeps in luxury apartments, the poor should at least sleep with a roof over their head; that if rich eat both bread and cake, the poor should at least eat bread; that if rich live in opulence, the poor should at least be able to afford the basic comforts of life. If law is to operate today so as to secure social justice to all, who else can do it but judges whose constitutional task is to apply and interpret the law? Nature abhors a vacuum. Take away judicial activism and tyranny will step in to fill the vacant spaces”.

At the end of the day, it must be borne in mind that while it might not be possible for the Court to right every wrong, irrespective of how genuine it might be, it is still important for them to play a truly activist role in trying to reform the social scenario, at least through the creation of rights. Joshi, P.L., however, sounds a note of caution. He remarks, “People in general and the human rights activists



have hailed the performance of the judiciary, but its cost has to be worked out in the light of healthy development of democratic institutions in the country”.

In today's context it is futile to argue that courts have limited role and therefore, they cannot enter the forbidden domain of policy making nor can they perform the creative, constructive or transformative role. It is important to recognize that judiciary, like other institutions, has to grow and respond to the changing environment in order to continue to be relevant. It cannot allow itself to be guided by the obsolete assumptions of a despotic era and yet retain the vigor and vitality to respond to the democratic aspirations of the people who still have faith in this institution. According to Gupta, the real test for judicial activism lies in the area of human rights abuses by the State agencies and the way in which the culprits are punished and made accountable to both the individual victims as well as to the society.

There is a feeling among some scholars and politicians that judicial activism is a danger to democracy and hence society. Contrary to this belief judicial activism is beneficial, not harmful to society and democratic set-up. Welfare of society and adherence to democratic spirit are positively correlated. Democracy believes in the worth of human beings and is based on rule of law. **Justice Krishna Iyer** speaking about the contribution of judiciary in upholding the rule of law, observed in *S.P. Gupta v. President of India* that judiciary protects the citizens from violation of their constitutional or legal rights or abuse of power by the State or its officers. The judiciary stands between the citizen and the State as a bulwark against executive excesses. Judicial activism is an obligation to be shouldered and not to be shirked by the judiciary when occasion and opportunity arise and demand the same. Otherwise, the judiciary will be failing to redeem the obligation to the people in accordance with the letter and spirit of the Constitution. **Inder Malhotra** has “no doubt that of all the democratic institutions of Indian republic, the highest judiciary is the most respected.” The aim of protection enshrined in Article 21 is not only to ensure the human dignity of a person concerned, but to ultimately contribute to the achievement of social justice. The interests of the society at large are inextricably interwoven in this pursuit. After all, there can never be any advancement in a society as such unless its individual citizens have been in a position to enjoy the fundamental freedoms of 'Life and Personal Liberty'.

It is pertinent to mention in this connection that Indian Constitution is not a non-aligned charter. The Constitution abounds in provisions for commitment to social justice and human rights. There is a constitutional mandate for the judiciary to be active and the judges are constitutionally bound to uphold the values of the Supreme Lex. Even after assuming activist leaning in the post-emergency era, judiciary has never posed any danger to democracy. In fact, enjoyment of human rights cannot be imagined in an unjust social system. Social and economic justice to the masses is *sine qua non* of democracy. As judiciary is making positive noises for ameliorating the plight of the masses, judicial activism is not an undemocratic value.

Social legitimacy of the judicial activism may be gauged from faith of masses in judiciary to solve almost any conceivable problem - from pollution caused by DTC buses in Delhi to building of roads for residents in hilly areas in Himachal Pradesh. Instances of expansion in the rights of the people, in no way, harm the society. It is another matter that the present state of economic development of India does not afford implementation of judicial directions for dignified and healthy enjoyment of right to life by the people. To use the words of Krishna lyer, the society where freedom suffers from atrophy, activism is essential for participative public justice.

**Deng Xiaoping**, the Chinese leader, who set his country on the path of reforms and prosperity back in the late 70s, said eloquently that "It does not matter, of what color the cat is, as long as it catches the mice". So does it matter if Supreme Court oversteps its limits? Unfortunately, yes. Judicial activism is usually good, especially in a country like India where the executive is often found wanting and the man-on-the-street has no means of redressal. But too much reliance on the judicial governance poses a danger to democratic ethos and upsets the constitutional apple-cart. Judiciary's excessive indulgence in governance issues would further exacerbate the problem of delay in delivery of justice to people. Judiciary should concentrate more on its core function of efficient, hassle free and affordable delivery of justice to the masses while continuing its tirade against human rights violation by the State and non-state actors. Victims, whose right to life is in jeopardy or has been violated, should not be made to suffer further ignominy on account of delay in hearing by the courts.

The process of judicial governance is obviously not without controversies or problems as it raises issues relating to the role of judiciary in a democracy and how judiciary as an institution should position itself in promoting human rights and justice. The courts cannot do what the governments will not do. And so long as judicial processes continue being inordinately slow and subject to corruption, the courts, themselves, provide all too little protection for citizen's fundamental rights.

Despite some shortcomings, problems and failures, journey of Indian judiciary has been very encouraging. **Chandrasekhar Pillai** and **Jyoti Dogra**, describe that "it has been a tedious journey for this wonderful institution trekking a territory far and wide, mostly unexplored and unexploited, obviously without any lamp posts. It is a matter of pride to note that the court travelled this territory of hills and valleys with all their turns and bounds, humps and bumps, marshy at times, mostly slippery, with ease holding the flag of freedom always upright"

**Justice Bhagwati** remarked that constitutional values exhort judges to adopt a positive and creative disposition to serve the cause of social justice. The passive or negative approach to the judicial function may be all right for a stable and static society but not for a society pulsating with urges of gender justice, worker justice, minorities' justice, *dalit* justice and equal justice between chronic un-equals. Where the contest is between those who are socially or economically unequal, the judicial process may prove disastrous from the point of view of social justice, if the judge adopts a merely passive or negative role and does not adopt a positive and creative approach. The judiciary cannot remain a mere bystander or spectator but it must become an active participant in the judicial process ready to use law in the service of social justice through a pro-active goal oriented approach. But this cannot be achieved unless we have judicial cadres who share the fighting faith of the Constitution and who are imbued with the constitutional values. The necessity of a judiciary, which is in tune with the social philosophy of the Constitution, has nowhere been better emphasized than in the following words of **Justice Krishna Iyer**:

"What is necessary is to have Judges who are prepared to fashion new tools, forge new methods, innovate new strategies and evolve a new jurisprudence, who are judicial statesmen with a social vision and a creative faculty and who

have, above all, a deep sense of commitment to the Constitution with an activist approach and obligation for accountability, not to any party in power nor to the opposition nor to the classes which are vociferous but to the half hungry millions of India who are continually denied their basic human rights. We need Judges who are alive to the socio-economic realities of Indian life, who are anxious to wipe every tear from every eye, who have faith in the constitutional values and who are ready to use law as an instrument for achieving the constitutional objectives.

So, the Supreme Court discharges a multi-faceted role in relation to fundamental rights. It acts as the interpreter and a protector and guardian of the fundamental rights of the people, and has been seeking to integrate directive principles with fundamental rights. So, the increasing power of the judiciary is not a danger to democracy or society. The rationale for judicial activism lies in the highly unequal social profile of the Indian society. Repeated concern shown by the higher judiciary for protecting and widening the scope of right to life and its commitment to the social and economic philosophy mentioned in the Preamble of the Constitution indicates that judicial review is not undemocratic.

## VIRTUAL COMMUNICATION

Dr. (Mrs.) KULJEET KAUR BRAR\*

### ABSTRACT

*The swap of information, at the spirit of communication, is a common social practice among humans. A virtual world is an online community that often takes the form of a computer-based simulated environment through which users can interact with one another and employ and generate objects. Internet communication embodies both written and spoken characteristics necessary to developing a comprehensive analysis of the Web 2.0. Among other things, social networking sites allow members to post personal information and photos, communicate with each other, and connect to users with similar interests, all within an online environment which is very useful instrument for developing National mission of Education through ICT. Internet communities offer the advantage of instant information exchange in higher education that is not possible in real-life communities. This allows learner to engage in many activities from their home, such as: admissions, result notifications, date-sheets, syllabi, submitting assignments and searching for specific information.*

### OBJECTIVES

To elucidate the virtual world and virtual communication in higher education

To define the concept of virtual interactive communication.

To mention the advantage and disadvantages of interactive communication in higher education.

### INTRODUCTION

The 21<sup>st</sup> century continues to escort in technological advances that modify the scenery of communication, socialization, and private versus public information. One such transform is the distinction that social networking

---

\*Assistant Professor, University School of Open Learning, Panjab Univ., Chd.

---

websites currently get delight from, especially among the younger age cohort. Social networking software has been defined as, on line spaces that allow individuals to present themselves, expressive their social networks, and set up or maintain connections with others. While there are numerous types and variations of social networking web sites, the two most common are Facebook (<http://www.facebook.com>) and Twitter (<http://www.twitter.com>). Among other things, social networking sites allow members to post personal information and photos, communicate with each other, and connect to users with similar interests, all within an online environment. Generally speaking, online social networking permits for individuals to stay in relatively close social contact with others through the use of these web sites. These sites have been described as "relationship facilitators" that help individuals build connections with others.

### **VIRTUAL WORLD**

A virtual world is an online community that often takes the form of a computer-based simulated environment through which users can interact with one another and employ and generate objects. The term has become largely synonymous with interactive 3D virtual environments, where the users take the form of avatars visible to others. The first virtual worlds presented on the Internet were communities and chat rooms. Virtual Worlds are often seen as 3D Games, there are many different kinds: forums, blogs, wikis and chat rooms where communities are born. Places which have their own world, their own rules, topics, jokes, members, etc. Each person who belongs to these kinds of communities can find like-minded people to talk to, whether this is a passion, the wish to share information about or just to meet new people and experience new things. Some users develop a double personality depending on which world they are interacting with. Depending on whether that person is in the real or video games and communities, virtual world also plays a part in the social as it can allow people to speak or share knowledge with each other. Best examples are instant messaging and video-conferences which allow people to create their own virtual world.

### **VIRTUAL INTERACTIVE COMMUNICATION**

There's no question that the Internet has become the most significant technological development of the 20th century. Its effects may surpass that of the radio, television and perhaps, even the printing press. Compared to the rise

of other electronic media, the Internet has expanded at an awesome rate, reaching millions of users and thousands of organizations around the world. The World Wide Web, like previous technological innovations in the sphere of mass media, is a vessel for communication and, in turn, a vessel of cultural embodiment. It is difficult to imagine that such an important technological transformation will have anything other than a profound impact as a means of cultural transmission.

Since the idea of the World Wide Web was born, the basic premise of the Internet has not changed: providing information to a mass and, typically, targeted audience. What has changed, though, is the information itself. No longer is text on web pages static and lifeless. Today we have the ability to incorporate live video and audio throughout the World Wide Web. Technology, especially in communication, has “undergone an anthropomorphosis: it has become something alive, something almost supernatural. In many contemporary formulations it wants, it develops, it has autonomy” (Krug, 2005)

The world continues to be driven by the rapid development of information technology and globalization. Not surprisingly, the working environments that have been projected to grow the fastest are all related to the usage of computers, the Internet, and information systems. With globalization, many multinational corporations (MNCs) are increasingly employing virtual teams (VTs). It was reported that 137 million workers worldwide are involved in some form of remote electronic work (Solomon, 2001).

### **ADVANTAGES IN HIGHER EDUCATION**

Internet communities offer the advantage of instant information exchange that is not possible in a real-life community. This allows people to engage in many activities from their home, such as: shopping, paying bills, and searching for specific information. Users of online communities also have access to thousands of specific discussion groups where they can form specialized relationships and access information in such categories as: politics, technical assistance, social activities, and recreational pleasures. Virtual communities provide an ideal medium for these types of relationships because information can easily be posted and response times can be very fast. Another benefit is that these types of communities can give users a feeling of membership and belonging. Users can give and receive support, and it is simple and cheap to use.

Economically, virtual communities can be commercially successful, making money through membership fees, subscriptions, usage fees, and advertising commission. Consumers generally feel very comfortable making transactions online as long as the seller has a good reputation throughout the community. Virtual communities also provide the advantage of disintermediation in commercial transactions, which eliminates vendors and connects buyers directly to suppliers. This eliminates pricey mark-ups and allows for a more direct line of contact between the consumer and the manufacturer.

### **DISADVANTAGES**

While instant communication means fast access, it also mean that information is posted without out being reviewed for correctness. It is difficult to choose reliable sources because there is no editor that reviews each post and makes sure it is up to a certain degree of quality. Everything comes from the writer with no filter in between. Identities can be kept anonymous online so it is common for people to use the virtual community to live out a fantasy as another type of person. Users should be wary of where information is coming from online and be careful to double check facts with professionals. Information online is different from information discussed in a real-life community because is less ephemeral online. As a result, users must be careful what information they disclose about themselves to ensure they are not easily identifiable, for safety reasons.

### **CONCLUSIONS**

The swap of information, at the spirit of communication, is a common social practice among humans. A virtual world is an that often takes the form of a computer-based simulated environment through which users can interact with one another and employ and generate objects. Internet communication embodies both written and spoken characteristics necessary to developing a comprehensive analysis of the Web 2.0. Among other things, social networking sites allow members to post personal information and photos, communicate with each other, and connect to users with similar interests, all within an online environment which is very useful instrument for developing National mission of Education through ICT. Internet communities offer the advantage of instant information exchange in higher education that is not possible in real-life communities. This allows learner to engage in many activities from their home,



such as: admissions, result notifications, date-sheets, syllabi, submitting assignments and searching for specific information.

### **REFERENCES**

Bugeja M. Facing the Facebook. Chron Higher Educ. 2006;52 (21):C1.

Emma L Pelling and Katherine M White. Cyber Psychology & Behavior. December 2009; 12(6): 755-759. doi:10.1089/cpb.2009.0109.

Epstein D. The many faces of Facebook. Inside Higher Ed. <http://www.insidehighered.com/news/2006/06/15/facebook>. Accessed May 22; 2007.

James R Baker and Susan M Moore. Cyber Psychology & Behavior. December 2008; 11(6): 747-749. doi:10.1089/cpb.2008.0053.

Krug Gary. Communication, Technology and Cultural Change. London: SAGE Publications Ltd.; 2005.

## INSTRUCTION FOR AUTHORS

### About The Journal

“The Sadbhavna – Research Journal of Human Development’ (ISSN 2249-6424) is an official Journal of Institutions promoted by Sadbhavna Society (Regd.) Raikot; publishing peer-reviewed scholarly reviews, themed issues and research articles within the entire scope of Human Development. The Journal particularly aims to foster the dissemination of scientific information, knowledge and wisdom. Submission of reviews and research articles in all areas of Human Development is welcome.

### About Sadbhavna Society (Regd.) Raikot

Sadbhavna Society (Regd.) Raikot is a society founded in 1998 by educationists, medical professionals and philanthropists with the mission of promoting Rural Development particularly in sectors of Health-Care and Education. For the last 13 years it has contributed in different ways to the advancement of Rural development.

### Editorial Policy

Manuscripts are accepted with the understanding that the authors have not violated any ethical practice. Authors are responsible for all the statements made in their work. Authors should prepare their manuscripts submitted to the journal exactly according to the instructions given. The journal reserves the right to make any further formal changes and language corrections necessary for publication. The manuscripts with insufficient content or serious errors may be rejected.

### Submission Requirements

**Submission of manuscripts to 'The Sadbhavna – Research Journal of Human Development'** for publication implies that the same work has not been either published and is not under consideration for publication in any other journal. Manuscripts will be subjected to peer review process to determine their suitability for publication provided they fulfil the requirements

of the journal. Manuscripts should always be submitted online through e-mail at : [sadbhavasociety@yahoo.com](mailto:sadbhavasociety@yahoo.com)

### **Covering Letter**

Disclose all possible conflicts of interest. Full contact details with postal address, phone numbers (mobile & landline) and email IDs of the corresponding author must be clearly mentioned. The importance of the paper may be briefly indicated.

### **Copyright**

All manuscripts are considered to be the property of Sadbhavna Society from the time of submission. Manuscripts published in the journal become the copyright of the Sadbhavna Society.

### **Title Page**

Title Page should elaborate the title, author's name, their affiliations, email IDs, postal address, phone numbers (landline & mobile) and acknowledgments if any.

### **Abstract Page**

Abstract should state background, aim, setting, methods, statistical analysis used, results and conclusions. The word limit is 250 for original research articles and 150-200 for reviews.

### **Preparation of Manuscript**

The manuscripts should be typed, **no-spaced** on **standard sized – paper** (8.5" X 11") with **5 cm margins on top, bottom, left sides and 4 cm margin on right side. Arial Narrow font size 12 pt** should be used.

A research paper typically should include following:

- ◆ Title
- ◆ Abstract
- ◆ Keywords
- ◆ Introduction
- ◆ Materials and methods
- ◆ Result include tables and figures
- ◆ Discussion
- ◆ Conclusion
- ◆ Reference

## Reference

**Reference to an article** : At the end of the paper, reference should be listed according to Vancouver Referencing Style in alphabetical order. Following are some important guidelines

**Book:** Author/Editor/Compiler's surname Initials. Title of the book. # ed. Place of publication: Publisher's name; Year of publication. **Example:** Carlson BM. Human embryology and developmental biology. 3rd ed. St. Louis: Mosby; 2004.

**Journal:** Author(s) – Family name and initials. Title of article. Title of journal – abbreviated Publication year, month, day (month & day only if available); volume(issue):pages . **Example:** Banerjee AK. Educational Philosophy of Swami Vivekananda. The Sadbhavna-Research Journal of Human Development. 2011 December; 1(2): 52-63

**Printed Thesis:** Author. Thesis title [type of thesis]. Place of publication: Publisher; Year. **Example:** Kay JG. Intracellular cytokine trafficking and phagocytosis in macrophages [PhD thesis]. St Lucia, Qld: University of Queensland; 2007.

### Disclaimer

Submission of an article in “The Sadbhavna Research Journal of Human Development” implies that it is the result of an original research, that it is not previously published, that it is not under consideration for publication, that it is not accepted for publication in any other journal & that it is not copied. The Editorial Board, Advisory Committee and Peer team is not responsible for any “Conflict of Interest” about the contents of any article.