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March, 2012

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*I take this opportunity to personally thank every associate and author for their trust on our team and for contribution of articles. We request the authors to adhere to the instructions published in last issue.*

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*Jaswinder Singh*

JASWINDER SINGH

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March 7, 2012

## **MESSAGE**

I am extremely happy to know that The Sadbhavna Research Journal of Human Development' is going to publish its next issue very shortly. I have been a regular reader of this journal, which contains a variety of highly informative research articles. It gives me immense pleasure to put on record that the Editorial Board is very meticulous about maintaining the quality of this research journal, which is not only beneficial to the medicos and educators but also to the common-man. I take this opportunity to congratulate the Editorial Board and other functionaries, who are contributing to the publication of this journal, for their noble vision and commitment. I wish, this journal is published uninterruptedly and continue to contribute to the socio-economic development of the society in the years to come. I wish the publication of this journal a grand success.

*A. K. Bhandari*  
(Prof. A.K. Bhandari)  
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Registrar,  
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# PROFILING LEARNING ORGANIZATION: AN EMPIRICAL STUDY OF FEW SELECTED INFORMATION TECHNOLOGY (IT) FIRMS

Dr. EMANUAL NAHAR\*

Dr. LUXMI MALODIA\*\*

## ABSTRACT

*This paper was designed to study learning organization profile and its subscales and to compare these dimensions vis-à-vis different demographic factors of the employees in information technology firms in India. The sample comprised of 196 respondents drawn from five IT firms. Comparisons made on the basis of hierarchical levels and other psycho-demographic factors make the study comprehensive. The results revealed a very significant and positive correlation between the two subscales of learning organization. It also revealed very significant but weak positive correlation between three subscales of learning organization. Almost all other null hypotheses concerning level of learning organization vis-à-vis failed to be rejected unlike previous similar studies.*

*Keywords: Learning organization, Information Technology Firms in India*

## INTRODUCTION

Information Technology industry has been steadily growing and expanding in the international market and playing an important role in the Indian economy. But, in order to keep growing and expanding, IT firms have only one choice: to reinforce and expand their capabilities to learn, adapt, innovate and transform them, i.e. to build and maintain learning organizations. Learning is the key to success some would even say survival in today's organizations.

Knowledge should be continuously enriched through both internal and external learning. For this to happen, it is necessary to support and energize organization, people, knowledge, and technology for learning.

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**\*Associate Professor, USOL \*\* Sr. Lecturer, Univ. Business School,  
Panjab University, Chandigarh.**

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## **LEARNING ORGANISATION (LO)**

Senge (1990) defined the learning organisation as one where: “people continually expand their capacity to create results they truly desire; new and expansive patterns of thinking are nurtured; collective aspirations are set free; people are continually learning to learn together”. Garvin (1993) defined Learning Organization as an organization skilled at creating, acquiring and transferring knowledge and at modifying its behavior to reflect new knowledge and insights. According to him, learning organizations are skilled at five main activities: systematic problem solving, experimentation with new approaches, learning from their own experience and past history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organization. Watkins and Marsick (1992) state that “Learning organizations are characterized by total employee involvement in a process of collaboratively conducted, collectively accountable change directed toward shared values or principles.” Chang and Lee (2007) explained that learning organization covers individual, grouping and organizational learning with the simultaneous proceeding effort for organizational and individual learning. It is a type of collective activity to reach organization shared vision.

Farago and Skyrme (1995) defined learning organisation as “those that have in place systems, mechanisms and processes, that are used to continually enhance their capabilities and those who work with it or for it, to achieve sustainable objectives for themselves and communities in which they participate.” Malhotra (1996) defined the LO as an “organization with an ingrained philosophy for anticipating, reacting and responding to change, complexity and uncertainty”. The key ingredient of the LO, Malhotra commented, is in how organizations process their managerial experiences (Malhotra, 1996). The social view of the LO focuses on interaction and process (Smith and Tosey, 1999): One of the first and most popularized models dealing with building a learning organisation is Senge's model. Senge, (1990) identified five core disciplines needed to build a learning organisation. These disciplines are: systems thinking, personal mastery, mental models, building shared vision, and team learning. Senge saw 'systems thinking' at the heart of his model, the whole as primary, interdependence and interaction of the parts, parts not to be taken as primary, and stressed cyclical causation, long-term

perspective, and feedback of the features of open systems perspective. Personal mastery means that organizations must encourage their employees to continuously learn and develop their skills and capabilities. Each individual must have a clear vision and long range goals, recognize clearly the gap between the vision and current situation, and are willing and determined to change the present situation.

Dymock and McCarthy (2006) conducted a research to explore employee perception of the development of a learning culture in a medium-sized manufacturing industry that inspires to become a learning organization. Provision of leadership and continuous learning dimensions received the highest score of mean in this research. Steven and Pool (2000) investigated the relationships of total quality management, organizational culture and their impact upon a learning organization. The results indicate a corporation implementing TQM principles in a supportive organizational culture has a positive and significant relationship with organizational learning compared to those executives not exposed to these constructs.

### THE PRESENT STUDY

The above mentioned and other similar studies made the plot for the present study. The authors attempt to study Learning Organisation in five major IT firms in India. The IT industry was selected because it has been playing a steadily increasing role in the Indian economy, witnessing rapid disturbing changes and continual product development.

Description of the organizations is as follows:

Exhibit 1: Targeted Organizations

Information Technology Firms	IBM
	Infosys
	Wipro
	HCL
	TCS

## OBJECTIVES

To identify the current levels of the dimensions of Learning Organization in the IT firms in India.

To see the association of Learning Organization with psychodemographic factors i.e. Age and Qualification

To compare the Learning Organization among different hierarchical levels.

To look for any association among the subscales of Learning Organization.

## HYPOTHESES

H1. There is a significant difference in the level of Learning Organization at different hierarchical levels.

H2. There is a significant difference in the level of Learning Organization at different educational levels.

H3. There is a correlation between the dimensions of Learning Organization and the Age of the employees.

H4. There is a significant relationship among sub-scales of Learning Organizations.

## RESEARCH DESIGN

The study is empirical in nature. This research was administered with a purposive sample of (100) participants, representing 14% of total employees working at (5) IT firms, and (87) questionnaires were analyzed. Out of a total of 87 respondents:

Majority of the respondents had a qualification of bachelor of engineering (77%) and 20 respondents had a post graduate qualification (23%).

The maximum number of respondents belonged to the age group of 21-25 years (60.9%) followed by 24 respondents in the age group of 24-30 years (27.6%) and finally 11.5% respondents who had an age of more than 30 years. On the basis of three levels in the organization, the maximum respondents in the sample belonged to Top management (54%), followed by 41-4% respondents from Middle management and 4.6% respondents from lower management.

## **INSTRUMENT**

Primary data was collected through preliminary interviews and questionnaires ultimately. Learning Organization questionnaire Uday Pareek (1990), is used to undertake the study. The scale is multidimensional included (48) statements, suggesting eight core dimensions of Learning Organisation, as follows: Holistic Frame, Strategic Thinking, Shared Vision, Empowerment, Information Flow, Internality, Learning, Synergy. The Cronbach Alpha Coefficient of the scale was found to be 0.653.

## **ANALYSIS AND DISCUSSIONS**

Normality of data was tested by Kolmogorov-Smirnov test (K-S) and data was found to be normal at 95% Confidence level.

**Table 1**  
Descriptive Statistics for Dimensions of Learning Organisation

Dimensions	N	Mean	Std. Deviation
Holistic Frame	87	3.9272	0.19802
Strategic Thinking	87	3.9904	0.25206
Shared Vision	87	4.0556	0.24202
Empowerment	87	4.0441	0.19433
Information Flow	87	4.1092	0.20622
Internality	87	3.8372	0.24508
Learning	87	4.0613	0.26671
Synergy	87	4.0077	0.22578
Valid N	87		

Table 1 represents the means and the standard deviations of the responses of the research sample to the dimensions of Learning Organization. It clearly appears that respondents felt that their firms have been moving well towards building Learning Organization, with an overall mean = 4.004. Most of the dimensions have a mean above the means of different dimensions established in the norms of the scale (4); only few dimensions have a mean below (4). Information Flow had the highest mean (4.11). Thus, people saw their firms as

a system where information was not confined to few people rather there is free flow of information in the organization.

Both Shared vision and Learning dimension ranked second, with a mean 4.06. This meant that people felt strongly that a common vision and continuous learning amongst the employees support and facilitate building and maintaining a Learning Organization. Empowerment dimension came third, with a mean 4.04, which meant that the respondents had a strong feeling. The employee empowerment is an important factor in building a Learning Organization. Five of the variables had a mean above (4) and three had a mean above (3).

Synergy came fourth, after empowerment, with a mean = 4.00, which is still higher than the mean of the scale (3). This meant that respondents had a relatively strong belief that synergy contributes to building Learning Organization. Strategic thinking scored a mean of 3.99 and Holistic frame a mean of 3.93. Last, Internality had the lowest mean (3.84), which is also above the mean of the scale.

### **HYPOTHESES TESTING**

There is a significant difference in the level of Learning Organisation at different hierarchical levels.

### **Results of ANOVA (Hierarchy-wise comparison)**

The result of one way –ANOVA(table-2) suggested no difference in the level of Holistic Framework, Strategic Thinking, Empowerment, internality, learning and synergy among different hierarchical levels, getting p- value more than .05 (p equals .585, .309, .553, .331, .060, and .365). Therefore the null hypotheses that there is no significant difference in the level of Holistic Framework, Strategic Thinking, Empowerment, internality, learning and synergy among different hierarchical levels are not rejected or may be accepted but in case of Shared Valued and inflow p-value (.040 and .033) is less than .05. Hence the null hypothesis that there is no difference in the level of Shared Values and Inflow among different hierarchical levels is rejected.

**Table 2:**  
Hierarchy-wise comparison

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Holistic Framework	Between Groups	2.305	2	1.152	.539	.585
	Within Groups	179.626	84	2.138		
	Total	181.931	86			
Strategic Thinking	Between Groups	5.417	2	2.708	1.189	.309
	Within Groups	191.296	84	2.277		
	Total	196.713	86			
Shared Values	Between Groups	13.371	2	6.686	3.344	.040
	Within Groups	167.962	84	2.000		
	Total	181.333	86			
Empowerment	Between Groups	1.637	2	.819	.597	.553
	Within Groups	115.282	84	1.372		
	Total	116.920	86			
InFlow	Between Groups	10.230	2	5.115	3.539	.033
	Within Groups	121.425	84	1.446		
	Total	131.655	86			
Internality	Between Groups	4.835	2	2.417	1.121	.331
	Within Groups	181.119	84	2.156		
	Total	185.954	86			
Learning	Between Groups	14.305	2	7.152	2.918	.060
	Within Groups	205.925	84	2.451		
	Total	220.230	86			
Synergy	Between Groups	3.746	2	1.873	1.021	.365
	Within Groups	154.070	84	1.834		
	Total	157.816	86			

**Results of ANOVA (Education-wise comparison)**

The result of one way –ANOVA(table-3) suggested no difference in the level of Holistic Framework, Strategic Thinking, Shared Values, Empowerment, internality, learning and synergy among different educational levels, getting p-value more than .05 (p equals .976, .173, .129, .352, .937, .137 and .464). Therefore the null hypotheses that there is no significant difference in the level of Holistic Framework, Strategic Thinking, Shared Values, Empowerment, internality, learning and synergy among different educational levels are not rejected or may be accepted but in case of Information flow p-value (.021) is less than .05. Hence the null hypothesis that there is no difference in the level of Information flow among different educational levels is rejected.

**Table 3**  
Education-wise comparison

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Holistic Framework	Between Groups	.002	1	.002	.001	.976
	Within Groups	181.929	85	2.140		
	Total	181.931	86			
Strategic Thinking	Between Groups	5.086	1	5.086	2.256	.137
	Within Groups	191.627	85	2.254		
	Total	196.713	86			
Shared Values	Between Groups	4.877	1	4.877	2.349	.129
	Within Groups	176.457	85	2.076		
	Total	181.333	86			
Empowerment	Between Groups	1.193	1	1.193	.877	.352
	Within Groups	115.726	85	1.361		
	Total	116.920	86			
InFlow	Between Groups	8.004	1	8.004	5.502	.021
	Within Groups	123.651	85	1.455		
	Total	131.655	86			
Internality	Between Groups	.014	1	.014	.006	.937
	Within Groups	185.940	85	2.188		
	Total	185.954	86			
Learning	Between Groups	5.684	1	5.684	2.252	.137
	Within Groups	214.546	85	2.524		
	Total	220.230	86			
Synergy	Between Groups	.997	1	.997	.541	.464
	Within Groups	156.819	85	1.845		
	Total	157.816	86			

**Results of Karl Pearson's Correlation**

(Correlation among Sub-scales of Learning Organisation):

The results of Karl Pearson's Correlation (Table 4) suggested a very significant correlation ( $p < 0.01$ ) of Holistic Framework with Shared Values, Internality, Learning and Synergy ( $p$  equals .000). But no significant correlation of Holistic Framework with Strategic Thinking, Empowerment and Inflow ( $p$  equals .063, .165 and .395 respectively) was found. Therefore the null hypotheses that there is no significant correlation of Holistic Framework with Shared Values, Internality, Learning and Synergy are not rejected or may be accepted. But the null hypothesis that there is significant correlation of Holistic Framework with Strategic Thinking, Empowerment and Inflow are rejected.



**Table-4**  
**Correlations**

		Age	Holistic Framework	Strategic Thinking	Shared Values	Empowerment	Inflow	Internality	Learning	Synergy
Age	Correlation Coefficient	1.000	.014	-.180	-.216(*)	-.142	-.232(*)	-.041	-.109	-.198
	Sig. (2-tailed)	.	.898	.095	.044	.188	.031	.705	.316	.066
	N	87	87	87	87	87	87	87	87	87
Holistic Framework	Correlation Coefficient	.014	1.000	-.200	.585(**)	.150	.092	.383(**)	.600(**)	.617(**)
	Sig. (2-tailed)	.898	.	.063	.000	.165	.395	.000	.000	.000
	N	87	87	87	87	87	87	87	87	87
Strategic Thinking	Correlation Coefficient	-.180	-.200	1.000	-.107	.054	.084	.062	.055	-.005
	Sig. (2-tailed)	.095	.063	.	.325	.617	.437	.567	.612	.964
	N	87	87	87	87	87	87	87	87	87
Shared Values	Correlation Coefficient	-.216(*)	.585(**)	-.107	1.000	.360(**)	.303(**)	.228(*)	.469(**)	.512(**)
	Sig. (2-tailed)	.044	.000	.325	.	.001	.004	.034	.000	.000
	N	87	87	87	87	87	87	87	87	87
Empowerment	Correlation Coefficient	-.142	.150	.054	.360(**)	1.000	.277(**)	.363(**)	.181	.112
	Sig. (2-tailed)	.188	.165	.617	.001	.	.009	.001	.094	.300
	N	87	87	87	87	87	87	87	87	87
Inflow	Correlation Coefficient	-.232(*)	.092	.084	.303(**)	.277(**)	1.000	-.114	.528(**)	.256(*)
	Sig. (2-tailed)	.031	.395	.437	.004	.009	.	.292	.000	.017
	N	87	87	87	87	87	87	87	87	87
Internality	Correlation Coefficient	-.041	.383(**)	.062	.228(*)	.363(**)	-.114	1.000	.287(**)	.138
	Sig. (2-tailed)	.705	.000	.567	.034	.001	.292	.	.007	.204
	N	87	87	87	87	87	87	87	87	87
Learning	Correlation Coefficient	-.109	.600(**)	.055	.469(**)	.181	.528(**)	.287(**)	1.000	.577(**)
	Sig. (2-tailed)	.316	.000	.612	.000	.094	.000	.007	.	.000
	N	87	87	87	87	87	87	87	87	87
Synergy	Correlation Coefficient	-.198	.617(**)	-.005	.512(**)	.112	.256(*)	.138	.577(**)	1.000
	Sig. (2-tailed)	.066	.000	.964	.000	.300	.017	.204	.000	.
	N	87	87	87	87	87	87	87	87	87

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

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

The results of Karl Pearson's Correlation (Table 4) suggested a very significant correlation ( $p < 0.01$ ) of Strategic Thinking with all other dimensions of Learning Organisation (Holistic Framework, Strategic Thinking, Shared Values, Empowerment, Inflow, Internality, Learning and Synergy ( $p$  equals .063, .325, .617, .437, .567, .612 and .964)). Therefore the null hypotheses that there is no significant correlation of Strategic Thinking with Holistic Framework, Shared Values, Strategic Thinking, Empowerment and Inflow, Internality, Learning and Synergy are not rejected or may be accepted.

The results of Karl Pearson's Correlation (Table 4) suggested a very significant correlation ( $p < 0.01$ ) of Shared Values with Holistic Framework, Empowerment, Inflow, Learning and Synergy ( $p$  equals .004). But no significant correlation of Shared Values with Strategic Thinking and Internality ( $p$  equals .325 and .034 and .395) was found. Therefore the null hypotheses that there is no significant correlation Shared Values with Holistic Framework, Empowerment, Inflow, Learning and Synergy are not rejected or may be accepted. But the null hypothesis that there is significant correlation of Shared Values with Strategic Thinking and Internality are rejected.

The results of Karl Pearson's Correlation (Table 4) suggested a very significant correlation ( $p < 0.01$ ) of Empowerment with Shared Values, Inflow and Internality ( $p$  equals .009). But no significant correlation of Empowerment with Holistic Framework, Strategic Thinking, Learning and synergy ( $p$  equals .165, .617, .094 and .300) was found. Therefore the null hypotheses that there is no significant correlation of Empowerment with Shared Values, Inflow and Internality are not rejected or may be accepted. But the null hypothesis that there is significant correlation of Empowerment with Holistic Framework, Strategic Thinking, Learning and synergy are rejected.

The results of Karl Pearson's Correlation (Table 4) suggested a very significant correlation ( $p < 0.01$ ) of Inflow with Shared Values, Empowerment and Learning ( $p$  equals .009). But no significant correlation of Inflow with Holistic Framework, Strategic Thinking, Internality and synergy ( $p$  equals .395, .437, .292 and .017) was found. Therefore the null hypotheses that there is no significant correlation of Inflow with Shared Values, Empowerment and Learning are not rejected or may be accepted. But the null hypothesis that

there is significant correlation of Inflow with Holistic Framework, Strategic Thinking, Internality and synergy are rejected.

The results of Karl Pearson's Correlation (Table 4) suggested a very significant correlation ( $p < 0.01$ ) of Internality with Holistic Framework, Empowerment, and Learning ( $p$  equals .007). But no significant correlation of Internality with Strategic Thinking, Shared Values, Inflow and synergy ( $p$  equals .567, .034, .292 and .204) was found. Therefore the null hypotheses that there is no significant correlation of Internality with Holistic Framework, Empowerment, and Learning are not rejected or may be accepted. But the null hypothesis that there is significant correlation of Internality with Strategic Thinking, Shared Values, Inflow and synergy are rejected.

The results of Karl Pearson's Correlation (Table 4) suggested a very significant correlation ( $p < 0.01$ ) of Learning with Holistic Framework, Shared Values, Inflow, Internality and Synergy ( $p$  equals .007). But no significant correlation of Learning with Strategic Thinking and Empowerment ( $p$  equals .612 and .094) was found. Therefore the null hypotheses that there is no significant correlation of Learning with Holistic Framework, Shared Values, Inflow, Internality and Synergy are not rejected or may be accepted. But the null hypothesis that there is significant correlation of Learning with Strategic Thinking and Empowerment are rejected.

The results of Karl Pearson's Correlation (Table 4) suggested a very significant correlation ( $p < 0.01$ ) of Synergy with Holistic Framework, Shared Values and Learning ( $p$  equals .000). But no significant correlation of Synergy with Strategic Thinking, Empowerment, Inflow and Internality ( $p$  equals .964, .300, .017 and .204) was found. Therefore the null hypotheses that there is no significant correlation of Synergy with Holistic Framework, Shared Values and Learning are not rejected or may be accepted. But the null hypothesis that there is significant correlation of Synergy with Strategic Thinking, Empowerment, Inflow and Internality are rejected.

Results of Karl Pearson's Correlation (Correlation of Learning Organisation with Age).

The results of Karl Pearson's Correlation (Table 4) suggested that there is correlation between the Age and all other dimensions of Learning Organisation

i.e. Holistic Framework, Strategic Thinking, Shared Values, Empowerment, Inflow, Internality, Learning and Synergy getting p values more than .01 (p equals .898, .095, .044, .188, .031, .705, .316 and .066). Therefore the null hypotheses that there is no significant correlation between Age and all other dimensions of Learning organisation are rejected.

## **FINDINGS AND CONCLUSIONS**

Following are the main conclusions and results of the study:

IT firms in India have developed an overall moderate-high level of Learning Organisation with varying degrees from one core dimension to another. The highest level corresponded to information flow dimension, while internality got the lowest level ( $\bar{X} = 3.84$ ).

IT firms have developed high levels of most variables of the eight dimensions of the Learning Organisation. Only few variables were below the mean (4) established in the norms of the scale, which included the following: Holistic frame, strategic thinking and internality.

No difference in the level of Holistic Framework, Strategic Thinking, Empowerment, Internality, learning and Synergy among different hierarchical levels was found. But difference in the level of Shared Values and Inflow among different hierarchical levels was found.

No difference in the level of Holistic Framework, Strategic Thinking, Shared Values, Empowerment, internality, learning and synergy among different educational levels was found. But there is difference in case of Information flow among different educational levels.

A very significant correlation of Holistic Framework with Shared Values, Internality, Learning and Synergy was found. But no significant correlation of Holistic Framework with Strategic Thinking, Empowerment and Inflow was found.

A very significant correlation of Strategic Thinking with all other dimensions of Learning Organisation (Holistic Framework, Strategic Thinking, Shared Values, Empowerment, Inflow, Internality, Learning and Synergy) was found.

A very significant correlation of Shared Values with Holistic Framework, Empowerment, Inflow, Learning and Synergy was found. But no significant correlation of Shared Values with Strategic Thinking and Internality was found.

A very significant correlation of Empowerment with Shared Values, Inflow and

Internality was found. But no significant correlation of Empowerment with Holistic Framework, Strategic Thinking, Learning and synergy was found.

A very significant correlation of Inflow with Shared Values, Empowerment and Learning was found. But no significant correlation of Inflow with Holistic Framework, Strategic Thinking, Internality and synergy was found.

A very significant correlation of Internality with Holistic Framework, Empowerment, and Learning was found. But no significant correlation of Internality with Strategic Thinking, Shared Values, Inflow and synergy was found.

A very significant correlation of Learning with Holistic Framework, Shared Values, Inflow, Internality and Synergy was found. But no significant correlation of Learning with Strategic Thinking and Empowerment was found.

A very significant correlation of Synergy with Holistic Framework, Shared Values and Learning was found. But no significant correlation of Synergy with Strategic Thinking, Empowerment, Inflow and Internality was found.

**A significant** correlation between the Age and all other dimensions of Learning Organisation i.e. Holistic Framework, Strategic Thinking, Shared Values, Empowerment, Information flow, Internality, Learning and Synergy was found.

## **RECOMMENDATIONS**

Managers and employees need to strongly recognize that knowledge has become a vital source for sustainable competitive advantage. Management should exert continuous efforts to maintain and nourish continuous LO in order to attain steadily higher performance levels. Special emphasis must be placed on: tolerating mistakes and constructive discussion thereof, encouraging trial and experimentation and innovation, expanding use of team-based structures (cross-functional and cross hierarchical), management must accept criticism, encouraging and nurturing mutual trust, openness, establish constant contacts with various stakeholders, and extend learning and knowledge sharing throughout the whole organisation. All these would help in enhancing organizational effectiveness and thereby, building a Learning Organization.

## **LIMITATIONS AND FUTURE RESEARCH**

Following are some of the limitations of the study:

First, the research was carried out in only one sector in India i.e. IT sector, and therefore, the findings are likely to have limited application to other countries

and sectors. Secondly, only one method for data collection (questionnaire) was used. Finally, the study relied on respondents' perceptions and individual perspectives. This research should be seen as a starting point for research in the LO in the IT industry. It is hoped that it will stimulate more interest and research in IT and other areas. Future research should use multiple research methods for data collection in order to obtain deeper and more reliable data. Research should also involve stakeholders, other than employees, in assessing organizational effectiveness, such as customers, owners, etc. and also other level of employees in the organization.

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## EMOTIONAL INTELLIGENCE AND LEADERSHIP SKILLS

Dr (Mrs) UMESH \*

### ABSTRACT

*This paper highlights the concept of Emotional Intelligence and its relation with leadership. The success of a person solely depends on the art of managing emotions which includes practical skills and the ability to handle people. This paper also explains the components of Emotional Intelligence like self awareness, managing emotions, motivating oneself, empathy and handling relationships along with highlighting the approaches and strategies to be followed to develop effective leadership qualities & skills.*

*It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head. It is the unique intersection of both (David Caruso)*

The success of a person solely depends on the art of managing emotions which includes practical skills and the ability to handle people, said Daniel Goleman (1995). He referred to this as emotional intelligence .

Emotional Intelligence is the silent partner of Rational Intelligence – equal in importance, yet frequently overlooked and rarely schooled or tested. Emotional Intelligence is a very recently described intelligence form. It is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. The skills that belong to the highly developed emotional intelligence include: to be independent of own feelings, ability to adjust yourself to them, ability to recognize, name and direct your feelings. We have two minds-one that thinks (rational mind) and one that feels (emotional mind) one acts according to his / her emotional and rational mind.

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## Components

*Personal components:* - It refers to how we manage ourselves. It includes self-awareness, self regulation and motivation.

*Social competence:-* It refers to how we manage relationships. It includes empathy and social skills.

### **Components of emotional intelligence Salovey and Mayer (1990)**

Emotional Intelligence comprises components like self awareness, managing emotions, motivating oneself, empathy and handling relationships.

1. **Self Awareness:** Observing own self and recognizing of feelings as it happens.
2. **Managing emotions:** Handling feelings, so that they are appropriate to realize what is behind a feeling, finding way to handle fears and anxieties, anger and sadness.
3. **Motivating oneself:** channeling emotions in the service of a goal; emotional self controls, delaying gratification and shifting impulses.
4. **Empathy:-** Sensitivity to others feelings and concerns and taking their perspective, appreciating the differences in how people feel about things.
5. **Handling Relationship:-** Managing emotion in others , social competence and social skills.

Thus emotionally intelligent persons are better able to distinguish between their emotional states and express their emotions effectively. They are also to cope up with set backs and difficulties effectively as compared to others who have limited repertoire for emotional responses.

### **Need and Importance of EI**

At present, life is more emotionally troubled. So there is an increasing need to address the emotional health of individuals.

Individuals with high EQ are more confident, are better learners, have higher self esteem, have fewer behavioral problem.

People with well developed emotional skills are more likely to be

content and effective in their lives, mastering the habits of mind that foster their own productivity.

Emotional Intelligence not only enhances job performance and leadership but also augments profit.

EQ needs to be developed to be a truly effective teacher.

### **Relationship between EI and leadership**

There is connection between ones EI and his ability to lead. Those who have higher than average EQ tend to be very skilled in personnel management, putting people at ease, and finding a balance between work and their personal lives.

To understand the role of EI within leadership, it is crucial to become familiar with the phenomenon known as participative management .This is a style of management that emphasizes the importance of developing initiative at the beginning of a project.

Higher levels of emotional intelligence are associated with better performance in the following areas:-

- Participative management.
- Putting people at ease
- Self-awareness
- Balance between personal life and work
- Straightforwardness and composure
- Building and mending relationships
- Doing whatever it takes
- Decisiveness
- Confronting problem employees.
- Change management

In today's employment scenario, this type of relationship-building is quite important, because many institutions value the interdependency that exists

among groups. Today more attention is paid to a managers ability to listen, cooperate with others and relationship building.

While IQ has its place, EQ should never be underestimated in the work place .A strong leader is an individual who is able to control their impulses .One of the strongest components of a leader is a person who can put others at ease. In order to develop effective leadership qualities in individuals, they have to be trained to adopt the following approaches and strategies :-

Be a problem solver

Be a positive team player

Adopt a philosophy of optimism

Understand the internal and external politics

Ability to commit

Have fun, genuinely like others around you

A thirst for knowledge

Adaptability

Vision to create something unique

Ability to listen

Effective communication

Balanced life

### **IQ, EQ and leadership**

Leadership and power is not just about IQ. With the growing emphasis on social capital, self awareness, appropriate and inclusive behavior, the concept of EQ – emotional intelligence – has found its place. When IQ and EQ are pulled together, there is true leadership.

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# SELF-CONFIDENCE AND PSYCHOLOGICAL HARDINESS OF HIGH SCHOOL STUDENTS BELONGING TO NUCLEAR AND JOINT FAMILIES

DR. ANJALI PURI \*

## ABSTRACT

*This research was conducted to compare Self confidence and Psychological Hardiness of high school students belonging to nuclear and joint families. The present study was conducted on 200 students out of which 100 students were selected from nuclear families and 100 from joint families. Self confidence inventory and Psychological hardiness questionnaire were used. t- ratio was calculated to infer the differences between high- School students belonging to nuclear and joint families. The conclusions revealed that there is no significant difference in Self- Confidence and Psychological Hardiness of high school students belonging to nuclear and joint families.*

A family plays an important role in framing the personality of a child. It is probably the most effective social support unit providing a secure and safe atmosphere for the child. Over the years, the structure of the family has been undergoing a change in India. Westernization, Modernization, Urbanization and changing economic demands have led to the shift from joint to nuclear families. This eventual change in family structures from joint to nuclear has an impact on the psychological build up and confidence of the children.

According to **Sihera (2007)** Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. Self-confidence is both a trait (i.e.

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some individuals are naturally more or less self-confident than others) and a state (i.e. in certain specific situations some will have more or less self-confidence). Self-confidence can be defined as the strong relationship between a person's thoughts, feelings and behavior which if motivated correctly can help an individual excel with confidence in anything they try to do. Psychological Hardiness refers to an individual's capacity to withstand stresses and not manifest psychological dysfunction such as mental illness or persistent negative mood. "Hardiness isn't just about surviving trauma", says **Maddi (1990)**, "It's about having a good life." He defined three components of Hardiness as commitment, control and challenge. **Gentry and Kobasa (1984)** suggested that persons low in hardiness may prefer to use regressive coping strategies such as cognitive and behavioral withdrawal and denial, which neither transform the situation nor solve the problem.

According to **Kobasa (1979)**, the effects of hardiness on mental health are mediated by appraisal and coping mechanisms. The concept of psychological hardiness is not to be misunderstood. Let us remember that it is not considered as callousness, insensitivity or lack of concern for others. It refers to being tolerant and accepting for others, effectively handling stress, good in management of moods, even tempered, self sufficient, self reliant and feeling good about oneself.

**Malan (1984)** explored the role of parents and the nuclear family in optimal development of gifted pre-school children. The family helps the child to accomplish basic developmental tasks by adapting to the child's critical needs and interests in appropriate ways. While stimulating academic skills is important, affective education to aid the acquisition of confidence and self-worth is the family's major role. **Hoblit (1993)** in a study on 101 adolescents reported that hardiness and family support exerted significant effects on psychological health. Further, a significant two-way interaction between hardiness and family support was observed indicating that family support was an important factor in protecting psychological health of low hardy young adolescents. **Arndt and Ellen (2008)** highlighted the importance of family involvement in children's school success. Most of the people would agree that families have the greatest knowledge of their children's strengths and challenges. When teachers are able to converse with families, they can collect

detailed information about their incoming students so that they are better able to meet the children's needs. **Risko and Doris (2009)** observed that parents and family involvement in school can have a positive influence on student's self-confidence. When parents feel good about their school involvement and the school's instructional efforts, they tend to hold high expectations for their children which in turn can have positive impact on their children's interests.

Nowadays students are growing up in a very competitive environment. Even a child of 3 to 4 years of age has to clear rounds of interviews and exams to start his academic journey. Though there are reforms proposed to current Indian education system, it still remains the toughest and most stressful as compared to the rest of the world. During the entire school life, a student has to prove himself at each and every stage. Every child is expected to stand first in his class which in itself is an impossible proposition. With so much of stress all around, it is very important for a student to be psychologically tough and confident. Confidence in one's own capabilities combined with sincere efforts, helps one to achieve unthinkable heights. Also Self-Confidence is a major distinguishing factor amongst academically similar graded students.

Family plays an important role in developing confidence and psychological hardiness in a child. Over the years, the structure of the family has been undergoing a quite change in India. This eventual change in family structures from joint to nuclear has an impact on the psychological build up and confidence of the children. Since the routine interactions and expectations within the family underpin self-confidence in children, study of psychological hardiness and self confidence of students belonging to nuclear and joint families have a high significance in today's context. All the above facts drew the attention and interest of the researcher to take up this study.

## **OBJECTIVES**

To compare Self-Confidence of high school students belonging to nuclear and joint families.

To compare Psychological Hardiness of high school students belonging to nuclear and joint families.

## **HYPOTHESES**

There is no significant difference in Self- Confidence of high school students belonging to nuclear and joint families.

There is no significant difference in Psychological Hardiness of high school students belonging to nuclear and joint families.

The present study was conducted on 200 students out of which 100 were selected from nuclear families and 100 from joint families. The technique used for taking the sample was multistage randomization of clusters at school and section levels.

## **TOOLS**

Psychological hardiness scale developed and validated by Nowack (1990).

Self-Confidence inventory (ASCI) by Agnihotri (1987).

## **RESULTS AND INTERPRETATION**

Mean and t- ratio was calculated to infer the differences between high- School students belonging to nuclear and joint families.

### **Interpretation of data of self-confidence of high school students belonging to nuclear and joint families**

Mean values of the two groups of high school students belonging to nuclear and joint families come out to be 25.39 and 27.48 respectively on the variable of self confidence. t-ratio between the mean scores of self confidence of high school students of nuclear and joint families is 0.066 which on being tested at 0.05 level of significance and 0.01 level of significance does not prove to be significant. This shows that the difference existing between self-confidence of two groups is not significant at 0.05 and 0.01 levels of significance. Therefore the first hypothesis of the study is not rejected i.e. there is no significant difference in self- confidence of high school students belonging to nuclear and joint families.

### **Interpretation of data of psychological hardiness of high school students belonging to nuclear and joint families**

Mean values of the two groups of high school students belonging to nuclear and joint families come out to be 91.33 and 90.19 respectively on the variable of psychological hardiness. t-ratio between the mean scores of psychological hardiness of high school students of nuclear and joint families is 0.308 which



on being tested at 0.05 level of significance and 0.01 level of significance does not prove to be significant. This shows that the difference existing between Psychological Hardiness of two groups is not significant. Therefore the second hypothesis of the present study has been vindicated i.e. there is no significant difference in the psychological hardiness of high school students belonging to nuclear and joint families. Hence high school students belonging to nuclear and joint families do not vary in their level of self confidence. There isn't a stark variation in case of children brought up in joint family as against that of children brought up in nuclear families. The development of psychological hardiness in children of joint families can be attributed to the numerous experiences they face on a daily basis involving a large number of family members. They grow up hearing about experiences of their elders and gain insight into the truths and ways of life. The above said factors prepare them to face the challenges of the world. Any type of stress and problems can be discussed with family members. The presence of greater number of children belonging to same age group at home also helps a great deal.

The students belonging to nuclear families owe their psychological hardiness to the parenting ways of their parents. From young age they take up more and more responsibility at home and outside. A child experiments and makes decisions on his own in case of nuclear families at an early age. These experiments, self-experiences contribute in the development of their psychological hardiness. Nowadays, children are also exposed to a lot of information and knowledge through internet and other media resources. Students are able to express their views and have their say on various issues. For example websites like twitter, facebook, blogspot etc. offer a platform for them to share their views. Social networking sites expose children to a variety of people and varied experiences as well. Instant connectivity through internet and phone has ensured that no distance is long. Even though the child is not in joint family but he is only SMS, click away from people whose advice and support he requires from time to time. Though the support may not be physically present but reaching out is a matter of seconds. This support is what builds a student's psychological hardiness.

## **EDUCATIONAL IMPLICATIONS**

Since psychological hardiness and self-confidence as per this study are not influenced by the fact that the student belongs to nuclear or joint family, it can

be said that this factor directly or indirectly should not influence the admission policy of any school.

Teachers while dealing with students should not give any importance to the fact that whether a child belongs to nuclear or a joint family.

While selecting the students for various co-curricular activities, teachers should not consider the fact that whether a child belongs to nuclear or a joint family

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# EFFECT OF DRAMA BASED INSTRUCTIONS ON ENGLISH PRONUNCIATION OF NINTH GRADE STUDENTS

Mr. VIKAS KUMAR\*  
DR. REKHA\*\*

## ABSTRACT

*The plight of English language especially in speech is deplorable in our schools. This study proposes an alternative teaching method in English pronunciation; drama based instruction. The sample consisted of 120 school students of class IXth of Nawanshahr District. One section from each school was randomly assigned to experimental group and another section from each school constituted control group. Raven's Standard Progressive Matrices Test and Diagnostic Test were used to assess the intelligence of students. The results revealed that Drama based Instruction Method was superior to the traditional method in teaching English pronunciation with respect to pre-English pronunciation, intelligence and retention of English pronunciation.*

## INTRODUCTION

The spoken aspect of language is as important as written or printed word. Teachers and learners of any language must not neglect the spoken aspect of language while teaching and learning various skills. They should neither underestimate nor neglect the importance of correct pronunciation in development of language skills. English as an international language helps in inter linking the people all over the world. It is considered as passport for employment. Indians can neglect its study at the risk of loss to themselves. But as far as English teaching in India is concerned, conditions are not satisfactory. The plight of English language especially in speech is deplorable in our schools. This study proposes an alternative teaching method in English pronunciation; drama based instruction. Drama based instruction is an instructional method for allowing students to improvise and construct a

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meaning of a word, a concept, an idea, an experience or an event by the utilization of theatre techniques and the play processes. The sample for the study comprised 120 class IX students. There were two sections of ninth class in Doaba Arya Sr. Sec. School and K.C Public School situated in Nawanshahr. One section from each school was randomly assigned to experimental group and another section from each school constituted control group. The students of Experimental Group were taught through Drama based instructions. Every day, 35 minutes' period was devoted for this purpose. This continued for 30 working days. On the other hand, the students of the Control Group continued with their Routine Activities and they were taught through Traditional Method. The results of the study showed that Drama based instruction Method was found to be significantly superior to the Traditional Method in teaching and retention of English pronunciation .

Language is so important an element of human society that without it all cultural activities would remain dormant and all the human experiences would be rendered insignificant. Communication of thought from one person to another is the main function of language. Communication through speech requires right pronunciation and intonations. Speech is probably the greatest achievement of man, the one thing that raised him from the level of beast and made him little lower than the angels. But our language education is mainly concerned with the printed or written words. We fail to realize that today the spoken aspect of language is as important as written or printed word. Therefore teachers and learners of any language must not neglect the spoken aspect of language while teaching and learning of various skills. They should neither underestimate nor neglect the importance of correct pronunciation in the development of language skills. English as an international language helps in the interlinking the people all over the world. It is considered as passport for employment. Indians can neglect its study at the risk of loss to themselves. But as far as English teaching in India is concerned, conditions are not satisfactory. The plight of English language especially in speech is deplorable in our schools. The standard of English pronunciation is declining day by day. The reason behind this is that this language is not being taught in a way it should be taught. We teach English as a knowledge subject but not as a skill. As a result, even after learning English for so many years, students are not able to speak it properly. They don't find themselves confident enough to use it in day to day

life. They are not able to pronounce words correctly. Our teachers have no knowledge of phonetics. As a result, they are not able to give the true description of sounds and detect mistakes of student's pronunciation. Moreover lack of practice in speech on the part of the students is also major factor contributing towards the deterioration of standard of English pronunciation in India. Even the students of public schools who get familiar with this language at the pre-primary stage are no exception. Student's competence in this language is of very low order. It has been often observed that our graduates can't speak even a sentence in English correctly; the present study has been conducted as a result of frustrating experience of the investigator as an English teacher. It has been often observed that the students remain helpless to express their views in English. Moreover no quality work was done on errors in the English pronunciation committed by students.

**Drama based instruction:** Drama based instruction is an exploratory and experiential approach to learning. San (1996) defined it as an instructional method for allowing students to improvise and construct a meaning of a word, a concept, an idea, an experience or an event by the utilization of theatre techniques and the play processes. In this method, students construct their own knowledge by means of their experiences rather than imitating what has been taught in the environment created (Bolton, 1986). Students are learning by doing and they actively build their interpretations of the world. In this method, the role of the teacher is the facilitator of students' exploration, development, expression and communication of ideas, concept and feelings rather than the direct information giver. Teachers can also control and guide activities, challenge and extent thought by taking role just as students (Wilhelm, 1998). By this way, they can give an immediate feedback when it is necessary. In the introduction part, warm-up activities are used to lead everyone goes in a relaxed mood, ready to work together in a harmony, trust each other and also have fun. Warm-up activities also give students some hidden clues about the rest of the lesson. In the development part, make-believe environment is created in which students are pretending as if something is happening and/or as if be someone.

Make-believe atmosphere creates natural place for dramatic moments and require abstraction and imagination. Make believe play brings a metaphor which is a link constructed between the topic of the lesson and the real life. A

frame and roles that are associated with students' actual experience and knowledge from daily life examples, conditions and situations are presented to the student to foster meaningful understanding. By means of the dramatic moment, students feel the necessity of the solving problem or understanding the situation. In other words, conflicts provide motivation and reasons for the learning. Dramatic moments force students to remove the obstacle, or accomplish the mission in given time. In order to get rid of these tensions, students have to create some ideas, discuss their ideas with their friends. One or more different drama techniques in education are used to enable to achieve objectives of the lesson. Drama techniques determine the form of the dramatic activity and the way of the students behave. For a particular lesson, they are chosen by considering the appropriateness to the needs and experience of the group, the content, available time and space so that they will be effective. Lastly, in quieting phase, the key points of the activity are summarized. Students review what they have learned either by answering or solving the questions posed by the teacher, or presenting what they have learned by an improvisation that requires the use of knowledge learned. This phase is important to see whether learning and progress are accomplished or not.

### **OBJECTIVES OF THE STUDY**

- 1) To compare the adjusted mean scores of English pronunciation of experimental and control group students by considering Pre- English pronunciation and intelligence as covariate.
- 2) To compare the adjusted mean scores of retention in English pronunciation of experimental and control group students by considering English pronunciation and intelligence as covariate.

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference in the adjusted mean scores of English pronunciation of experimental and control group students by considering Pre-English pronunciation and intelligence as covariate.
2. There is no significant difference in the adjusted mean scores of retention in English pronunciation of experimental and control group students by considering English pronunciation and intelligence as covariate.

## SAMPLE

The sample for the study comprised of 120 class IX students. There were two sections of ninth class in Doaba Arya Sr. Sec. School and K.C Public School situated in Nawanshahr. One section from each school was randomly assigned to experimental group and another section from each school constituted control group. Doaba Arya Sr. Sec. School was affiliated to PSEB, Mohali whereas K.C Public School was affiliated to CBSE., New Delhi. The Medium of Instruction was Punjabi and English.

## DESIGN

The study was designed on the lines of Non-equivalent Control Group Design. As per Campbell and Stanley (1963), the lay out of this design is given as under:

$$\begin{array}{cc} O_x & O \\ \hline O & O \end{array}$$

## Tools:

- 1) Raven's Standard Progressive Matrices Test developed by Raven was selected for assessing Intelligence of students of the study.
- 2) Diagnostic Test: A diagnostic test was prepared by the investigators containing 100 words based on five consonant sounds was prepared to judge the English pronunciation of students .

## METHOD

One section of ninth class of each of the two schools constituted the experimental group whereas another section of ninth class of these schools formed control group. The permission was taken from the Principals of these schools. The students of Experimental Group were taught through Drama based instructions. The rapport was established with the students. The students were explained the objectives of this study. To begin with, the Diagnostic Test and Raven's Standard Progressive Matrices were administered. After this, they were taught through the Drama based instructions. Every day, 35 minutes' period was devoted for this purpose. This continued for 30 working days. At the end, the Achievement test was

administered again on the students in the same way as done at the start of the experiment. On the other hand, the students of the Control Group continued with their Routine Activities and they were taught through Traditional Method. The same tools were administered on the Control Group students in the same way as done in the Experimental Group. To check the retention level, the Achievement Test was readministered on both the groups after a span of two months.

## **ANALYSIS**

- 1) The first objective was “to compare the adjusted mean scores of English pronunciation of experimental and control group students by considering Pre- English pronunciation and intelligence as covariate”. The data related to this objective was analyzed with the help of Analysis of Covariance (ANCOVA). The adjusted F-Value was found to be 9.013, which is significant at 0.01 levels. It indicates that the adjusted mean scores of Geometry achievement of Drama based instruction Method and Traditional Method Groups differ significantly when Pre- English pronunciation and intelligence were considered as covariate. Thus, the null hypothesis, namely, “There is no significant difference in the adjusted mean scores of English pronunciation of experimental and control group students by considering Pre- English pronunciation and intelligence as covariate.”, is rejected. Further, the adjusted mean score of English pronunciation of Experimental Method Group was 15.32, which is significantly higher than that of Traditional Method Group whose adjusted mean score of English pronunciation was 12.55. It reflects that Drama based instruction Method was found to be significantly superior to the Traditional Method in teaching English pronunciation when both groups were matched with respect to Pre- English pronunciation and intelligence. It may, therefore, be concluded that the Drama based instruction Method was found to be superior to Traditional Method in teaching English pronunciation.
- 2) The second objective was “To compare the adjusted mean scores of retention in English pronunciation of experimental and control group students by considering English pronunciation and intelligence as covariate”. The data related to this objective was analysed with the help of Analysis of Covariance (ANCOVA). The adjusted F-Value was found to be



9.868, which is significant at 0.01 levels. It indicates that the adjusted mean scores of retention in English pronunciation of Drama based instruction Method and Traditional Method Groups differ significantly when English pronunciation and intelligence were considered as covariate. Thus, the null hypothesis, namely, "There is no significant difference in the adjusted mean scores of retention in English pronunciation of experimental and control group students by considering English pronunciation and intelligence as covariate..", is rejected. Further, the adjusted mean score of retention in English pronunciation of Experimental Method Group was 14.64, which is significantly higher than that of Traditional Method Group whose adjusted mean score of retention in English pronunciation was 12.13. It reflects that Drama based instruction Method was found to be significantly superior to the Traditional Method in retention of English pronunciation when both groups were matched with respect to English pronunciation and intelligence. It may, therefore, be concluded that the Drama based instruction Method was found to be superior to Traditional Method in retention of English pronunciation.

## **RESULTS**

- 1) Drama based instruction Method was found to be significantly superior to the Traditional Method in teaching English pronunciation when both groups were matched with respect to Pre- English pronunciation and intelligence.
- 2) Drama based instruction Method was found to be significantly superior to the Traditional Method in retention of English pronunciation when both groups were matched with respect to English pronunciation and intelligence.

## **IMPLICATIONS**

Drama based instruction Method was found to be significantly superior to the Traditional Method in teaching English pronunciation and retention of English pronunciation. Thus, Drama based instruction is an effective and efficient way to teach English pronunciation in the specified period of time given in the curriculum. With carefully developed lesson plans that considers the conventions of drama based instruction, Language correctness; and tested in

real classroom settings, this approach promises an effective way for improving English pronunciation. In order to use drama based instruction in the English classroom teachers need to be trained on using drama in English lessons. It is important for teachers to see the applications of the use of drama-based lessons in specific contents. They may be given a chance to experience drama-based lesson in teacher preparation courses and in service teacher training programs. It is also suggested that Drama based instructions in English should be included in the teacher education curriculum of English teachers so that they can make use of this method while teaching English pronunciation to their students.

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# STUDY HABITS IN RELATION TO TYPES OF SCHOOL AND BIOGRAPHIC VARIABLES OF NINTH GRADE STUDENTS

MS. KULDIP KAUR\*

## ABSTRACT

*In this paper an attempt was made to study 'Study Habits' in relation to Types of School and some selected biographic variables of class 9<sup>th</sup> students. The sample consisted of 300 students of class 9<sup>th</sup> selected by employing cluster random sampling technique from the Senior Secondary Schools situated in Nawanshahr District. Study Habits were assessed with the help of 'Study Habit Inventory' developed by Prof. M. Mukhopadhyaya (New Delhi) and Prof. D.N. Sansanwal ( Indore). Cognitive Styles of the students were assessed with the help of 'Group Embedded Figures Test' developed by Herman A. Witkin, Philip K.Oltman, Evelyn Ruskin Stephen A.Karp. Personality of the students was assessed with the help of 'M.P.I.' by S.S. Jalota and S.D.Kapoor. 2x3 Analysis of Variance (ANOVA) was used to analyze the data . The results of the study revealed that students belonging to Private schools were found to possess better Study Habits than students belonging to Government Schools. Moreover study habits were found to be independent of Personality. Field - Independent students were found to be significantly superior than Intermediate Cognitive Style students in respect to Study Habits.*

## INTRODUCTION

'Study Habit' is the combination of two words 'study' and 'habit'. Study implies investigation for the mastery of facts, ideas or procedures. Study is essential to learning and fundamental to school life. Crow and Crow (1964) remarked that the term study is usually associated with reading and reference work which will be helpful in interpreting ideas, making Judgment and creating new ideas. Study requires a purpose and what one learns as a result of study depends largely upon the degree to which one succeeds in achieving that aim of

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purpose. Habit is the name given to behaviour so often repeated as to be automatic. The word 'Habit' carries an unpleasant connotation for many people. In fact, the term more often implies bad or unpleasant than good or useful behaviour. Habits facilitate action and they do not require effort or attention. Habits are learned performance and habits can be study habits, play habits, eating habits and so on. Study Habits has been defined as the sum total of all the habits determined purposes and enforced practices that the individual uses in order to learn. It is necessary for the students to develop special study habits and skills. A well formed habit furnishes its own source of motivation. Good (1959) said that study habit is the tendency of pupil or student to study when the opportunity is given as well as the pupil's way of studying whether systematic or unsystematic, efficient or inefficient etc. Thus the study habit implies a sort of more or less permanent modes or methods of studying. Certainly good study habits result in good scholastic achievements. The Study Habits play a two -fold function in education. Firstly, they assist in acquisition of knowledge to the best of one's capacity and to learn to study effectively which is far more important than to acquire particular bodies of information. Secondly, study habits deal with planning and practicing study schedule, effective reading habits, and note taking techniques, preparation and revision lessons, motivation and concentration. Good study habits will enable students to have better retention power, to prepare notes from the books, to read with comprehension, to do independent study and to develop better reading ability. Study Habits provide endless opportunities for mental growth and development. Effective study habits in high scholastic achievement of pupils. To achieve academically high, students have to devote much time to their study and positive Study Habits can help a lot to the child in this direction.

## **FACTORS AFFECTING STUDY HABITS**

### **Studying and Reading**

The making of notes and keeping of notebooks are study skills made necessary by the need of keeping a great deal of information in convenient forms. A successful student is supposed to be confident in the skill of note taking and notebook keeping. It is natural and reasonable that the students are required to learn, to write, to speak and to think well.

A project of examinations rather naturally a project of how to study text books. The skill dealing with examinations involves preparing for examinations and taking the examinations. Students are sometimes bothered because, as they know so much, they do not know how to begin to express it or they get so engrossed in answering the early part of an examination that they have to hurry with the last or omit it.

### **Proper Use of Time**

Granting the desirability or at least the necessity of continued learning, it is obviously the matter of self-interest to learn to accomplish with the least expenditure of time and efforts. There is very definite relationship between the quality of study and the length of time required to assimilate assignments for study. Student's difficulty in the use of time properly tends to have three limitations. They have feeling of guilt because they think they do not study enough. They waste time in moving from one activity to another and they have difficulty in setting down towards learning even after they have made up their mind to start. Good students have good time in school and it is characteristic that they usually worry less about need of than the students with lower grades. Part of the difficulty lies in the lack of a planned routine of activities. Furthermore research shows that good students differ from poor students merely in the effective use of study time then in the amount.

### **Study Conditions**

Study conditions affect, the abilities to get down to work and to concentrate in three ways (a) distractions, tend to draw the student's attention away from his work (b) poor lightening, inadequate ventilation and noise tends to be fatiguing and (c) study materials if not readily available then of course the continuity of work will be broken in order to hunt for them.

### **Class Room Skills**

Because the student learn through class participation and their work is evaluated from it. So it is important that effective class room skills be developed.

### **Concentration**

Another important factor in the development of good study habits is 'concentration'. The ability to concentrate is the mark of good student of all subjects from play writing to free composition. The successful student must concentrate on a definite area, set by his programmers and his instructors. For effective studies, concentration is the pre-requisite condition.

### **Motivation**

Another important variable is motivation. A successful student starts his reading with proper motivation and guidance to make rapid success.

### **Observation**

It is one more variable, which is essential to study habits of students. Accurate and objective observation increases the capacity of learning.

### **Adjustment**

Adjustment in the school , refers to another very important variable affecting study habits. The adjustment may be social, economical, psychological, sexual, intellectual etc.

### **Examinations**

A project of examination follows a project of how to study text books. The skill dealing with examinations involves preparing for examination and taking the examination.

### **OBJECTIVES**

- 1) To study the influence of Types of School, Personality and their Interaction on Study Habits of the students.
- 2) To study the influence of Types of School, Cognitive Styles and their Interaction on Study Habits of Students.

### **HYPOTHESES**

- 1) There is no significant influence of Types of school, Personality and their Interaction on Study Habits of students.
- 2) There is no significant influence of Types of school, Cognitive Styles and their Interaction on Study Habits of students.

### **SAMPLE**

The study was conducted on a sample of 300 students ( 145 males and 155 females) of class 9<sup>th</sup> selected by employing cluster random sampling technique from the Senior Secondary Schools situated in Nawanshahr District.

### **TOOLS**

- 1) Study Habits were assessed with the help of Study Habit Inventory developed by Prof. M. Mukhopadhyaya (New Delhi) and Prof. D.N. Sansanwal ( Indore).

- 2) Cognitive Styles of the students were assessed with the help of Group Embedded Figures Test developed by Herman A. Witkin, Philip K. Oltman, Evelyn Ruskin Stephen A. Karp.
- 3) Personality of the students was assessed with the help of M.P.I. by S.S. Jalota and S.D. Kapoor.

## **METHODOLOGY**

Data was collected from the schools of Nawanshahr district. After getting the permission from the principals, the students of class 9<sup>th</sup> of the selected schools were administered the above mentioned tests. Scoring was done as per the instructions given in respective manuals. The whole procedure took three months.

## **DATA ANALYSIS**

Data was analysed objective wise with the help of following designs:

1). For studying the influence of Types of School, Personality and their Interaction on Study Habits of class 9<sup>th</sup> students 2x3 Analysis of Variance was used. It was found that F value for types of school was 6.35, which is significant at 0.05 level with  $df=1/295$ . It is indicated that mean scores of Study Habits of students belonging to Government and Private Schools differs significantly. In this context, the null hypothesis that there is no significant influence of Types of school on Study Habits of students, is rejected. Further mean score of Study habits of students belonging to Private schools ( $M=145.89$ ) is significantly higher than those belonging to Government Schools ( $M=120.65$ ). It may, therefore be said that students belonging to Private schools were found to possess better Study Habits than students belonging to Government Schools. The F- value for Personality was 0.05 which is not significant at 0.05 level. It indicates that mean score of Study Habit of class ninth students belonging to three levels of personality, namely, Extroversion, Intermediate and Introversion did not differ significantly. In this context, the null hypothesis that There is no significant influence of Personality on Study Habits of students, is not rejected. It may, therefore be concluded that study habits were independent of Personality. The F- value for interaction between types of school and personality is 0.19, which is not significant at 0.05 levels. It may, therefore be concluded that study habits were independent of types of schools and personality.

2). For studying the influence of Types of School, Cognitive Styles and their Interaction on Study Habits of class 9<sup>th</sup> students 2x3 Analysis of Variance followed by Tukey's HSD was used. The F- Value for cognitive style is 11.25, which is significant at 0.01 level. It indicates that mean score of Study Habit of class ninth students belonging to three levels of cognitive style ,namely, Field-independent, Intermediate and Field-dependent differ significantly. In this context, the null hypothesis that There is no significant influence of cognitive styles on Study Habits of students, is rejected. In order to analyse further, post hoc comparisons were made. It was found that significant difference in Study Habits exists among students belonging to Field-independent and Intermediate cognitive styles. Field-independent students are significantly superior than Intermediate cognitive style groups in respect to study habits. Similarly Field-independent students are significantly superior than Field-dependent cognitive style groups in respect to study habits. Study Habits were also found to be independent of interaction between types of schools and cognitive styles.

#### **FINDINGS OF THE STUDY:**

1. Study Habits of students belonging to Government and Private Schools differs significantly.
2. Study Habits were independent of personality.
3. Study Habits were not independent of Cognitive Styles.
4. Private School students possess the greater Study Habits than Government School Students.
5. Study Habits was found to be independent of Interaction between Types of School and Personality.
6. Field - Independent students are significantly superior than Intermediate Cognitive Style students in respect to Study Habits.
7. Field- Dependent and Intermediate Cognitive Style students have similar Study Habits.
8. Study Habits was found to be independent of interaction between Types of School and Cognitive Styles.

#### **IMPLICATIONS**

1. The present study revealed that there was significant difference in study habits of students belonging to Government and Private Schools. So Heads and Teachers should create such environment in the school so that



good study habits are to be inculcated in the students.

2. The present study revealed that Study Habits were independent of personality. So equal opportunities should be provided to boys and girls in respect to their personality.
3. The present study revealed that Private School Students possess the greater study habits than Government school students. So there is a need of educational and personal guidance for the students.
4. Teacher should create an atmosphere for developing good study habits in the students.
5. Workshops should be organized to create awareness about good study habits among students.
6. There must be an arrangement of Counselling for the students in the school because Counselling had a positive influence on children in modifying their behaviour in desirable direction.
7. Guidance lectures prove beneficial. The organizers of the course should make provision for such lectures.
8. The students can be helped in the area of finding and selecting references by arranging library orientation programmer for them.

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## STUDY HABITS OF PUPIL TEACHERS

Mr. RAMZAN ALI \*

### ABSTRACT

*The major purpose of this research was to understand the study habits among the pupil teachers of Govt. College of Education, Jammu. The data was collected from 200 pupil teachers on the basis of random sampling. 'Study Habits Inventory' prepared by Dr. B. V Patel was applied. The results of the study indicate that there is a significance of difference on study habits among the pupil teachers studying in Govt. College of Education, Jammu.*

### INTRODUCTION

A good individual is one who has developed a good study habit, which may inculcate the tremendous qualities in him to comprehend and understand the content of the courses of studies. The regular study habit also enables the individual to know about the things critically and analyze the views of the different authors, to increase the level of understanding and knowledge for running their life smoothly and comfortably. The regular readers who spend some time with reading materials in a routine manner, can create better habit of study. Once the better habit of study is developed, the individual is not satisfied with only little information of the subjects. The regular study habit may familiarize the learners with the topic of their courses of study and makes them fully aware, what they need to do, and what they want to know. In this way, their logical thinking and reasoning power develops and they feel more comfortable in their studies. The regular and wide study of reading material widens the horizons of one's knowledge. Thinking power affects one's thoughts and behavior. The regular study habits help the learners to do better work with less effort in less time. The study habit is a voluntary activity, which depends upon the home environment and arrangement of required materials, arrangement of proper sitting places, etc.

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Several studies have been carried out on the study habit by the various scholars, researchers, educationists. Jain (1967), conducted a research on the study habits and academic achievements in the U.P. Colleges and found the significant correlation between the two. Lalithama (1975) found that the urban people are superior to the rural people in their study habits. Dogra (1984) found that female students have better preparation for examination in comparison to male students. Singh (1986) found that the arts group are generally went with irregular study habits in comparison to science group. Kour (1992) have concluded that boys and girls do not significantly differ from each other as far as study habits are concerned. Vandana (1994) found that there is significant difference between the study habits in relation to adjustment among the adolescence. Kumar (2001) found that the government school boys and girls do not differ significantly from each other when study habits and intelligence are taken as dependent variable. Bimla (2002) found that the high achiever boys possess better study habits in comparison to low achiever boys and girls. Shakoor (2005) found that there is no significant sex differences in the study habits among the post graduate students of Jammu university. Shakeel (2005) reveals that there is significant difference between the science and arts students.

## **OBJECTIVES OF THE STUDY**

To study the significance of difference between the mean scores on the six dimensions of study habits (home environment and planning, reading and note taking, planning of subjects, planning for examination, habits and attitudes, college environment,) among the pupil teachers, under going B. Ed training in Govt. College of Education, Jammu on sex wise, locality wise, and qualification wise.

## **HYPOTHESIS OF THE STUDY**

There will be no significant difference between the mean scores on six dimensions of study habits (home environment and planning, reading and note taking, planning of subjects, planning of examination, habits and attitudes, college environment) among the pupil teachers, under going B. Ed training in govt. college of education Jammu (sex wise, locality wise, and qualification wise).

## METHOD

### SAMPLE

The sample of the present study was consisting of 200 pupil teachers (100 male and 100 female) under going B. Ed training in Govt. College of education Jammu.

### TOOL USED

The researcher has used the 'Study Habits Inventory', prepared by Dr B.V Patel, a standardized tool.

### STATISTICAL TECHNIQUE USED

The researcher has calculated the Mean, Standard Deviation, Standard Error of Mean, Standard Error of Mean Difference, and Correlation.

### ANALYSIS & DISCUSSION OF RESULTS

TABLE:-1 Showing the study habits among the pupil teachers under going B. Ed. training on sex wise.

Study habits	Sex	No	Mean	S.D	S.E <sub>m</sub>	S.Ed <sub>m</sub>	C.R	Remarks
H.E.P	Male	100	22.20	8.03	0.80	3.57	0.08	**NS
	Female	100	21.98	7.91	0.79			
R.N.T	Male	100	35.28	9.93	0.99	1.02	0.74	**NS
	Female	100	34.52	2.96	0.29			
P.O.S	Male	100	17.65	2.59	0.25	0.13	8.23	*S
	Female	100	16.58	2.74	0.27			
P.F.E	Male	100	19.29	5.11	0.51	0.47	0.08	**NS
	Female	100	19.33	3.48	0.34			
H.A.A	Male	100	33.87	6.37	0.63	0.92	0.80	**NS
	Female	100	33.13	7.38	0.73			
C.E	Male	100	31.46	3.15	0.31	0.45	5.48	*S
	Female	100	28.83	3.32	0.33			

**TABLE:-2** Showing the study habits among the pupil teachers undergoing B. Ed. training on locality wise.

Study habits	Locality	No	Mean	S.D	S.Em	S.Edm	C.R	Remarks
H.E.P	Urban	120	22.2	8.05	0.73	1.14	0.11	**NS
	Rural	80	22.07	7.94	0.88			
R.N.T	Urban	120	34.32	4.26	0.38	1.01	1.29	**NS
	Rural	80	35.63	4.63	0.51			
P.O.S	Urban	120	17.25	3.58	0.32	0.69	0.39	**NS
	Rural	80	16.98	3.45	0.38			
P.F.E	Urban	120	19.74	7.40	0.67	0.93	0.80	**NS
	Rural	80	20.73	6.28	0.70			
H.A.A	Urban	120	33.15	3.05	0.27	0.62	1.59	**NS
	Rural	80	33.9	3.18	0.35			
C.E	Urban	120	30.31	5.83	0.53	0.76	0.77	**NS
	Rural	80	30.76	4.93	0.55			

**Table:-3** Showing the study habits among the pupil teachers undergoing B. Ed. training on qualification wise.

Study habits	Qualification	No	Mean	S.D	S.Em	S.Edm	C.R	Remarks
H.E.P	P. graduate	125	22.29	7.95	0.71	1.00	0.39	**NS
	Graduate	75	21.90	8.14	0.72			
R.N.T	P. graduate	125	34.36	4.16	0.37	0.60	2.06	*S
	Graduate	75	35.72	4.90	0.56			
P.O.S	P. graduate	125	17.21	3.56	0.31	0.26	1.26	**NS
	Graduate	75	16.88	3.64	0.42			
P.F.E	P. graduate	125	33.24	7.29	0.65	0.95	0.62	**NS
	Graduate	75	33.86	6.37	0.73			
H.A.A	P. graduate	125	18.99	5.48	0.49	0.40	3.67	*S
	Graduate	75	20.46	3.47	0.40			
C.E	P. graduate	125	30.27	5.72	0.51	0.79	0.67	**NS
	Graduate	75	30.8	5.30	0.61			

Significant level=0.05(1.96), \*S:-Significant, \*\*N.S:- Not significant

Table (1) indicates that the obtained mean score value on the basis of sex i.e., male and female pupil teachers regarding the six dimensions of the study habits. The male pupil teachers have the slightly high mean score value in case

of, home environment and planning, reading and note taking, planning of subjects, habits and attitudes, and college environment. And on the other hand, the female pupil teachers have slightly high mean score value in case of, planning for examination.

Thus, the framed hypothesis, that there will be no significant of difference between the mean scores on six dimensions of study habits among the pupil teachers on sex wise, in case of home environment and planning, reading and note taking, planning for examination, and habits and attitudes are accepted, as the obtained values i.e., 0.08, 0.74, 0.08, and 0.80 are less than the calculated C. R value (1.96) at 0.05 level of, significance, respectively. In case of, planning of subjects, and college environment, it is rejected, as the obtained values i.e., 8.23 and 5.48 are more than the calculated C.R value (1.96) at 0.05 level of significance, respectively.

Table (2) shows that, the obtained mean score values on the basis of locality i.e. urban and rural pupil teachers regarding the six dimensions of study habits, the urban pupil teachers have the slightly high mean score values in case of home environment and planning, and planning of subjects. On the other hand the rural pupil teachers have, the slightly high mean score values in case of reading and note taking, planning for examination, habits and attitudes, and college environment.

The framed hypothesis, that in case of all the six dimensions of study habits, the obtained table values i.e., 0.11, 1.29, 0.39, 0.80, 1.59, and 0.77, are less than the calculated C.R. value (1.96) at 0.05 level of significance, respectively, are accepted and there is no dimension of the study habits among the pupil teachers, which is rejected.

Table (3) the obtained mean scores values on the basis of qualification i.e., post graduates and graduates pupil teachers regarding the six dimensions of study habits, the post graduates pupil teachers have slightly high mean scores values in case of home environment and planning and planning of subjects. On the other hand, the graduate pupil teachers have slightly high mean score values incase of, reading and note taking, planning for examination, habits and attitude, and college environment.

The hypothesis, there will be no significance of difference between the mean scores on six dimensions of study habits (home environment and planning, reading and note taking, planning of subjects, planning for examination, habits and attitude, and college environment) among the pupil teachers under going

the B.Ed training on qualification wise, is accepted in case of home environment and planning, planning of subjects, planning for environment, college environment, as the obtained values i.e., 0.39, 1.26, 0.62, and 0.67 are less than the calculated C.R value(1.96) at 0.05 level of significance. It is rejected in case of reading and note taking and habits and attitude, as the obtained values i.e. 2.06 and 3.67 are more than the calculated C.R values(1.96) at 0.05 level of significance respectively.

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# A STUDY OF PARENTAL SUPPORT IN ACADEMIC ACHIEVEMENT OF ADOLESCENTS

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## ABSTRACT

*The present study has been undertaken to study parental support in relation to academic achievement of adolescents. The sample consisted of 200 adolescents (100 boys and 100 girls) studying in Sangrur district of Punjab State. For determining the analysis and interpretation, descriptive statistics like Mean, Median, Mode, S.D., Skewness, Kurtosis were used; to find correlation between variables- Pearson's coefficient of correlation was used and for finding significant difference between means- t- ratio was employed. The study revealed positive and significant relationship between parental support and academic achievement of adolescents.*

## INTRODUCTION

Every successful person after reaching his destination finds that his success is due to the help of his parents. When he looks back at his path of life, he finds that his parents had performed a great role in his success. Parents constitute the first school for the child. In fact, it is the family that shapes and lays down the foundation for a child's growth and development.

**ADOLESCENCE-** Adolescence is a very important phase in the developmental process as it is during this phase that the adolescent is virtually launched into the outside world. **According to Roger (2002),** "Adolescence is a process rather than a period, a process of achieving the attitudes and beliefs needed for active participation in the society."

**PARENTAL SUPPORT-** Parental support is one of the most important contribution parents can make to the adolescent's development. **Way and Rossman (1997)** emphasized that "interaction between parent and adolescent include positive behavior such as interests, support,

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communication openly and parent child connectedness, help adolescent learn to be autonomous and successful in shaping their own lives."

**ACADEMIC ACHIEVEMENT-** Achievement means one's learning attainment, accomplishment and proficiency of performance. **According to Trow (1960)** "Academic Achievement is the attained ability or degree of competence in school tests and expressed in grades or units based on norms from a wide sampling of pupil's performance."

### **OBJECTIVES OF THE STUDY**

1. To study and compare parental support of adolescent boys and girls.
2. To study and compare academic achievement of adolescent boys and girls.
3. To Study the relationship between parental support and academic achievement of adolescent boys and girls.

### **HYPOTHESES OF THE STUDY**

1. There exists no significant difference in parental support of adolescent boys and girls.
2. There exists no significant difference in various dimensions of parental support of adolescent boys and girls.
3. There exists no significant difference in academic achievement of adolescent boys and girls.
4. A significant relationship exists between various dimensions of parental support and academic achievement of adolescents.

**SAMPLE:** In the present study, a sample of parents of 200 adolescents of 9<sup>th</sup> class was conveniently selected from five schools of Sangrur district.

### **TOOLS EMPLOYED**

1. To collect the scores of Academic Achievement the marks obtained by the adolescents in the previous annual examination were taken.
2. Parental Support Scale by Dr. Shobha Nandwana and Nimmi Asawa.

**STATISTICAL TECHNIQUES USED-**Descriptive statistics like mean, median, mode, standard deviation, skewness, and kurtosis were used to check the normality of the data. To find the correlation between variables Pearson's Coefficient of Co-relation was used and for finding significant difference between means, t-ratio was employed.

**RESULTS AND DISCUSSION**

**Table 1**

Difference between mean scores of adolescent boys and girls on the variable of parental support (N=200)

S. No.	Groups	Variable	N	M	S.D	SE <sub>M</sub>	t-ratio
1.	Boys	Overall	100	74.52	16.81	1.68	5.82**
	Girls	Parental	100	86.40	11.61	1.16	

\*\*significant at 0.01 level

**Table 1-** The t value was 5.82 which was significant at 0.01 level and revealed that a significant difference exists between mean scores of adolescent boys and girls on the variable of parental support. Therefore, the hypothesis 1 stating that there exists no significant difference between adolescent boys and girls on the variable of parental support stands rejected.

**Table 2**

Difference between mean scores of adolescent boys and girls on the dimensions of the variable of parental support (N=200)

S.No.	Groups	Dimensions	N	M	S.D	SE <sub>M</sub>	t-ratio
1.	Boys	<b>Parental Interest</b>	100	19.68	5.47	.55	4.15**
	Girls		100	22.51	4.06	.41	
2.	Boys	<b>Parental Behaviour</b>	100	34.42	6.89	.69	6.39**
	Girls		100	39.78	4.79	.48	
3.	Boys	<b>Resource Provision</b>	100	20.42	5.94	.59	5.04**
	Girls		100	24.11	4.27	.43	

\*\*significant at 0.01 level

**Table 2-** the calculated t value of various dimensions of parental support were 4.15, 6.39, 5.04 respectively which revealed that a significant difference exists between mean scores of adolescent boys and girls on various dimension of

parental support. Therefore, the hypothesis 2 stating that there exists no significant difference between adolescent boys and girls on the dimensions of parental interest, parental behavior and resource provision of the variable of parental support stands rejected.

**Table 3**

Difference between mean scores of adolescent boys and girls on the variable of academic achievement (N=200)

Sl. No.	Group	Variable	N	M	S.D	SE <sub>M</sub>	t-ratio
1.	Boys	<b>Academic achievement</b>	100	59.56	14.48	1.45	4.22**
	Girls		100	67.20	10.86	1.09	

\*\*significant at 0.01 level

**Table 3** revealed that the mean scores of adolescent boys and girls on the variable of academic achievement as 59.56 and 67.20 respectively and t-ratio is 4.22 which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of adolescent boys and girls on the variable of academic achievement. Therefore the hypothesis 3 stating that there exists no significant difference between adolescent boys and girls on the variable of academic achievement stands rejected.

**Table 4**

**Coefficient of correlation between various dimensions of parental support and academic achievement of adolescents**

Dimensions	N	R
<b>Parental Interest</b>	200	0.64**
<b>Parental Behaviour</b>	200	0.73**
<b>Resource Provisions</b>	200	0.68**
<b>Overall Parental Support</b>	200	0.75**

\*\* Significant at 0.01 level

**Table 4** The 'r' value is 0.64 ,0.73 and 0.68 respectively that is significant at 0.01 level. It showed that there exists a significant relationship between academic achievement and various dimensions of parental support. The table also showed the overall parental support of adolescents with their academic achievement is 0.75, which is found to be significant at 0.01 level of confidence. This revealed that there exists a significant relationship between parental support and academic achievement of adolescents. Therefore, the hypothesis 4 stating that there exists significant relationship between parental support and academic achievement of adolescents stands accepted.

## CONCLUSIONS

- The study revealed that a significant difference exists between mean scores of adolescent boys and girls on the variable of parental support. It is concluded that the girls got more parental support than boys.
- The study also concluded that the girls got more parental support in terms of parental interest, parental behaviour and resource provision of parental support than boys.
- This study concluded that a significant difference exists between mean scores of adolescent boys and girls on the variable of academic achievement. It may be concluded that academic achievement of girls is higher than boys.
- Study also revealed that there exist a significant relationship between parental support and academic achievement of adolescents.

## EDUCATIONAL IMPLICATIONS

The conclusions of the present study can be very useful in improving the conditions of girl child in Punjab. As Punjab government is taking steps to improve the literacy rate of girls by providing facilities to them, in the same way the results of present study also revealed more parental support in terms of parental interest, parental behaviour and resource provision of parental support than boys. The study also revealed a significant relationship between parental support and academic achievement of adolescents leading parents to play their roles effectively.

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# A STUDY OF TEACHER EFFECTIVENESS IN RELATION TO LOCUS OF CONTROL

Ms. SEEMA GOYAL\*  
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## ABSTRACT

*This study is aimed at :*

*a) Studying teacher effectiveness in relation to locus of control*

*b) Studying the interrelation of teacher effectiveness and locus of control.*

*To achieve the objectives of the study, 'Teacher Effectiveness Scale' by Dr. Parmod Kumar and D. N. Mutha & Rotter's locus of control scale were used. A sample of 250 Teachers was selected on the basis of random sampling method. Descriptive statistics were used to analyse the data. The t-value was applied. Results indicate that a significant difference exists between teacher effectiveness of male and female teachers & govt. and private teachers. A significant difference exist between locus of control of male and female teachers & private and govt. teachers. There is negative relation between teacher effectiveness and locus of control of teachers.*

## INTRODUCTION

Education is a powerful instrument for the social, political and economic development of a country. It has been an instrument in the evolution of mankind from 'stone age' to 'computer age'. To gear up education towards the desired end, teaching as a profession assumes a great importance. Education is like a guiding force for human growth and development. It is through education that a man develops his thinking, intelligence, aptitude, positive sentiments and skills, good values and attitude.

Through the concept of teacher as a 'Guru' might have faded away with the time, still the responsibilities of this 'Guru' have increased many folds as the civilization is advancing. In modern times, teaching has become a profession,

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which grows with innovation and with practice. The teacher is the agent of society who has been assigned this work and his first obligation is towards school children. So the role of teacher in our modern and complicated system of education today is indeed an important and complex one.

The teacher has more than one role to play. He has to play the role of a facilitator, a leader, a co-operative enterprise in which development occurs through reciprocal give and take. He is expected to arouse enthusiasm and be a source of inspiration to his pupils.

## TEACHER EFFECTIVENESS

Effectiveness may be taken as one's hold on the circumstances and it is related to the power of influencing the environment. It is then accepted dominance of one's personality by his co-workers and subordinates in the process of interaction, a person's enduring impression left on the other bears testimony to his effectiveness. Effectiveness is the index of a success of life. Teaching is effective to the extent that the teacher sits in way that are favourable to the development of basic skills, work habits, desirable attitude, value judgement and adequate personal adjustment of the pupils.

Teacher effectiveness refers to the effect that the teacher's performance has on pupils. He who teaches effectively may pave the way for progressive and productive society; on the contrary the poor teaching would lead to the perpetuation of ignorance, misunderstanding, intellectual and cultural stagnation in the society. The school having excellent material resources and appropriately adopted curriculum may all go in waste, if the teacher is not effective.

The term 'teaching effectiveness', According to Encyclopaedia of Educational Research, will be used to refer to the result, a teacher gets or to the amount of progress the pupils make towards some specified goals of education. **According to Flanders (1970)**, 'Teaching effectiveness is by definition concerned with such things as teachers does that affect educational outcomes. **Barr (1952)** explains teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking. All affected by limiting and facilitating aspects at the immediate situation.

## **LOCUS OF CONTROL.**

Locus of control is a psychological term that refers to a person's belief about what causes the good or bad result in his life, either in general or in a specific area such as health or academics. Locus of control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their own behaviour and action believes that events result primarily from their own behaviour and actions. Those with a high external locus of control have better control of their behaviour, tend to exhibit more political behaviours, and are more likely to attempt to influence other people than those with high external locus of control. They are more likely to assume that their effort will be successful. They are more active in seeking information and knowledge concerning their situation.

One's 'Locus' (Latin for 'Place' or 'Location') can either be internal (meaning the person believes that they control their life) or external (meaning they believe that their environment, some higher power, or other people control their decision and their life. Locus of control is an expectancy variable that deals with the perception of control. The largest body of empirical data about perceived control, however, derives from Rotter's Social Learning Theory. It is in Rotter's theory that perceived control occupies a central place within a systematic formulation. In Rotter's theory, person's action is predicted on the basis of his values, his expectations and the situations.

## **NEED AND SIGNIFICANCE OF THE STUDY**

The effectiveness of education is dependent on the effectiveness of its teachers. Most of the classroom teaching in India continues to be teacher dominated hence we should pay greater attention towards teacher effectiveness, to improve the teaching learning situations so that the future generation are to be adequately prepared to face the changing time.

Who is an effective teacher and what makes a teacher effective or what makes him efficient and adequate and how to assess such attributes are the



preposition which for several decades have presented a problem beset with contradictions and difficulties. Teacher effectiveness may be influenced by various factors including teaching attitude, teaching experience, value patterns, locus of control, professional training, job satisfaction, congenial working environment and burnout etc. Through this study the investigator wants to find out the relation of factors like locus of control with teacher effectiveness.

In this study investigator also endeavour to compare the teacher effectiveness and locus of control among govt. and private school's male & female teachers. The result of this comparison certainly helps students and parents to make their choice. The comparison will definitely contribute in the field of teaching.

### **OBJECTIVES**

1. To find out the difference between teacher's effectiveness of male and female teachers.
2. To find out the difference between teacher's effectiveness of govt. and private teachers.
3. To find out the difference between locus of control of male and female teacher.
4. To find out the difference between locus of control of govt. and private teachers.
5. To find out the relationship between teacher's effectiveness and locus of control of male and female teachers.
6. To find out the relationship between teacher's effectiveness and locus of control of govt. and private teachers.
7. To find out the relationship between teacher's effectiveness and locus of control of teachers.

### **HYPOTHESES OF THE STUDY**

There exists no significant mean differences in the effectiveness of male and female teachers.

There exists no significant mean differences in the effectiveness of govt. and private teachers.

There exists no significant mean differences between locus of control of male and female teacher.

There exists no significant mean differences between locus of control of govt. and private teachers.

There exists no significant relationship between teacher effectiveness and Locus of control of male and female teachers.

There exists no significant relationship between teacher's effectiveness and locus of control of govt. and private teachers

There exists no significant relationship between teacher effectiveness and Locus of control of teachers

## **SAMPLE**

In the present study, 250 Senior Secondary school teachers were taken randomly from different school of Ludhiana District of Punjab. Out of these 125 teachers (63male, 62females) were taken from Govt. Senior Secondary School and 125 (63 male and 62 female) teachers were taken from privately managed secondary school.

## **TOOLS**

For the present study following tools were used to collect data:

Teacher Effectiveness scale by Dr. Parmod Kumar and D. N. Mutha (1985)

Locus of control scale by Rotter ( 1966)

## **DESIGN OF THE STUDY**

Descriptive survey method was employed in the present study. Data was collected with the help of Teacher Effectiveness Scale, Locus of Control Scale, from 250 Senior Secondary School Teachers of Ludhiana District. Multistage random sampling was done. Product moment correlation and t-ratio technique were employed to analysis the data.

## **STATISTICAL TECHNIQUES USED**

Mean, S.D, T-Ratio, Correlation were used to analyse the data.

**ANALYSIS, RESULT & DISCUSSION**

**Table 1**

Difference between Significance of the Means of Teacher Effectiveness and locus of control of Male and Female Teachers & govt. and private teachers.

Respondent	Group	N	M	S.D	SE <sub>M</sub>	T-value	Significant at
Teacher Effectiveness	Male	126	328.06	18.25	1.63	2.28*	.05 level
	Female	124	322.66	19.45	1.75		
	Govt.	125	324.44	17.47	1.56	0.79	
	Private	125	326.33	20.46	1.83		
Locus of control	Male	126	4.52	1.77	.16	3.22**	.01 level
	Female	124	7.74	3.48	.31		
1.	Govt.	125	6.88	3.29	.29	3.90**	.01 level
2.	Private	125	5.36	2.90	.26		

The result shown in the Table 1 indicates that a significant difference exists between teacher effectiveness of male and female teachers and a significant difference exists between locus of control of male and female teachers which is significant at .01 level of confidence. This table also revealed that no significant difference exists between teacher effectiveness of govt. and private teachers. The t-ratio was calculated as 0.79 which is not significant at .05 level of confidence. A significant difference exists between locus of control of govt. and private teachers. The t-ratio was as 3.90 which is significant at .01 level of confidence.

**Table 2**

Coefficient of Correlation between Teacher Effectiveness and Locus of Control of male and female teachers & govt. and private teachers.

	Group	N	M	S.D	SE <sub>M</sub>	r
Teacher Effectiveness	Male	126	328.06	18.25	1.63	-0.01
Locus of control	Male	126	4.52	1.77	.16	
Teacher Effectiveness	Female	124	322.66	19.45	1.75	-0.25**
Locus of control	Female	124	7.74	3.48	.31	
Teacher Effectiveness	Govt.	125	324.44	17.47	1.56	-0.33**
Locus of control	Govt.	125	6.88	3.29	.29	
Teacher Effectiveness	Private	125	326.33	20.46	1.83	-0.09
Locus of control	Private	125	5.36	2.90	.26	

\*\*significant at .01 level

Table 2 shows the coefficient of correlation between teacher effectiveness and locus of control of male teachers as -0.01, that of female teachers as -0.25 and the coefficient of correlation between teacher effectiveness and locus of control of govt. school teachers as -0.33, of private school teachers as -0.09. All of which the relationship of teacher effectiveness and locus of control of female teachers & govt. school teachers are negative and significant at .01 level of confidence.

**Table 3**

Coefficient of Correlation between Teacher Effectiveness and Locus of Control of teachers.

Respondent	N	R	Significant
Teacher Effectiveness	250	-0.21	At .01 level
Locus of control	250		

Table 3 shows the coefficient of correlation between teacher effectiveness and locus of control of total sample as -0.21 which is negative by correlated and is significant at .01 level of confidence

## **CONCLUSION**

The following conclusion and discussion were drawn on the basis of analysis and interpretation.

A significant difference exists between teacher effectiveness of male and female teachers. Male teachers are more effective than that of female teacher. Therefore the hypothesis 1 stating that there exists no significant differences in the effectiveness of male and female teachers stands rejected.

There exists no significant differences between teacher effectiveness of govt. and private teachers. Effectiveness of teaching of both govt. and private teachers are same. As both govt. and private teacher have followed the same syllabus and both govt. and private teachers have same status and responsibilities. Therefore the hypothesis 2 stating that there exists no significant difference in the effectiveness of govt. and private teachers stands accepted

A significant difference exists between locus of control of male and female teachers. Locus of control in female teachers is higher than male teachers. Therefore the hypothesis 3 stating that there exists no significant mean differences between locus of control of male & female teacher stands rejected.

A significant difference exists between locus of control of govt. and private teachers. Govt. teacher's locus of control is higher than that of private teachers. Govt. teachers find themselves lucky to get govt. job. Therefore the hypothesis 4 stating that there exists no significant mean difference between locus of control of govt. & private stands rejected.

There is negative relationship between teacher effectiveness and locus of control of male and female teachers which was found significant. When a teacher believes in luck then it effects his teaching . Therefore the hypothesis 5 stating that there exists no significant relationship between teacher effectiveness and locus of control of male & female teachers stands rejected.

There is negative relationship between teacher effectiveness and locus of control of govt. and private teachers which was found significant. Therefore the hypothesis 6 stating that there exists no significant relationship between teacher effectiveness and locus of control of govt. & private teachers stands rejected.

There is negative relationship between teacher effectiveness and locus of control of teachers. Therefore the hypothesis 7 stating that there exists no significant relationship between teacher effectiveness and locus of control of teachers stands rejected.

## **EDUCATIONAL IMPLICATION**

The results of this research have some implications for teachers in Senior Secondary schools. If an educational system will strive for excellence, the implication for the practice explained below should be taken into account:

Intervention programs can be prepared in co-operation with administration and counsellors to make teaching more effective. In the light of educational journals and books which can be provided for the teachers and head teachers to increase their knowledge and self confidence. Understanding the nature of a

teaching profession may be the best approach to make teaching effective. Increased dissatisfaction may lead to an erosion of the teacher's effectiveness and therefore it needs to be considered closely by all responsible authorities and professionals.

The present study will also contribute to teacher's organizations, society, parents as well as to the nation.

With the help of this study, teacher will be able to know the causes of their less effectiveness. This study will also help to make them more effective. As the teacher is the role model for the students. They are the nation builder; they are also the maker of the life and character of children and youth.

With the help of this present study, the teacher will have to set an example in front of them. If the teaching will be effective then it will definitely affect the way of thinking of the youth and their way of taking life. The thinking of the youth will involve the society and nation. Then they will make the nation strong. Parents and society will feel proud on their children and youth.

### **SUGGESTIONS FOR FURTHER RESEARCH**

Every research, which is well executed, tends to provide clues for further exploration. Relationship can be studied between Teacher effectiveness and self concept of teachers. Relationship can be studied between teacher effectiveness and method of teaching. Attempts should be made to study relationship of teacher education with school and home environment. The study can be taken up with regard to other factors as related to teacher effectiveness like aptitude, attitude, job satisfaction and occupational adjustment, professional experience and school organization etc. Teacher Effectiveness can be undertaken with other variables like with emotional competence, emotional maturity, self concept, personality, aptitude, work environment, work ethics, work load, self actualization etc

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# A STUDY OF ACHIEVEMENT MOTIVATION OF PROSPECTIVE TEACHERS IN RELATION TO THEIR ACADEMIC PERFORMANCE

Mrs. KAVITA\*

Dr. ARUNA ANAND\*\*

## ABSTRACT

*The present study has been undertaken to compare the achievement motivation of prospective teachers in relation to their Academic Performance. A sample consisting of 842 prospective teachers was taken from teacher education colleges affiliated to Guru Nanak Dev University, Amritsar. The data was analyzed using Pearson's Product Moment Correlation and Analysis of Variance. The data revealed that there was no relationship between achievement motivation and academic performance of prospective teachers. It was found that there was no significant interaction influence of achievement motivation, gender and achievement motivation, location on academic performance of prospective teachers.*

Education is dynamic in nature. Since the dawn of human history, it has passed through many ages and stages in the process of evolution, and at every stage it has a different meaning according to the existing social conditions. It is still in the process of evolution and this process will never come to an end. Changing times will always demand a revision of the prevailing educational ideals, in order to meet the challenges of times. Our country has now reached a stage in its economic and technical development and faces new challenges to promote its social-cultural and economic development. Education is the most dominant and forceful device to bring out requisite transformations in the individual as well as in the society. These changes are in terms of more extensive knowledge, better growth of intellectual ability, development of certain skills peculiar to each subject area, attitude and better adjustment to the given situation and environment. With the spread of rapid expansion of education

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during the last few years, the need for stressing the quality in education depends to a large extent on the teacher who is considered to be a single most important element in the whole educational process. However lofty the aims, however up-to-date and generous the equipment, however efficient the educational administration, the value of the children is determined by the teachers.

A teacher generally tries to teach in the way as she/he was taught during her/his own school and college days. He tries to perpetuate the traditional methods of teaching. Therefore, India should develop effective professional education which may initiate the teachers to develop professional growth. Teacher education covers those theoretical and practical aspects through which knowledge and skills, pertaining to specific subjects are to be transmitted to prospective teachers. The reason for undertaking, strengthening and accelerating research on teacher education is explained by the need for systematically developing an empirical base for taking sound decisions about teacher education. It involves a variety of factors, such as teacher-educator characteristics, training experiences, student-teacher characteristics, curriculum and textual materials, practising schools, institutional characteristics, community characteristics and many more, which interact in complex combinations when it comes to understand the teaching-learning process and learning outcomes. It is all the more important, therefore, to identify such factors precisely through carefully planned research studies which affect the quality of teacher education.

In educational institutions, success of prospective teachers is measured by academic performance or how well a student meets standards, set by local government and institutions. The researchers believe that authentic performance should involve an evaluation of total performance of the person because it covers individual's academic ability and skills in applying practical abilities. Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is the ability to study and remember facts and being able to communicate one's knowledge verbally or non-verbally. Busari (2000) stated that academic performance is generally regarded as the display of knowledge attained or skills developed in the various educational subjects.

The factors which are responsible for high or low achievement of students can be grouped into two broad factors: subjective factors or individual factors i.e.

cognitive factors e.g. intelligence and creativity and Non-cognitive factors e.g. emotional intelligence, achievement motivation and objective factors or environmental factors i.e. home environment and school environment. Teachers evaluate in the form of number, grades and side notes, to describe how well a student has done. The teacher is daily faced with a variety of problems in his/her teaching-learning situations as some students do better in their studies while other students do not take interest in their studies. Why it is so? This question and many others of similar type create anxiety and curiosity in the mind of the teacher to understand the underlying factors which explain such type of behaviour in the students. For the answer of all these questions, the teacher turns to the psychology of motivation for guidance. These basic physiological motivational drives affect our natural behaviour in different environments. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Thus achievement motivation is very important because it affects all of our behaviour, actions, thoughts and beliefs.

Achievement motivation has been the subject of a great deal of interest for educators and psychologists in recent years. McClelland (1953) stated that achievement motivation is the desire to do better, to achieve unique accomplishment, to compete with standard of excellence and to involve oneself with long term achievement goals. Atkinson (1964) defined that achievement motive applies when an individual realizes that his performance will be evaluated according to some criteria, his own or others' and that the resulting evaluation will be favourable (success) or unfavourable (failure).

Chawdhury and Shahabuddin (2007) examined how motivation and academic performance interact among students. Empirical results revealed that there are statistically positive correlation between intrinsic motivation and performance and extrinsic motivation and performance. Tuner et al (2009), Story et al (2009) investigated that intrinsic motivation predicts academic performance. Allen and Robbins (2010) found that motivation has indirect affect on timely degree completion on academic performance.

Bhatnagar (1969), Fedell (1971) and Gokulnatthan (1972) found no significant correlation between the achievement motivation and academic performance. Hartley (1974) and Girija et al (1975) failed to find any significant relationship between achievement motivation and academic performance. Butler (1993) found no correlation between achievement motivation and academic

performance. Button et. al (1996) study indicated that there was no significant relationship between achievement motivation and academic performance. Gagne and St Pere (2002) found that students' motivation was not related to their academic performance. Coutinho (2007) found that achievement goal had no relationship with academic success. Baba and et.al (2010) found that there was a negative and low correlation between students' achievement and their academic achievement. Ergene (2011) found that achievement motivation did not show any relationship with academic performance.

## **OBJECTIVES**

1. To find out the relationship between Achievement Motivation and Academic Performance of prospective teachers.
2. To find out the influence of Achievement Motivation, Gender and their interaction on Academic Performance of prospective teachers.
3. To find out the influence of Achievement Motivation, Location and their interaction on Academic Performance of prospective teachers.

## **HYPOTHESES**

The present investigation was conducted to test the following hypotheses.

1. There will be no significant relationship between Achievement Motivation and Academic Performance of prospective teachers.
2. There will be no significant interaction influence of Achievement Motivation and Gender on Academic Performance of Prospective teachers.
3. There will be no significant interaction influence of Achievement Motivation and Location on Academic Performance of Prospective teachers.

## **METHOD OF STUDY**

### **Sample**

The sample of the study consisted of 842 prospective teachers taken from Educational Colleges affiliated to Guru Nanak Dev University, Amritsar. The subjects were administered Deo-Mohan Achievement Motivation Scale. A brief introduction regarding the goal of study and assurance of confidentiality was given.

### **Tools Used**

To achieve the objectives of the study, the following tools were used.

1. Achievement Motivation Scale: For measuring the achievement

motivation of prospective teachers Deo-Mohan Achievement Motivation Scale was used. The scale consists of 100 items.

2. Academic performance of prospective teachers was taken from their total marks obtained in annual examination.

## **ANALYSIS OF DATA AND DISCUSSION OF RESULTS**

### **HYPOTHESIS-1**

There is no significant relationship between academic performance and achievement motivation of prospective teachers.

For testing the above written hypothesis, the scores of academic performance and achievement motivation of the complete sample were tabulated. Mean of the two variables and co-efficient of correlation between them was calculated. Pearson's product moment correlation method was used to study the correlation between academic performance and achievement motivation of prospective teachers.

**TABLE – 1 RESULTS SHOWING MEAN AND CO-EFFICIENT OF CORRELATION BETWEEN ACADEMIC PERFORMANCE AND ACHIEVEMENT MOTIVATION OF PROSPECTIVE TEACHERS**

<b>N</b>	<b>Academic performance</b>	<b>Achievement motivation</b>	<b>r</b>
	<b>Mean</b>	<b>Mean</b>	
842	697.6	143.7	0.055

\*Significant at 0.05 level

\*\* Significant at 0.01 level

The results shown in Table – 1 above indicate that there is a no relationship between academic performance and achievement motivation of prospective teachers. The correlation is not significant at 0.05 level of probability. In the light of the above results, the null hypothesis – 1 that there is no significant relationship between academic performance and achievement motivation of prospective teachers is not rejected.

This can be explained with the argument that the academic performance of prospective teachers was independent from Achievement Motivation. These results support the findings of Bhatnagar (1969), Fedell (1971), Gokulnatthan (1972), Hartley (1974), Girija et al (1975), Butler (1993), Button et al, Coutinho (2007) and Ergene (2011).

Hypothesis-2

There is no significant interaction influence of Achievement Motivation and Gender on Academic Performance of Prospective teachers.

For testing the above written hypothesis, the scores of academic performance and achievement motivation of male and female prospective teachers were tabulated. Means of the two variables of male and female were calculated and 2 way analysis of variance technique was used to study the interaction influence of achievement motivation and gender on academic performance of prospective teachers.

**TABLE – 2 RESULTS SHOWING MEANS OF ACADEMIC PERFORMANCE OF LOW ACHIEVEMENT MOTIVATION AND HIGH ACHIEVEMENT MOTIVATION OF MALE AND FEMALE PROSPECTIVE TEACHERS.**

Group	N	Low AM Group	High AM Group	
Gender		Mean	Mean	Marginal Means
Male	105	683.583	695.000	689.292
Female	737	694.139	699.583	696.863
Marginal Means	842	688.861	697.293	

**TABLE – 3 RESULTS SHOWING TWO WAY ANALYSIS OF VARIANCE FOR THE INFLUENCE OF ACHIEVEMENT MOTIVATION, GENDER AND THEIR INTERACTION ON ACADEMIC PERFORMANCE OF PROSPECTIVE TEACHERS**

Source	Sum of Squares	df	Mean Square	F
AM	4603.203	1	4603.203	1.942
Gender	3710.727	1	3710.727	1.565
AM * Gender	576.544	1	576.544	0.243
With in groups Error	1986492.105	838	2370.516	
Total	411769586	842		

\*Significant at 0.05 level

\*\* Significant at 0.01 level

The results shown in Table 2 and 3 above indicate that there is no significant difference between the mean scores of academic performance of low Achievement Motivation (M=688.861) and high Achievement Motivation (M=697.293) as calculated value of F=1.942 is less than tabulated value i.e. 3.85 at 0.05 levels with 838/1 df of prospective teachers. Similarly male (M=689.292) and Female (M=696.863) show no significant difference as calculated value of F=1.565 is less than tabulated value i.e. 3.85 at 0.05 levels with 838/1 df on their Academic Performance. Further, tabulated value of F=0.243 is less than tabulated value i.e. 3.85 shows there is no significant interaction effect between Achievement Motivation and Gender in relation to their Academic Performance with 838/1 df at 0.05 level of significance. There is no significant difference in means of low Achievement Motivation of male (M=683.583) and high Achievement Motivation of male (M=695.292) and low Achievement Motivation of female (M=694.139) and high Achievement Motivation of female (M=699.583) on their Academic Performance. In the light

of above results the null hypothesis 2 that there is no significant interaction influence of Achievement Motivation and Gender on Academic Performance of Prospective teachers is not rejected. It may be concluded that the Academic Performance is independent from low and high Achievement Motivation of both male and female.

**HYPOTHESIS-3**

There is no significant interaction influence of Achievement Motivation and Location on Academic Performance of Prospective teachers.

For testing the above written hypothesis the scores of academic performance and achievement motivation of prospective teachers studied in urban and rural educational colleges were tabulated. Means of the two variables of prospective teachers studied in urban and rural educational colleges were calculated and 2 way analysis of variance technique was used to study the interaction influence of achievement motivation and location on academic performance of prospective teachers.

**TABLE – 4 RESULTS SHOWING MEANS OF ACADEMIC PERFORMANCE OF LOW ACHIEVEMENT MOITVATION AND HIGH ACHIEVEMENT MOTIVATION OF PROSPECTIVE TEACHERS STUDIED IN RURAL AND URBAN COLLEGES OF EDUCATION.**

<b>Group</b>	<b>N</b>	<b>Low AM Group</b>	<b>High AM Group</b>	
Location		Mean	Mean	Marginal Means
Urban	530	698.572	710.252	704.412
Rural	312	674.222	682.816	678.519
Marginal Means	842	686.397	696.534	

**TABLE – 5 RESULTS SHOWING TWO WAY ANALYSIS OF VARIANCE FOR THE INFLUENCE OF ACHIEVEMENT MOTIVATION, LOCATION AND THEIR INTERACTION ON ACADEMIC PERFORMANCE OF PROSPECTIVE TEACHERS**

Source	Sum of Squares	df	Mean Square	F
AM	11590.787	1	11590.787	5.247*
Location	75624.409	1	75624.409	34.232**
AM* Location	268.430	1	268.430	0.122
Error	1851285.836	838	2209.172	
Total	411769586	842		

\*Significant at 0.05 level

\*\* Significant at 0.01 level

The results shown in Table - 4 and 5 above indicate that is significant difference in the mean scores of academic performance of Low Achievement Motivation (M=686.397) and high Achievement Motivation (M=696.534) as calculated valued of F=5.247 is greater than tabulated valued i.e. 3.85 with 838/1 df at 0.05 level of significance of prospective teachers. Similarly prospective teachers studied in Urban Colleges of Education (M=704.412) show significant difference in their Academic Performance than prospective teacher studied in Rural Colleges of Education (M=678.519) as, tabulated value of F=34.232 is greater than tabulated value i.e. 6.66 with 838/1 df at 0.01 level of significance. It is found that prospective teachers studied in Urban Colleges of Education are academically better than prospective teachers studied in rural college of education. Further there is no significant difference in mean scores of Academic Performance between the prospective teachers studied in Urban Colleges of Education with low Achievement Motivation (M=698.572) and high Achievement Motivation (M=710.252) and the prospective teachers studied in Rural Colleges of Education with low Achievement Motivation (M=674.222) and high Achievement Motivation (M=682.519) as calculated value of F=0.122 is less than tabulated value i.e. 3.85 with 838/1 df at 0.05 level of significance. Thus the null hypothesis-3 states that there is no significant interaction



influence of Achievement Motivation and Location on Academic Performance of prospective teachers is not rejected. It may be concluded that Academic Performance of prospective teachers is independent from low and high Achievement Motivation and Location i.e. urban and Rural Colleges of Education.

## **FINDINGS**

1. It is found that there was no relationship between the Achievement Motivation and Academic Performance of Prospective teachers.

2. There was no significant interaction influence of achievement motivation, Gender on academic performance of prospective teachers. It was found that there is approximately the same difference in the means of academic performance of prospective teachers belonging to their achievement motivation regardless of their gender i.e. male and female and there is same difference in the means of academic performance of male and female prospective teachers irrespective to their achievement motivation.

3. There is no significant influence of achievement motivation, location and their interaction on academic performance of prospective teachers. This shows that there is approximately the same difference in the means of academic performance of prospective teachers belonging to their achievement motivation regardless of their location i.e. urban and rural. This also shows that there is same difference in the means of academic performance of urban and rural prospective teachers irrespective to their achievement motivation.

## **DISCUSSION OF RESULTS**

Results of this study show that achievement motivation and academic performance of prospective teachers were not significantly correlated with each other. Thus it may be said that the academic performance of prospective teachers was independent from Achievement Motivation. These results support the findings of Bhatnagar (1969), Fedell (1971), Gokulnathan (1972), Hartley (1974), Girija et.al (1975), Butler (1993), Button et.al (1996), Coutinho (2007) and Ergene (2011). The reason behind may be the sample of study as this study was conducted on prospective teachers i.e. doing B.Ed., a professional course. So it may be said that these prospective teachers have already reached a particular goal. If the same study will be conducted by taking

sample from other schools or colleges it may give different results.

B.Ed teachers may be male or female or may be from any location are different groups from Elementary and Secondary schools students and they have different learning patterns. The students have to take much competitive centralized and high state examination such as entrance examination before getting admission on B.Ed. This has dramatic impact on the lives of such students, as a consequence of which they have already developed study habits and may affect their academic performance, and as such achievement motivation has no significant correlation with their academic performance as in the present study the investigator reveals.

### **EDUCATIONAL IMPLICATIONS**

1. The present study reveals that there is no significant relationship between Academic Performance of prospective teachers with their Achievement Motivation. So teacher educators should use other psychological factors to increase the academic performance of prospective teachers.
2. It may help the educators and policy makers to frame the curriculum in such a way that due weightage may be given to develop non-cognitive factors among students. This may also help to increase the Academic Performance of prospective teachers.

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## EMOTIONAL MATURITY OF ADOLESCENTS AS RELATED TO THEIR RIGIDITY

Ms. PUJA KOCHHAR\*

### ABSTRACT

*The present study has been undertaken to study emotional Maturity of adolescents in relation to their Rigidity. The sample consisted of 200 adolescents studying in higher and senior secondary schools in Ludhiana district of Punjab State. 'Dimensions of Rigidity Scale' by N.K. Chadha and 'Emotional Maturity Scale' by Dr. Yashvir Singh and Dr. Mahesh Bhargava was used. For determining the analysis and interpretation, Descriptive Statistics like Mean, Median, Mode, Standard Deviation, Skewness, Correlation, Kurtosis & t-test were used. The data revealed that there was significant difference between emotional maturity and different dimensions of rigidity and total rigidity of adolescents.*

Human personality is a very broad and comprehensive concept consisting of many aspects and factors that influence the behavioural patterns. Emotional development is one of the significant aspect of growth and development. Almost all modes of behaviour of a man are guided to some degree by emotions. A person is said to be emotionally mature when he expresses proper emotions at proper time like emotions rigidity is another aspect which influences our behaviour. Rigidity is stiffness and inability to change habits, set paths of thinking, attitude and behaviour.

**Crow and crow** thinks that emotion is an effective experience which accompanies generalised inner adjustment and mental and psychological stirred up states in the individual that he shows in his overt behaviour.

Emotions are of two kinds a) disruptive emotions b) constructive emotions

**C.V. Good** defines maturity as the stage at which development has reached its maximum and growth has ceased.

**Walter .D .Smitson** said that emotional maturity is a process in which personality is continuously striving for greater sense of emotional health both intra psychically and intra personally.

**Stanley hall** states adolescence as a period of great stress and strain , storm and strife.

**Rokeach** says Rigidity is the inability to change ones set when objective conditions demand it.

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Rigidity has many dimensions which are (A) intellectual rigidity (B) emotional rigidity (C) dispositional rigidity (D) social rigidity (E) behavioural rigidity (F) perceptual rigidity (G) creative rigidity.

### **NEED OF STUDY**

Behaviour is the index of human personality. An emotionally mature individual can bring radical changes in the development of society. On the other hand a rigid individual can do incalculable harm to nation as he would not be able to adjust properly in school, family and society related studies show that research work has been done on emotional maturity as related to intelligence, adjustment and other aspects of behaviour but rigidity is still unexplored. From guidance point of view it is also important.

### **OBJECTIVES OF THE STUDY**

1. To measure the emotional maturity of adolescents.
2. To measure the rigidity in behaviour of adolescents.
3. To explore the relationship between emotional maturity and rigidity in adolescents.

### **DELIMITATIONS OF THE STUDY**

1. The study was delimited to adolescents only.
2. The study was confined to senior secondary schools of Ludhiana city only.
3. The study was restricted to 200 adolescents only.

### **REVIEW OF RELATED STUDIES**

**Feency (1979)** examined the effect of cognitive rigidity on learning and found that the subjects classified as rigid showed poor learning and recall than those of flexible students.

**Mohanty and Pani (1980)** studied emotional and social development of 10<sup>th</sup> class students and found boys were slightly better in social and emotional aspects of personality but the difference was not significant.

**Chadha (1986)** reported that no significant difference occurs between emotional adjustment scores of male and female teachers.

**Sharma and Singh (1997)** concluded in his study that male and female undergraduates of rural area are more matured as those of urban areas.

**Kaur (2004)** in her study on religion as determinant of rigidity among students concluded that there exists no significant difference between Hindu and Sikh boys and girls in respect to rigidity.

## **HYPOTHESES**

1. There exists significant difference between boys and girls in respect to emotional maturity.
2. There exists significant difference between boys and girls in respect to different dimensions of rigidity and total rigidity.
3. There exists significant relationship between emotional maturity and different dimensions of rigidity and total rigidity.
4. There exists significant relationship between emotional maturity and different dimensions of rigidity and total rigidity of boys.
5. There exists significant relationship between emotional maturity and different dimensions of rigidity and total rigidity of girls.

## **METHODS AND PROCEDURE**

The descriptive survey method of investigation was employed.

## **SAMPLE**

Sample of 200 adolescents was taken from different higher and senior secondary schools of Ludhiana district only.

## **TOOLS OF THE STUDY**

1. Dimensions of rigidity scale by N.K Chadha 1986.
2. Emotional maturity scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava 1971.

## **STATISTICAL TECHNIQUES USED**

The descriptive statistical techniques such as mean, median, mode, standard deviation, skewness, correlation, kurtosis, t-test were used.

## **ANALYSIS AND INTERPRETATION OF RESULTS**

For emotional maturity scores of total adolescents, boys and girls value of mean, median, mode is 91.58, 90, 78; 91.03, 91, 83; 92.13, 89.52, 78. s.d is 23.08, 24.53, 21.53; skewness.617, 0.647, 0.583; kurtosis -0.3, -0.276, -0.201

For total rigidity scores of total adolescents, boys and girls value of mean, median, mode is 46.1, 45.88, 46.3; 46, 46, 46; 44, 44, 45; s.d is 5.64, 6.005, 5.25; skewness.0.053, -1.169, 0.2; kurtosis 2.96, 2.834, -0.66

35% boys and 38% girls are extremely stable 12% boys and 9% girls are moderate 33% boys and 26% girls are unstable.

20% boys and 27% girls are extremely unstable.

2% boys and 0% girls show low rigidity.

10% boys and 39% girls show average rigidity.

88% boys and 61% girls show high rigidity.

coefficient of correlation for different dimensions of rigidity and total rigidity-0.186, -0.01 is not significant for both boys and girls

.For emotional maturity, t-ratio is 3.264 which is significant.

For rigidity, t-ratio is 0.527 which is not significant.

### **CONCLUSIONS**

1. There exists significant difference between emotional maturity of boys and girls.
2. There exists no significant difference between boys and girls for dimensions ABFG that is intellectual, emotional, behavioral, perceptual and creative rigidity and total rigidity.
3. There exists significant difference between of boys and girls for dimension CD that is dispositional and social rigidity.
4. There exists significant difference between emotional maturity and different dimensions of rigidity and total rigidity of adolescents .
5. There exists significant difference between emotional maturity and different dimensions of rigidity and total rigidity of boys.
6. There exists significant difference between emotional maturity and different dimensions of rigidity and total rigidity of girls.

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## ROLE OF ICT IN IMPROVING QUALITY OF EDUCATION

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### ABSTRACT

*Information and communication technology has paved the way for accelerating the paradigm shift in promoting flexible learning environment to meet individual learning objectives of the subject matter concept. To be effective in class room instruction, teacher-educators should acquire the knowledge and skill to use the new challenges in promoting innovative teaching. A teacher must use strategies that are student- centered, collaborative ,engaging, authentic, self-directed and based on the development of higher order thinking skills.*

### INTRODUCTION

Technology has revolutionized our society. In the last two decades, technology has dramatically penetrated into almost all walks of our life and education is not an exception to it. The present education system is highly different from that it was in the past ,especially with regard to application of technology. There is a shift from Indian pen to the computer keyboard, from blackboard presentation to power point presentation, from paper based pen test to computer-based test, from interpersonal instruction, from teacher-dependent learning to independent learning. Education technology involves applying ideas from various resources to create the best learning environment possible for students. Educational –technologists ask question such as how a class room might change or adapt when a computer is integrated into the curriculum. The integration means that the curriculum and setting may also need to change to meet the opportunities that technology may Offer.

ICT is acronym that stands for

1. Information
2. Communication

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### 3. Technology

The Nature of Information:- (the 'I' in ICT) covers topics such as the meaning and value of information; how information is controlled; the limitations of ICT; legal considerations.

Communication:- The 'C' part of ICT refers to the communication of data by electronic means, usually over a distance. This is after achieved via networks of sending and receiving equipment, wires and satellite links.

Internal Networks:- usually referred to as a local area network (LAN), this involves linking a number of hardware teams together within an office or building. The aim of LAN is to be able to share hardware facilities such as printers or scanners, software applications and data.

External Network:- after you need to communicate with someone outside your internal network; in this case you need to be part of a wide area network (WAN).

Technology:- The word 'technology' can also be used to refer to a collection of techniques. In this context it is the combine resources to produce desired products, to solve problems, fulfill needs or satisfy wants; it includes technical methods, skills, processes and raw material.

ICT is a potentially powerful tool for extending educational opportunities, both formal and non-formal.

### **ICT In Teacher Education**

The need for teacher training is widely acknowledged. Professional development to incorporate ICT'S into teaching and learning is an ongoing process. Teacher education curriculum needs to update this knowledge and skill as the school curriculum change. The teachers need to learn to teach with digital technologies while many of them have not been taught to do so. The aim of teacher's training in this regard can be either teacher's education in ICT's or teacher's education through ICTs. Professional development is central to the overall change process in education. They are unsure of how to make most effective use of ICT as a powerful and diverse resource. If they are to invest the time and energy in embracing the technology, teacher's need to understand the experience, the potential benefits of using ICT and to have access to the evidence that supports the improvements in teaching and learning. In addition they need strong leadership and support and a school development plan for

the integration of technology if the necessary change in education are to be realized. They also need technical support so that they feel comfortable in using the technology and are more willing to experiment thinking.

The quality of education depends to a great extent on the quality of teachers. It is a known fact that quality teachers opt for an innovation in their teaching aspect through integrating technology in the class room instructions to give the best to students. Since technology is a powerful tool for problem-solving, conceptual development and critical help to make the learning process much easier for the student.

Benefits of ICT:-The benefits of ICT features in classroom instruction are summarized below:

- \* Improves efficiency both in teaching and learning
- \* Increases motivation
- \* active participation of student
- \* self-paced learning
- \* Increase ICT confidence amongst students, motivate them and to use the internet at home for schoolwork and leisure interests.
- \* Multi-flexible and rich medium for students to access the information.
- \* Reduces isolation of teachers working in special educational needs by enabling them to communicate electronically with colleagues.
- \* Improves skills of staff and a greater understanding of access technology used by students.
- \* Use of voice communication aids, encourages parents to have higher expectations of children's sociability and potential level of participation. Comparison of traditional pedagogy and ICT enabled pedagogy.

### **ICT Learning**

ICT is an essential tool in the modern classroom as it can engage pupils on a level and make the job of the teacher considerably easier. However, the use of ICT does not necessarily ensure good learning. There could even be a situation where the class is quiet and engrossed in their computer/web –based activity, but getting no lasting benefit from the activity .

It is impossible to **separate engagement** from getting pupils to **think at a high**

**level** and making them **independent learners**-they are all linked. The aim of all three is to create an effective learning environment.

1. Activities have a clear purpose and relevance.
2. New knowledge is related to old .
3. Presentation is varied.
4. Activities generate curiosity.
5. Pupils ask questions and try new ideas.
6. Pupils see their achievements and progress.
7. Pupils gain satisfaction and enjoyment from their work.
8. Pupils get a positive image of themselves as learners.

ICT-Supported learning encourages :

1. Interaction and cooperation among students, teachers, and experts regardless of where they are.
2. Learners to take the opportunity to work with people from different cultures.
3. A thematic, integrative approach to teaching and learning.
4. It is student-directed and diagnostic process.

### **Traditional learning**

1. Activities were prescribed by teachers, variation of the activities were less.
2. It was for homogenous groups.
3. It was teacher-directed and summative.
4. It was discipline-based approach.

### **Role of ICT in improving the quality of education**

The quality of education depends to a great extent on the quality of teachers .It is a known fact that quality teachers opt for an innovation in their teaching aspect through integrating technology in the class room instruction, to give the best to the student teachers. Since technology is a powerful tool for problem-solving ,conceptual development and critical help to make the learning process much easier for the student-teachers.

Improving the quality of education and training is a critical issues, particularly at a time of education expansion. ICT can enhance the quality of education in several ways: by increasing learner motivation and engagement ,by facilitating the acquisition of basic skills and by enhancing teacher training.

### **Motivating to learn**

ICT such as videos, TV and multimedia computer software that combine text, sound and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process .Interaction radio likewise makes use of sound effects, songs ,dramatizations and other performance conventions to compel the students to listen and become involved in the lessons being delivered .More so than any other type of ICT, networked computers with internet connectivity can increase learner motivation as it combines the media richness and interactivity of the other ICT with real people and to participate in real world events.

### **Facilitating the acquisition of basic skills**

The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICT through drill and practice. Educational television programmes use repetition and reinforcement to teach the alphabets, numbers, colors, Shapes and other basic concepts ,most of the early uses of computers were for computer-based learning that focused on mastery of skills and content through repetition and reinforcement.

### **Enhancing Teacher Training**

ICT has also been used to improve access to and the equality of teacher training. For example institutions like the cyber teacher training center(CTTC) in south Korea are taking advantages of the internet to provide better teacher professional development opportunities to in-service teachers. The government funded CTTC, established in 1997,offer self-directed, self paced, web-based courses for primary and secondary school teachers. Courses include ' computers in the information society,' 'Education Reform' and 'Future society and education' online tutorials are also offered, with some courses requiring occasional face -to-face meetings. In china, large-scale radio and television based teacher education, has for many years been conducted by the china central radio and TV university ,the shanghai radio and TV university and many other RTVUs in the country. At Indira Gandhi national open university,

satellite based one way video and two way audio-conferencing was held in 1996, supplemented by print materials and recorded video, to train 910 primary school teachers and facilitators from 20 district training institutes in Karnataka state. The teachers interacted with remote lecturers by telephone and fax.

### **Barriers in integration of ICTs in Education**

While consider the opportunities associated with ICT enhanced education it can be said that ICT enhanced education is better than a simple education, but there are many challenges, which hamper the exploration and exploitation of its opportunities. In view of integrating ICTs in education have following key challenges.

**ICT Infrastructure:** The main challenges for ICT enhanced education I availability of Information and communication technologies infrastructure before any ICT based program is launched, policy makers and planner must ensure the availability of the following; appropriate rooms or building to house the technology, computers as well as affordable internet service for on line learning and availability of electricity and telephony.

**English Language and Online Content:** English is the dominant language of the internet. An estimated 80% of online content is in English. A large proportion of the educational software produce in the world market is in English. For developing countries in the Asia Pacific where English language proficiency is not high, especially outside metropolitan areas.

**Leadership:** Integrating ICT in education is not an easy task, as requires a wide range of support including higher management, and teachers. Therefore it is necessary to properly convince them for their support and for this task a leader is required. Leadership is necessary before during and after project implementation. Before project is initiated, leadership is needed in order to explain the model, the concept and create awareness; during the project, leadership is needed to manage change and support the project; and after the project, it is needed to change to pledge the required adaptability and flexibility of initiative.

**Lack of Teacher's confidence-** The teacher's feelings towards ICT programs are negative, mainly with teachers that have been practising within a classroom for more than a year, a rising number of teachers that are pushing for the integration. This could be because they are stressed about the

classroom structure if we were to integrate ICT into classrooms or they are not confident, as they do not possess the skills necessary.

**Resistance to change and negative attitudes-** Several researchers have commented on the barrier saying that this is one of the main obstacles that is stopping the integration as it influences all other barriers. Many teachers that are already practicing believe that is too hard, will take too much time or it is not necessary to use the technology. Others believe that the classroom dynamic will change, as they cannot control all aspects of the learning.

**Lack of Time:** Many teachers have competence and confidence in using computer in the classroom, but they still make little use of technologies because they do not have enough time. All the teachers have lack of time, they had to plan technology lesson, explore the different internet sites, or look at various aspects of educational software. The teachers work from 10:00 a.m. to 3:30 p.m. and the average number of class sessions taught by teachers is 18 per week, both teachers and students have a limited number of hours during the day to work on integrating ICT education.

**Lack of Accessibility:** Many teachers complained about how difficult it was to always have access to computers. The main reasons like computer had to be booked in advance and the teacher would forget to do so. They could not book them for several periods in a row. When they wanted to work on several projects with the students. In other words, a teacher would have no access to ICT material because most of these were shared with other teachers.

**Lack of Technical Support:**

Without both good technical support in the classroom and resources, teachers can not be expected to overcome the barriers preventing them from using ICT. These technical barriers included waiting for websites to open, failing to connect to the internet, printer not printing, malfunctioning computers and teachers having to work on old computers. "technical barriers impeded the smooth delivery of the lesson or natural flow of the classroom activity". Technical support helps teachers to use ICT in teaching without losing time through having to fix software and hardware problems.

## **IMPLEMENTATION**

It is much easier to remove the barriers by resolving and reducing the reasons for the occurrence of these barriers. Education, teacher and principal need to collaborate to overcome the obstacles and breakdown the above mentioned barrier to the meaningful integration of ICT. There is need to provide training course for teachers to gain new pedagogical approaches. Additionally college must provide teachers with the necessary ICT resources including hardware and software. Teachers should take advantage of ICT resource offered at all level. They need to be prepared well before joining the teaching profession. Where the training is absent, teachers can prepare themselves by enrolling in private session or by self-training. They should be open minded towards new approaches of teaching. Where support is lacking, they need to find ways to be able to solve problems involving their use of ICT. There are some implications for teachers and school/colleges for successful integration of ICT.

## **SUGGESTIONS**

- \* ICT literacy
- \* Effective and efficient use of ICT hardware and software for teaching-learning activities.
- \* ICT-based pedagogy, online support, networking and management
- \* Teachers should have positive attitude towards ICT.
- \* Adopting the best innovative practices in the use of ICT.

## **CONCLUSION**

ICT will play a significant role in teaching in the future. The innovative use of ICT is defined as the use of ICT applications that support the education objectives based on the need of the current knowledge society. In this article the use, updating and integration and integration of information and communication technology for teaching and learning purpose is discussed. The faculty members and teachers will have to be updated regarding the improvement in the technology.



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## **SELF-CONCEPT AND ITS DIMENSIONS**

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### **ABSTRACT**

*This article highlights the meaning and dimensions of self-concept. Self-Concept is the set of perception or reference points that the subject has about himself. This article also describes its usefulness in psychology in three ways and it has atleast three major qualities of interest which are LEARNED, ORGANIZED and DYNAMIC.*

Self-concept refers to the efforts made by an individual to understand his own self. Self-concept is the set of perceptions or reference points that the subject has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limitations, values and relationships that the subjects knows to be descriptive of himself and which he perceives as data concerning his identity. It is the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to himself and characteristics or attributes that we use to describe ourselves. The self-concept is an organized collection of beliefs and self-perceptions about oneself. In other words, it operates as a basic schema. The self provides a frame work that determines how we process information about ourselves, including our motives, emotional states, self-evaluations, abilities and much else. The term self-concept is used in psychology in three ways:

- For the immediately felt, acting self.
- For the idea of self-entertained by the individual.
- For the organizing centre of personality or the structural self as interred from behavioral by the observer, either a friend or psychologist.

Many of the successes and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relationships with others. It is also becoming clear that self-concept has at least three major qualities of interest:

- (1) It is learned,
- (2) It is organized, and
- (3) It is dynamic.

Self-concept is learned. As far as we know, no one is born with a self-concept. It

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gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences, particularly with significant others. The fact that self-concept is learned has some important implications:

- Because self-concept does not appear to be instinctive, but is a social product developed through experience, it possesses relatively boundless potential for development and actualization.
- Because of previous experiences and present perceptions, individuals may perceive themselves in ways different from the ways others see them.
- Individuals perceive different aspects of themselves at different times with varying degrees of clarity. Therefore, inner focusing is a valuable tool for counselling.
- Any experience which is inconsistent with one's self-concept may be perceived as a threat, and the more of these experiences there are, the more rigidly self-concept is organized to maintain and protect itself. When a person is unable to get rid of perceived inconsistencies, emotional problems arise.
- Faulty thinking patterns, such as dichotomous reasoning (dividing everything in terms of opposites or extremes) or over generalizing (making sweeping conclusions based on little information) create negative interpretations of oneself.

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

- Self-concept requires consistency, stability, and tends to resist change. If self-concept changed readily, the individual would lack a consistent and dependable personality.
- The more central a particular belief is to one's self-concept, the more resistant one is to changing that belief.
- At the heart of self-concept is the self-as-doer, the 'I,' which is distinct from the self-as-object, the various 'me's.' This allows the person to reflect on past events, analyze present perceptions, and shape future experiences.
- Basic perceptions of oneself are quite stable, so change takes time.

Rome was not built in a day, and neither is self-concept.

- Perceived success and failure impact on self-concept. Failure in a highly regarded area lowers evaluations in all other areas as well. Success in a prized area raises evaluations in other seemingly unrelated areas.

Self-Concept is dynamic. To understand the active nature of self-concept, it helps to imagine it as a gyrocompass: a continuously active system that dependably points to the 'true north' of a person's perceived existence. This guidance system not only shapes the ways a person views oneself, others, and the world, but it also serves to direct action and enables each person to take a consistent 'stance' in life. Rather than viewing self-concept as the cause of behaviour, it is better understood as the gyrocompass of human personality, providing consistency in personality and direction for behaviour. The dynamic quality of self-concept also carries corollaries.

- The world and the things in it are not just perceived; they are perceived in relation to one's self-concept.
- Self-concept development is a continuous process. In the healthy personality there is constant assimilation of new ideas and expulsion of old ideas throughout life.
- Individuals strive to behave in ways that are in keeping with their self-concepts, no matter how helpful or hurtful to oneself or others.
- Self-concept usually takes precedence over the physical body. Individuals will often sacrifice physical comfort and safety for emotional satisfaction.
- Self-concept continuously guards itself against loss of self-esteem, for it is this loss that produces feelings of anxiety.
- If self-concept must constantly defend itself from assault, growth opportunities are limited.

Self-concept may be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. It is composed of relatively permanent self-assessment, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes.