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Editorial

A learner who is only intellectual and lacks emotion is cold and unbalanced. A man who is totally emotional and lacks reason and logic is neurotic and equally unbalanced. Even the educated man of any level appears to have 'Dirac Delta function'. It is a function that is infinite at one point and has zero value at all other points. Many a highly educated man with specialization knows a lot about a very limited subject and totally ignorant of the other fields. For instance the scientist is exploring into the known, the truth about the order in the external world. When he comes to handling his wife or child or neighbour is just as ordinary as any other man. We are completely ignoring the psyche of man, even the teacher is ignoring his psyche and of the learner. If we ignore the psche, and the goodness in human being, then the knowledge alone can't help to live in order, the vast life. We can't impose order on the top of disorder or impose non - violence as there is violence deep - rooted in the psyche. Only when the teacher or the learner turns inward and is aware of the causes of disorder like inner aggression, hatred and anger in it there is possibility to understand and eliminate them and give place to order. If the learner has fear courage is only an ideal, a wish. When he is free of fear there is no need to cultivate courage. Can we address them in education ?

-- Aruna Mohan

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The nature of observation and spirit of inquiry of the young learners, when nourished to have the thrill and adventure of discovery, instead of mere transmission of knowledge, leads to their being alert, attentive, active and participative in learning.

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JOURNAL OF EDUCATIONAL ENDEAVOURS

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St. Joseph's College of Education for Women,
Autonomous, B++
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About our College

The Society of Jesus, Mary, Joseph is one of the international Congregations in the Roman Catholic Church. Rev. Fr. Mathias Wolff, S. J. founded the Society in 1822 in Holland for the noble cause of furthering the cause of education of women. The Society of JMJ since its inception in India in 1904 by Seven Dutch Sisters has been focussing on educational, medical, social, and community development and today it has a nation wide network of Schools, Junior / Degree / P. G. Colleges, Hospitals, Schools of Nursing, Colleges of Nursing, Community Colleges, Technical Colleges and a College of Education.

St. Joseph's College of Education for Women, an aided Christian minority institution had its humble beginnings on the 1st July 1946, with just 12 students on rolls with Rev. Sr. Stanislaus Swamikannu as the founder principal. It was the first of its kind in Andhra Pradesh, meant solely for the training of women graduates and post-graduates of all creeds and communities. Hence the month of July 1946 goes into the annals of the history of Education, of Guntur, then in the Composite Madras State. The college was opened to meet the felt needs of the time, for more women graduate teachers in secondary girls' schools. The college offering B.Ed. and M.Ed. Programmes is now an autonomous college under the jurisdiction of the Acharya Nagarjuna University, Nagarjuna Nagar, Guntur.

OUR MOTTO : Love, Joy and Service

OUR MISSION

- ❖ To empower women, specially the poor and the downtrodden through quality education.
- ❖ To prepare teachers with emotional integrity, intellectual ability, high moral standards and social commitment.
- ❖ To mould teachers for giving a global vision to future citizens.
- ❖ To impart training for the development of the 4 D's - Discipline, Dedication, Devotion, and Duty mindedness and the coordination of the 3 H's - Head, Heart and Hand.

OUR VISION

- ❖ To develop the College of Education into a Centre for Excellence.
- ❖ To stabilize as a Resource Center for schools and Colleges of Education.
- ❖ To grow into an exemplary seat of higher learning.
- ❖ To strive to render selfless service to the society.

OUR HIGHLIGHTS

- ❖ The intake of the college is 200 in B.Ed., and 30 in M.Ed.
- ❖ Our college is a recognized Research Centre for Education.
- ❖ The college has been accredited with a **B++ by NAAC** in 2004.
- ❖ **Autonomous Status** has been conferred on the college by the University Grants Commission, New Delhi, from the year 2005 - 2006.

2006 : Diamond Jubilee..... College Marches ahead..... Centenary

STRESS OF MATHEMATICS TEACHERS

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Abstract

This study was aimed at finding the stress level of Mathematics teachers. The sample included 370 Mathematics teachers (185 high school teachers dealing with 9th and 10th classes and 185 Intermediate teachers) to measure the influence of some variables, namely, sex, medium of instruction, age, additional coaching facility, type of college, management, area, teaching experience, nature of job and qualification. The tool consisting of 48 items was developed by the investigators to estimate the level of teachers' stress in three alternative responses 1) Not stressful 2) Undecided, and 3) Highly stressful depending on its intensity with weightages 1, 2 and 3. This study revealed significant differences between sex, age, additional coaching, type of college, management, area, teaching experience and nature of job and not significant in medium of instruction and qualifications of Mathematics teachers at secondary level.

Teacher plays a pivotal role in moulding the future citizens, in the sense, that he/she produces the requisite and potential future human resource to the Nation. In this regard Kothari Commission (1964-66) aptly said "Of all the different factors which influence the quality of education and its contribution to National development, the quality, competence and character of teachers are undoubtedly the most significant" Thus the teacher is considered to be the custodian and architect of our future. In ancient 'Gurukula' system, teachers sought pleasure in fulfilling their duties perfectly. At present in this competitive world the academic achievement of the students is viewed as the total responsibility of the teachers. So this responsibility made teacher to work under stress. An optimum level of stress (is eu-stress) leads to better performance and long term exposure (distress) to acute stress is dangerous to both, the individual as well as people around. Stress has its impact greatly on teacher's retention in the Institution. Mathematics teachers at all levels when compared to other teachers are feeling more stress due to difficulty of the abstract nature of the subject. Compared to other subject teachers much more is expected from the Mathematics teacher due to the utilitarian value of the subject in day-today life which forms the basis for further studies as well as selection of courses and occupation. Teaching of Mathematics is a task, which, if sincerely undertaken, challenges the best efforts of the best teacher and the Mathematics teacher is ready to make careful analysis of the task under consideration. This is much more among those teachers at the secondary level.

A teacher working under stressful conditions may not handle the classroom situation skillfully and peacefully. This shows negative effect on the way of teaching, and on the educational

aim, "Pupil's all-round development". In all educative process, secondary level is the most crucial and a turning point for the students, and the teachers, who are dealing with their students, are more prone to stress due to ever increasing demand on excellent performance, struggle to complete their syllabus, followed by revision and worry about exams and failure.

In the recent years the demand for engineering course at the graduation level has enormously increased, resulting in the achievement of students particularly at +2 level in mathematics gained more public interest. As a result the teachers are made responsible for the students to get more marks. This makes teachers more responsible for better student's achievement. According to Webster's New World Dictionary (1973) "*Stress is the mental or physical tension caused by some urgency or pressure*". The main reasons that create stress in individual are academic, biological, psychological and socio-cultural. Biological factors influence all aspects of our behaviour including our intellectual capabilities, basic temperament, primary reaction tendencies and stress tolerance. Each one has his own interests, attitudes, aptitudes etc. in a combined form. These combined together are responsible for causing stress. If these are not controlled, they lead to several physical and mental disorders. According to Lazarus and Folkman (1984) "*Psychological stress involves a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding the resource and endangering his being*". Economic and un-employment problems, rapid social change and anxiety come under societal stress. Teaching has been regarded as a stressful occupation (Cacha, 1981). Negative aspects of the profession such as disciplinary problems, students' apathy, lack of administrative support, appreciation and recognition, time constraint, professional identity, are some of the stressors that confront teachers in general. As a result physical ailments like headache, peptic ulcer, psychological disturbance like depression and anger and deterioration in the work performance such as absenteeism lack of motivation, disinterest symptoms will occur (Cunningham 1982).

A Brief Review of the Study

A review of the previous studies helps the investigator to understand different aspects, which were already studied, to identify the gaps if any, and to see their impact on the variables considered for the study. Moreover, it also provides an indepth knowledge about the topic taken up for present investigation. Akthar & Vadra's (1990) study indicated that for women teachers job tenure emerged as the significant predictor of social and family stress. Blix, et.al (1994) found that faculty having less than 10 years of experience had higher stress than faculty with more than 20 years of experience. The finding of Daga (1997) was that social family role stress reported to be correlated positively and significantly with social support among teachers. Fernandes and Murthy's (1989) analysis revealed non significant results between the characteristics of teachers and stress and burn-out. The results of the study of Jamuna and Ushasree (1990) indicated that women in the lower age group exhibited a higher degree of burnout. A significant difference was observed between private and public school teachers in career satisfaction, perceived administrative support on coping with job related stress. Jasmine's (1987) study revealed that role incumbents

of public sector organizations experienced significantly more stress than those of private sector organizations. Secondly Job stress was reported to be significantly and negatively associated with income. No significant relationship was found between stress and age. Marcy (1996) reported that untenured faculty had higher levels of stress than tenured faculty. Milstein, Golazewski and Duquette (1984) noted that urban elementary school teachers of their sample identified issues related to the core task of working with students in the classroom as most stressful. Mishra (1996) observed significant differences between male and female teachers in the areas of private life, work overload, under load, role conflict and inter-personal stress. Female teachers experienced more stress in these areas when compared to male teachers. Murphy (1986) found that female teachers experienced more stress than males in the area of time management and even reported high scores of physical symptoms of stress in teacher-to-teacher relationship. Newell (1979) contended that problems such as student indiscipline, lack of student progress, inadequate budget, lack of administrative support etc. contributed to teacher's stress. Sheena Johnson (2005) reported that six occupations reported worse than average scores including teachers. Teachers in the course of their career, Savitris experience great deal of stress that may have obvious implications for their physical and mental health status. Sruti's (1982) findings revealed that self-role distance was experienced mostly by bankers and least by university and college teachers. Role over load was experienced in more or less in the same intensity by all professional groups except university and college teachers. University and college teachers experienced least role stress. No significant differences were observed in any type of role stress with age, birth order, educational level and family related variables. Sabu and Jangaiah (2005) revealed that highly adjusted teachers experienced low stress and teachers with high stress have low adjustment. There is a significant difference between male and female teachers in stress. Female teachers have high stress. Teachers who are above 45 years have experienced more stress. The In-service training programs have nothing to do with teacher's stress. Smith, et. al (1995) found difference in stress level among faculty of different academic disciplines. The association of job stress was found with enduring properties of the persons such as locus of control, with characteristics of interpersonal relations such as social support and their job involvement. Sultana (1995) found that significant difference between professional and non- professional male teachers on the role stress dimensions of role stagnation, role expectation, conflict and role isolation. Significant differences between Professional and non-professional female teachers on the role stress dimensions of inter-role distance, role stagnation and role overload. Trendall, C (1989) found many teachers were under physical and mental strain and reported that the most frequent sources of stress were lack of time, large classes, teaching work load and pupil's misbehavior. There are different factors for the stress of the teachers in general and women in particular. Women teachers experience more stressful situations when compared to male counterparts. The results of the study done by Vadra & Akthar (1989) showed that male teachers experienced more social and family role stress compared to female teachers and the married experienced more stress than unmarried teachers. Vijayalakshmi (2004) found that Professors had more stress and degree college lecturers had less stress among

all the categories. Ushasree and Jamuna (1990) revealed no significant sex difference among teachers from special schools on role conflict and job stress. Women teachers working in general schools were found to experience greater role conflict and had poor attitude towards their students and were less satisfied with their career when compared to their male counterparts in general schools. Teachers from special schools, both men and women, were found to experience significantly greater role conflict and job stress compared to their counter parts in general schools. Taken together, the above studies reveal that teachers at different levels are experiencing stress and strain in the present educational system. The studies were exploratory and considered high school teachers/college lecturers separately but these researches were conducted by considering all these teachers.

Objectives of the Study

The study was aimed at studying the impact of stress on variables sex, medium of instruction, age, additional coaching facility, type of college, management, area, teaching experience, nature of job and qualification since the Mathematics teachers dealing the classes taken for sample play a key-role.

Hypotheses

The following hypotheses were formulated for the investigation:

- There is no significant difference in the stress of Female and male teachers
- There is no significant difference in the stress of the teachers of English and Telugu media.
- There is no significant difference in the stress among the teachers of different age groups.
- There is no significant difference in the stress between the teachers providing and not providing additional coaching facility.
- There is no significant difference in the stress among the teacher's of different types of colleges.
- There is no significant difference in the stress among the teachers under different Managements.
- There is no significant difference in the stress among the teachers of different areas.
- There is no significant difference in the stress among the teachers with varying lengths of teaching experience.
- There is no significant difference in the stress between permanent and temporary teachers.
- There is no significant difference in the stress between the teachers with additional qualification and required qualification.

Sample

The study was carried out on sample of 370 teachers working in secondary stage in Anantapur and Chittoor Districts. The sample included 185 School teachers, 185 Intermediate teachers. The method adopted in selection of the sample was purposive sampling technique.

Tool Used and Method of Investigation

The researcher had discussed with some teachers and lecturers before actually preparing the tool. Besides this, after careful analysis of the related literature, informal interviews with the teachers and views expressed by the experts in the field, a pool of 48 items causing stress to the

teachers were identified to be included in the tool. The tool thus prepared was distributed to the subjects included in the sample. At the time of collecting data, the teachers were asked to mark their response in three alternatives, namely, 'not stressful', 'undecided', and 'highly stressful'.

Findings and Conclusions

Variable Wise Distribution of Sample Size, Mean, Standard Deviation, 't' / 'F' Values

S.No	Variable Name	N	Stress		F/t values
			Means	S.D	
1.	<u>Sex</u>				
	Male	185	97.98	12.5	2.41 *
Female	185	101.13	12.7		
2.	<u>Medium of Instruction</u>				
	English	211	98.8	12.2	1.33 @
Telugu	159	100.6	13.2		
3.	<u>Age</u>				F=24.4 **
	20-25 years	94	102.6	11.97	't12=6.36 **
	26-30 years	135	92.8	10.87	't13= 0.36 @
	30-35 years	38	103.4	10.99	't14 = 0.90 @
	36 & above	103	104.2	12.4	't23=5.28 ** 't24=7.42 ** 't34=0.36 @
4.	<u>Additional coaching</u>				
	Yes	169	101.9	12.64	't =3.39 **
No	201	97.5	12.35		
5.	<u>Type of college</u>				F=17.8 **
	Girls	94	102.6	11.96	't12= 5.67 **
	Boys	84	92.8	11.24	't23=1.04 @
	Co-education	192	101.03	12.5	't13=5.22 **
6.	<u>Management</u>				F=21.5 **
	Government	137	99.4	13.4	't12=2.86 **
	Private	152	103.5	10.8	't13=3.75 **
	Local bodies	81	92.7	11.6	't23=7.09 **
7.	<u>Area</u>				F=3.71 *
	Rural	52	101.5	11.7	't12 =2.33 *
	Semi Urban	107	96.8	12.6	't13=0.58 @
	Urban	211	100.4	12.9	't23=2.43 *
8.	<u>Teaching experience</u>				F = 9.04 **
	Below 10 years	72	93.9	9.93	't12=2.03 *
	10-20 years	98	97.7	13.3	't13= 4.61 **
	20-30 years	89	103.02	14.05	't14 = 4.68 **
	30 and above	111	101.76	11.7	't23=2.63 ** 't24=2.33 * 't34= 0.69 @
9.	<u>Nature of job</u>				
	Permanent	167	97.98	12.56	't =2.17 *
Temporary	203	100.8	12.63		
10.	<u>Qualification</u>				
	Additional	154	100.2	13.8	0.75 @
Required	216	99.0	11.9		
11.	<u>Total sample</u>	370	99.6	12.6	

Note : ** indicates significant at 0.05 and 0.01 level, * indicates significant at 0.05 level @ indicates not significant.

Analysis of Data

The mean and the standard deviation for the entire sample and the sub-samples were calculated and the significance of the difference between the mean stress scores were calculated. 't' test was used to find the significance of difference between two variables and ANOVA was used to find the significance of differences among the groups. The values obtained are given below.

From the observation of the above table, it can be understood that teachers working under local bodies feel less stress (Mean 92.7) and teacher's having 36 and above age are feeling more (Mean 104.2) stress.

In the variable Sex, female teachers are feeling more stress (Mean 101.13) than male teachers (Mean 97.98) because they have to play many roles.

It was found that the teachers having 36 years and above are feeling more stress (Mean 104.2) when compared to other age groups (20-25 Mean 102.6; 26-30 Mean 92.8; 30-35 Mean 103.4) the reasons might be lack of training followed by exposure to new teaching techniques and methods.

The teachers, who give additional coaching to the students are feeling more stress (Mean 101.9) than those who do not give additional coaching (Mean 97.5). This may be due to additional burden and demand over them.

By taking type of the college where teachers were working, the teachers working in girls college had more stress (Mean 102.6) when compared to boys college (Mean 92.8) and co-education (Mean 101.03) colleges. This could be due to the variation in perceiving their role in both role expectation and role performance or administrative differences.

Results are like previous researches in the case of management. Teachers working in private management feel more stress (Mean 103.5) where as teachers of government (Mean 99.4) and local bodies (Mean 92.7) feel less stress. Though benefits and other facilities provided by the private colleges are more than government colleges workload and timings are also more than government colleges. Moreover private managements question the nature of work of the teachers. This may be the reason for their stress.

Rural teachers have more stress (Mean 101.5) than teachers from semi urban (Mean 96.8) and urban (Mean 100.4) areas. This might be due to lack of facilities in rural areas and low literacy level of students as well as parents.

When the teaching experience was taken into account, teachers having 20 to 30 years experience have more stress (Mean 103.02) when compared to the other 3 categories namely below 10 years (Mean 93.9), 10 to 20 years (Mean 97.7) and more than 30 years (Mean 101.76) teaching experience. This may be due to the gap between their education or their age.

In the results of Nature of Job, Temporary teachers are found feeling more stress (Mean 100.8) as compared to permanent teachers (Mean 97.98) may be because of insecurity associated with the demands of the job.

The more the qualifications, the more the knowledge. But in this study, it is interesting to note that there is no significant difference among the teachers having additional qualifications and required qualification.

Usually it is felt that teaching in mother tongue as the medium of instruction is easier than English. But there is no significant difference in English and Telugu as medium of Instruction it may be because of the fact that in Mathematics there is no difference between these two media.

From the above findings it could be concluded that the variables, sex, age, additional coaching facility, type of college, management, locality, teaching experience, nature of job had significant impact and medium of instruction and qualification had no significant impact on stress of the teachers.

Educational Implications

Teachers must be provided with proper training programmes/orientation programs (in-service programs) with up-to-date knowledge in methods and techniques and also Yoga Programmes to overcome physical and mental strain.

It is the duty of the teachers to reduce the tensions and conflicts that arise in them on one hand and help the students to overcome them by adopting rational thinking and reasonable solutions. Mathematics Teacher has a major responsibility in assisting students in the whole schooling period. Motivating students to achieve optionally is a concern of conscientious teachers. The educational function can be carried out smoothly in a peaceful and quiet atmosphere so that the educational aims might be achieved completely. If they work under stressful conditions, they cannot do justice to themselves or to the profession and to the students. The teachers should develop coping mechanisms.

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TEACHER - LEARNER AND LEARNING -TEACHING FROM SWAMY VIVEKANAND

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“If you want to know India, study Vivekananda. In him every thing is positive and nothing negative”

- - - *Rabindranath Tagore*

Swamy Vivekananda a great Vedantist, and patriot –prophet stood for humanity. He was a social reformer who dedicated himself to reawakening modern India.

Qualities Required for a Teacher

Swami Vivekananda’s ideas on education are striking and represent a synthesis of some of dominant conceptions of Indian thought and the democratic ideas of the modern West. He says that “teacher is like a sun, the sun requires no torch to make him visible”². The teacher is thus one filled with knowledge and the light brightens his face so the face will be glowing. “Knowledge is inherent in man, no knowledge comes from out side; it is all inside.³ When such a teacher of men comes to help us, the soul will instinctively know that the truth has already begun to shine”⁴. According to Vivekananda “the teachers whose wisdom was to shine like the light of the sun are the very greatest”⁵.

He must know the spirit of the scriptures. The whole world reads Bible, Vedas and Koran but they are only words, syntax, etymology, philology- the dry bones of religion. The teacher who deals too much in words and allows the mind to be carried away by the force of word loses the spirit. It is the knowledge of the spirit of the scriptures alone that constitutes the true teacher.⁶

The another condition necessary for a teacher is to be without sin. The question is often asked: “Why should we look into the character and personality of teacher?” This is not right. The sine qua non of acquiring truth for oneself, or for imparting to others is purity of heart and soul. He must be perfectly pure and then only comes the value of his words.⁷

“The function of the teacher is indeed an affair of the transference of something and not one of mere stimulation of existing intellectual or other faculties in the taught. Something real and appreciable as an influence comes from the teacher and goes to the taught. Therefore the teacher must be pure.

The next condition is in regard to the motive, The teacher must not teach with any ulterior selfish motive, for money, name or fame. His work must be simple out of love, out of pure love for mankind at large. The only medium through which spiritual force can be transmitted is love. Any selfish motive, such as the desire for gain or name, will immediately destroy the conveying medium.⁸

The teacher must throw his whole force into the tendency of the taught. Without real sympathy we can never teach well.⁹ Do not try to disturb the faith of any man. If you can, give him something better, but do not destroy what he has. The only true teacher is he who can convert

himself as it were, into a thousand persons at a moments notice. The true teacher is he who can immediately come down to the level of the students, and transfer his soul to the student's soul and see through and understand through his mind. Such a teacher can really teach and none else.¹⁰ The teacher in order to reach the child should understand the level of the pupil.

Guru Grahavasa is recommended by Swami Vivekananda and is one of the best ways a teacher can help the pupil. In this ancient role the teacher and the pupil live in the same house, he is like a father to his pupil and sets a noble example for him, he imparts him knowledge and information and aids him in the development of his intellectual and spiritual powers. The teacher should "throw his magic as it were", and influence his pupil. His personality should help the pupil to become strong and powerful.

The teacher must have great love of humanity. A selfish and self-centered person should never become a teacher. He should be a giver of himself and of his material goods in order to serve the pupil. In the present days education is in the process of being sold as a commodity. We find that some of the highly educated are jealous teachers at all the levels including college and university.

Deep learning, renunciation, poverty, self-sacrifice, devotion to humanity, and love for his pupil are the qualities which should characterize a good teacher. Vivekananda said, "We must have a temple."¹¹ In connection with this temple there should be an institution to train teachers who must go about preaching religion and giving secular education.¹² He wanted that they must carry both. He gave a call to the youth saying "a greater work is this sacrifice of yourself for the development of your race, for the welfare of humanity.

The teacher is the guru. He is the one who shows the direction. The students look up to the teacher for guidance. Something real and appreciable as an influence comes from the teacher and goes to the taught.

The books in the running brooks, sermon in stones, and good in everything is all very true as a poetical figure; but nothing can impart to man a single grain of truth unless he has the light in himself. The stones and brooks preach sermons to the human soul. In the human soul there is an inner holy shrine and it is live. Vivekananda compares this to the lotus. The light causes the bud to open. The teachers here are like the light that causes the beautiful opening of the lotus. When heart has thus been opened it becomes fit to receive teaching from the stones or brooks, stars or the sun or the moon or from anything which has its existence in our divine Universe. But the unopened heart can see in them nothing, but mere stones or mere brooks.

A blind man may go to a museum but he will not profit by it in any way, his eyes must be opened first and then alone he will be able to learn what the things in the museum can teach. This eye opener of learner is the teacher. "He who is learned in the scriptures, sinless, unpolluted by lust, and is the greatest knower of the Brahman is the real teacher."¹³ There are still greater dangers in regard to the transmitter, the guru. There are many who, though, immersed in ignorance, yet in the pride of their hearts, fancy they know every thing, and not only do not stop there, but offer to take others on their shoulders; and thus the blind, leading the blind, both fall into the ditch.

Fools dwelling in darkness wise in their own conceit and puffed up with vain knowledge go round and round staggering to and fro like blind led by the blind. The world is full of these; every one wants to be a teacher, to make money out of it.

Learner

The qualities necessary for the learner are “purity, a real thirst after knowledge and perseverance. The student who sets out with a spirit of perseverance will surely find success. Purity in thought and speech is absolutely necessary “As for thirst after knowledge it is an old law that we all get what ever we want. None of us can get anything other than what we fix our hearts upon. There must be a continuous struggle, a constant fight, an unremitting grappling with our lower nature till the higher want is actually felt and victory is achieved. The student who sets out with such spirit perseverance will surely find success at last.”¹⁴

The student who wants to know the truth must give up all desires for gain. What we see is not truth as long as any desire creeps into our minds, so long as there is in the heart the least desire for the world, truth will not come.

Self restraint is a manifestation of greater power than all out going action. All outgoing energy following a selfish motive is frittered away; it will not cause power to return to you, but if restrained, it will result in development of power. This self control will tend to produce a mighty will, a character which makes a Buddha. The learner is an aspirant and must have faith in himself. The learner must be able to control the internal and external senses. By hard practice he has to arrive at the stage where he can assert his mind against the commands of nature.

Learning and Teaching

Swamy Vivekananda proposed the method of instruction based on the ancient Indian tradition ..

1. Vivekananda preferred that the guru-pupil relationship should be very close. The pupil is to learn by example and precept, rather than through books and lectures alone. He was against text-torturing. The learner according to him should live along with the guru.
2. Meditation and concentration in a strictly disciplined atmosphere are prerequisites for studying any subject. The inclination to imbibe knowledge and to learn is stimulated when the pupil withdraws from all sensory distractions. Vivekananda says, “if I had to do my education over again, and had any voice in the matter I would not study facts at all. I would develop the power of concentration and detachment and then with the perfect instrument I could collect facts at will.”¹⁵ Further he says, “Concentration is the essence of knowledge. Nothing can be done without it. Ninety percent of thought force is wasted by the ordinary human being, and therefore he is constantly committing blunders- the trained man or mind never makes a mistakes. There is no limit to the power of the human mind. The more concentrated it is the more power is brought to bear on one point.”¹⁶

Vivekananda wants the teacher to give students positive ideas; pupils will grow up to be men and learn to stand on their own legs. In language and literature, poetry, and the arts, in everything teachers must point out not the mistakes that the pupil is making in their thoughts and action, but the way in which they will gradually be able to do these things better. Pointing out mistakes wounds a man’s feelings. This is Sri Ramakrishna’s unique method. He never destroyed a single man’s special inclination. He gave words of hope and encouragement even to the most

degraded persons and lifted them up. Vivekananda also followed his guru's method. We too must follow his footsteps and help the learners and rouse them.¹⁷

3. Chastity and celibacy are recommended. He feels that when the learner is free of all types of burdens he will have more time and energy to concentrate on learning. He may be in a state of responsiveness for intellectual and spiritual growth.
4. Faith and love will be helpful for learning. The pupils faith in himself, reverence for the guru, and for the great teachers will create in him a love for all learning. This love for knowledge also will enable him to imbibe knowledge effectively.
5. Discussion is the finest method of instruction. There should be frank and open discussion on all topics of study. The teacher should invite questions and stimulate a spirit of enquiry in the pupil. There should be dedicated search for truth and a climate which invites discussion on important issues. The pupil should not become a passive recipient of knowledge, but should be able to test the truth of what he is imbibing. He should receive guidance in this direction from his teachers.
6. Humility in acquiring knowledge, devotion to learning and attitudes of persistence in solving problems should be inculcated in the pupil.
7. Humility should lead to self-sacrifice, kindness and gentleness in manner towards others. Vivekananda feels that the learner will learn best when he is in a state of fearlessness. He wants the teacher to be gentle to the learner, then only learning and intellectual development can take place.
8. Nature is the best teacher. Vivekananda felt that travel is the best method of learning. He urged pupils and teachers to go out into nature, observe and listen in order to learn. travel here is not limited to India but to other countries as well. We should observe how education is taking place in other countries and take only the best from them, and adapt it for our own needs. We should also share our knowledge and philosophy with the people of other countries.

Our students travel very little. Travel is definitely first hand learning experience. In our situation attempt should be made to take the pupils out to the nearest places of historical interest.

Vivekananda wants education to promote right thinking, and right action. His contribution to education is valuable. The youth of India can use the methods suggested by him such as concentration, discovery and perseverance.

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EFFECTIVENESS OF INQUIRY APPROACH IN DEVELOPING BASIC DEMOCRATIC VALUES AMONG SECONDARY SCHOOL STUDENTS

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Introduction

Education in India is inseparably linked to national development, as it is indeed in every country. The system of education, besides other things, needs to strengthen social and national integration, develop intellectual flexibility and creativity, consolidate democracy as a form of government, help the country to adopt it as a way of life and strive to build character by cultivating social, moral, spiritual and democratic values. If translated into educational programmes and procedures, these qualitative objectives will result in competent democratic citizenship. It is the academic duty of the educational system to enable children to appreciate India's rich cultural heritage as also to recognize and ignore the undesirable and antiquated demerits, above all, not allow narrow parochial, chauvinistic and obscurantist tendencies to take root. The one and only area of studies, which has been introduced in school curricula to meet all these requirements, is History.

Need of the Study

As the present education system gives prominence to the descriptive aspect of History, tending to make it dull and lacklustre, more thought must be given to the pragmatic aspect of History, which initiates the scientific inquiry attitude in our young students. This leads to activity oriented, self-urged and self-promoted analytical study of events by them. Discovery through scientific inquiry develops higher-level objectives and makes a deep impact on the minds of the young, making knowledge valid and last longer, for a reasonable period of time.

Inquiry Approach

The Inquiry Approach, the heart of new social studies, involves three objectives: attitudes and values, a mode of inquiry involving the development and testing of hypotheses, and a variety of knowledge specifications. Teaching and learning through inquiry involves engaging students in the research process with the instructor's support and coaching at a level, appropriate to the student's starting skills.

Democratic Values

The activist commitment to positions on social problem leads us to the final behavioural category of Social Studies i.e. Desirable Basic Democratic Values. Values are affective in their nature but cognitive in their development because they must be rationally attained to be democratic. The primary objective of History teaching is that students will assume a cluster of Desirable Basic Democratic Values after a critical analysis of an argument's pros and cons.

The student's values can be determined through the techniques appropriate to attitudinal evaluation and their basis through techniques appropriate to critical analysis. These values are

many but some of the key elements are freedom of speech, press and religion, the dignity, equality and brotherhood of man and the right of the majority to prevail and the minority to be respected.

Objective

To compare the effectiveness of inquiry approach with that of Conventional Textbook Approach in achieving the Desirable Basic Democratic Values of learning History under affective domain.

Hypothesis

Inquiry Approach is more effective than Conventional Textbook Approach in achieving the Desirable Basic Democratic Values of learning History under affective domain.

Methodology

Since Inquiry is a new approach in the field of teaching and learning History, it has to be tested experimentally. So experimental method was followed. Inquiry Approach and Conventional Textbook Approach were independent variables and Democratic values were considered dependent variables. Pre-test Non-equivalent- Group Design was used.

Sample

A group of 240 Secondary School Students of Kerala following State syllabus was selected i.e. 6, IX standard classes, 2 each from Govt. Boys High School, Govt. Girls High School, and Govt. Mixed High School in Ernakulam District.

Tool

Value scale was constructed to judge the pupil's Desirable Basic Democratic Values that are developed by learning History, to evaluate the new instructional method adopted, to grade pupils in terms of their values, to assess entry behaviour and criterion behaviour.

One major unit "The Cultural Heritage of India" from the History curriculum of Std. IX was selected. This whole unit was learnt through inquiry approach by the experimental group and the control group was taught by Conventional Textbook Approach.

Analysis

The pre-test scores and post-test scores of the experimntal and control groups were consolidated for statistical analysis. Since the aim of the study was to determine the effectiveness of the inquiry approach over that of the conventional textbook approach of teaching, it was necessary to find out whether there is any significant difference between the two mean scores. The experiments were done using intact, previously non-equated class groups. Since the intact classroom groups which were non-equivalent, the ANCOVA was used for the analysis of the data.

Table 1
Data for Adjusted Means of Post-Test Scores of Pupils in the Experimental and Control Groups Under the Category - Values

Groups	N	MX	My	My.X (adjusted)	Significance of differences among adjusted Y means
Experimental	120	13.958	34.900	34.892	SD _{y.x} = 5.749 SEM _{y.x} = 0.525 SED between any two adjusted means = 0.742, t=14.319
Control	120	14.325	24.258	24.266	
General Means		14.142	29.579	29.579	

Adjusted means for post-test scores were tested for significance for $df = 1/237$. The 't' value obtained is 14.319. The table value for significance for $df = 1/237$ is 1.97 at 0.05 level and 2.59 at 0.01 level. So the obtained value of 't' is significant at 0.01 level. So, the inquiry approach is proved to be more effective than the Conventional Textbook Approach in achieving the Basic Democratic Values of learning History under affective domain.

Conclusion

Learning through inquiry is often more enjoyable to the students. Generally speaking, the students are more interested or more enthusiastic or just more active in the inquiry process as they are. Inquiry in education should be about a greater understanding of the world in which they live, learn, communicate and work.

Educators have become interested in the valueing process with the hope that they can assist students in rationally arriving at their own values. There has also been a hope that students can be guided into arriving at value on a higher level of altruism through classroom procedures that expose them to levels of thinking higher than their own.

Tool

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PEACE IN INTEGRITY- IN-WARD AND OUT-WARD

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The basic problem of the whole world is the establishment of peace. In today's Education peace has a great relevance. Director-General of UNESCO, Amadou, Mahatar M Bow defined peace education as synonymous with receptivity to this world as it is and with initiation into the realities, cares and hopes of the mankind as a whole. Peace education is the process of acquiring the values, knowledge and developing attitudes, skills and behaviours to live in harmony with others. Peace education is a far reaching concept introduced for the first time in the early 80s in an International College at Wales in the UK. - the United World College of Atlantic.

Many organizations like UNO, UNICEF, UNESCO, GLOBAL CIVIL SOCIETY are striving for promotion of Peace Education in the world through their Charters, Legislatures, Leagues and Constitutional Articles. Schools and colleges are offering syllabi including international understanding, human rights education, life skills education, value education etc. in their curriculum for the promotion of peace education. Peace Education helps to coordinate global initiatives to establish a culture of peace. The year 2000 was the International Year for the Culture of Peace. The period between 2001-2010 is the International Decade for the Culture of Peace. Even though we are moving towards the end of the decade we are paradoxically becoming more decadent. Incidents like bomb blasts, violence between nations, terrorism at national and international levels are reflecting the Culture of Violence rather than the Culture of Peace.

At this juncture it is time to introspect and observe the roots of peace in order to establish the culture of peace in the world. For this we must understand clearly the concept of peace. Peace as it is reflected in the thoughts of our seers as a feeling of contentment within oneself. This contentment comes out of understanding of the realities, the source of life and truth of existence. It is a state of mind which tends towards a happy state of physical being. Peace is said to be a style of life, a mental attitude, a state of equilibrium and integrity of personality. Peace is a feeling of internal well being and good will towards others.

The Preamble of the UNESCO says " Since war begins in the minds of men, peace must also be initiated there. Peace can come only if the mind is free from conflict, greed, exploitation and oppression as they are the causes for war. Albert Einstein aptly said "peace can't be kept or brought by force, it can only be achieved by understanding. It is understanding of the mind, where the seeds of the war are sown, has to be understood properly and completely and peace has to be initiated there."

According to J. Krishnamurti, the major cause for peacelessness is inward urge for psychological security. i.e the inward sense of being safe which projects the outward demand for security. The source of violence is the 'me' centeredness or the 'ego', the self which expresses

itself in so many ways, as, wanting position, power, prestige, wealth, wanting more and more than anybody else, aggressiveness, self protectiveness, competition, authority, false beliefs etc. These waves of violence take the forms of cultured violence, self protective violence, violence of aggression, violence of competition, and violence of authority, either subtly or grossly.

How can the mind be free from its accumulated violence to be in peace? Mentioned below are some of the ideas of Krishnamurthi in this regard, which might prove very useful to establish peace, inward and outward.

An Inward Revolution in the Mind of Every Individuals is Needed

Inward revolution starts with the understanding of the reality both outward and inward. Hunger and sorrow are the results of maladjustment to the economic conditions produced by our psychological states of mind - the greed, envy, ill-will and possessiveness. As long as we are only after our position, money, authority and property, there is conflict, sorrow, and this leaves us in a state of peacelessness. Nature provides amply for the survival of its beings. But not for greedy beings.

The ambitious mind is acquisitive rather than one understanding the hunger of others. As long as it craves for position, power and wealth, it can never understand the hunger, sorrow and misery of others around it. Self awareness can facilitate the awareness about others difficulties, because empathy is generated in the very process, change has to start inwardly to be sensitive to the outward happenings. Hence self-awareness is the way to transform the human mind out of broader and deeper understanding of the whole of life. It is evident that the solution does not lie in the superficial economic revolution, but in inward revolution.

Inward Transformation Leads to Outward Action

Inward transformation is not a withdrawal from outward action but to have appropriate action. There can be right action only when there is right thinking. Right thinking comes through self knowledge. Thus what is valuable can be genuinely verified in ourselves which means in self awareness besides, the necessary harmony between what is understood and what is lived, is made possible. The superficial, glittering world of things does not tempt the person of inner harmony. One does not crave for 'more'. What one has to do or is doing, is done peacefully well with all his mind at it. 'That' brings contentment and happiness but not when man is always in the 'wanting' state.

Peace Can be a Way of Life

There can be peace only when every day living is understood, but not by developing ideologies using our reasoning mind. The reasoning mind can frame only the ideals which again bring conflict between how one is living and what he has to live for. This again is more mind boggling than direct understanding of the facts of day to day living and functioning appropriately. It is only when the mind is aware of its own reasoning, how it is creating conflicts and making itself restless to resolve the conflict and occupying the whole mind with no place for the rich human

qualities like kindness, concern, affection and love that it can go beyond it self, thus there can be the enrichment of the heart with peace.

Peace inward Reflects as Peace Outward

To live peacefully we must be at peace with ourselves. If we can't be at peace with ourselves, there is no good striving for peace and education for peace. If we are not in peace with our selves, there is conflict and disorder. More over self-centred action which brings misery to another person is also self destructive. Sensitivity to the things happening inwardly develop receptivity to the outward happenings. Then one can live quietly with affection, attention, care, concern and love. It is living each moment of life fully. Such a good and kind mind, can see how an excellent order is prevailing in the universe in which man is a part. Such a perception of the mind opens the mind's eye to the extraordinary, ever new and ever changing beauty of the cosmos. A peaceful world order is possible only where there is order within, the harmony of inner world of the individuals. If an individual is at harmony with himself and with the rest of the world there is no place for destruction, violence and war.

A humble mind can be calm and gain harmony between what it knows, feels and does. That mind, devoid of conflict, is at peace in itself and with the things and people around.

Education for Peace

Krishnamurti regards education as one of prime significance in the communication of the transformation of the human mind inward and outward in the creation of a new culture of peace.

Peace cannot be achieved through any ideology or by a mere rearrangement of old ideas and superstitions. It does not depend on any legislation or patchwork reforms of the conditioned society. In the present social set up, the child is caught between the home and the school environment, contaminated by the divisive spirits of class, race, caste and traditional influences. The competitive educational structure is not only giving scope to physical violence but also sowing the seeds of inner violence of disliking and criticizing people, quarrelling and battling within oneself. We can't have universal brotherhood and human unity when beliefs divide us.

Education is supposed to help us to go beyond all these types of violence, inward and outward. Peace comes only when individuals and educators begin to understand their own psychological processes, the disorder that disturbs the spirit. This understanding brings a totally different order and generates true care, affection, love and peace within as the inward change always overcomes physical violence of any sort.

Education and Educators have to enable the child to grow up, free from prejudices within self and with ones environment. This means breaking down the structure of the present conditioned society which we have created at home and school. Any child can be raised sanely when the child is helped to see through prejudice and encouraged in its spirit of inquiry to discover what is true and false. Their constant inquiry and true dissatisfaction, bring in them a creative intelligence.

If we wish to build a truly enlightened society we must have educators who understand themselves and are also capable of providing for such an understanding in the child. There can be peace only when we are aware of our self, understand ourselves beyond the superficial, arresting the wave of destruction which has been unleashed by our own aggressiveness and fears.

Education for peace means education for self knowledge, to be at peace in the inner world along with the knowledge that makes possible to have a livelihood in the reflections of the peaceful mind. Thus self awareness is the only way for the inner revolution and inward transformation, i.e., 'integrity' in the human beings. This integrity of mind results in peace and harmony and is then extended to the groups, nations and finally to the world as a whole.

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ADOLESCENT HEALTH IN THE ERA OF GLOBALIZATION: PROBLEMS AND SOLUTIONS

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Introduction

Adolescent health has become a very important concern today, than never before, as globalization and privatization are putting immense pressure on the adolescent life and living. If 20th century is termed as the age of anxiety, 21st century can be termed as the age of acute anxiety and idiosyncrasy. Sudden spurt in incidence of suicides among those 15-19 years of age, 50 per cent of new HIV cases in this age group, socially deviant behavior, changes in the psychographics-mood swings, depression, lack of emotional support system both at family and in society are cause for grave concern. If we do not respond to these alarm bells we will land in a state of “Anomie”, a situation in which bulk of community’s members will exhibit socially deviant behavior. Then society will be like a lunatic asylum. Phenomenal changes have taken place in the education system and global opportunities, which have a bearing on the adolescent health. The flow of information, goods, capital and people across political and economic boundaries brought innumerable exchange of ideas and values. As the age group got sudden exposure to the alien cultures, value systems and ethos which brought problems of adjustment and adoption of risk prone behavior.

Adolescent period is a prime stage in the development of any child; the child is confused at this stage, about whether he is a child or an adult. Cultural factors are responsible for a child’s confusion as it is the borderlines between childhood and adolescence on one side and adolescence and adulthood on the other side. This is a period of rapid change due to physiological, sociological and psychological development. Hence, it is treated as the age called the age of “stress and strain”

The development during adolescence, encompasses multidimensional changes from physiology to perspectives, perceptions, relationship and behavior. The pubertal changes, the transitions in the school context, pressures to conform to prevailing norms and practices, and heightened but contradictory peer expectations to experiment or not with new friendships, newly felt desire to free oneself from family restrictions, drugs and sexuality make the environment increasingly complex and exposed them to a widening array of stresses and challenges.

Their physical, mental, social, moral and spiritual outlook undergo revolutionary changes. Health of adolescent is more important as this period is characterized by rapid increase in weight and normal changes resulting in sexual maturation and causing wide swings of emotions. In addition, it is in anabolic phase of life and warrants increased nutrient requirements per unit body weight. Hence, health of adolescent is most important. The major nutrition problems of adolescent girls in India include chronic energy deficiency, Iron Deficiency, Anemia (IDA), and Iodine Deficiency

Disorders (IDD) besides low calcium intakes comprise the deposition of critical bone mass during this important period of growth. Over the years the intake of pulses, which is a cheap source of protein, is progressively decreasing due to shifting of commercial crops. Adolescents also are vulnerable for certain reproductive health hazards like pregnancy related morbidity and mortality, unwanted pregnancies, illegal abortions and sexually transmitted diseases.

Factors that can Influence Health

Heredity, Mental attitudes, Internal environment, External conditions of the environment, Socio-cultural influences, Personal habits are some of the factors Physical health implies a clean skin, bright eyes, lustrous hair, firm flesh but not too fat and smooth bladder. This is measured with various parameters like Body Mass index. But the present paper is about the psychological problems and Physical health has not been dealt in detail. Mental health of adolescents is affected by emotions, interests, moods, anxiety, drug addiction, conflicting interests of adolescents and parents, stress due to family and environmental factors etc.

The following approaches can lead to effective benefits

- By reducing HIV infection in young people, countries can lessen the devastating economic effect of HIV/AIDS.
- By encouraging young people to postpone marriage and childbearing, countries can foster a reduction in family size and a slowing of population growth, which, when combined with investments in health and education, can contribute to higher economic growth and incomes.
- By investing in education, health, and other youth-focused interventions, individuals—and societies—can gain benefits that outweigh the costs.

Of all the above enumerated problems anxiety is the most pertinent and all pervading among the adolescents, which all, the psychologists in particular, and teachers, parents, NGOs, governmental organizations dealing in youth affairs must give utmost importance. All the problems adolescents face will manifest into anxiety. Every adolescent experiences different levels of anxiety in the life like fear of examination, fear of ridicule by their peer group and other similar social situations. If the adolescent fails to cope up with the course curriculum it will add up to his anxiety resulting in disengagement from both education and social life.

Freud regarded anxiety as a result of thwarted sexual urge, unsatisfied libido, and under charged excitation. According to Kuppuswamy(2001), sometimes anxiety is produced by a sense of guilt produced by the conflict between the ego and the super- ego. When any of the unapproved desires or impulse is given a chance of satisfaction by the ego, the super-ego inflicts punishment on the self, as it were, in the form of remorse and this produces anxiety leading to various symptoms.

According to Dandekar and Makhija (2002,) “Anxiety is a state of unrealistic fear. Anxiety is different from fear; fear is always directed to a certain specific object”.

Anxiety is characterized by apprehension, uneasiness and foreboding from which the individual cannot escape; it is accompanied by a feeling of helplessness because the anxious person feels blocked and unable to find a solution for his problem (Shaffer & Shoben, 1956).

Physical Signs of Anxiety

Trembling, twitching, feeling shaky backache, headache, muscle tension
shortness of breath, fatigue, Startled response, Autonomic hyperactivity
Sweating, Cold hands, Dry mouth, frequent urge for urination, problems in swallowing,
Flushing and Palialia, Palpitations, Parenthesis. etc

Psychological Symptoms of Anxiety

Feeling of dread, difficulty in concentration, hyper vigilance, insomnia, decreased Libido,
lump in the throat, stomach upset.

Need for the Study

Almost 60% of premature deaths among adults can be linked to behaviors or conditions that were initiated or occurred during adolescence, for example, tobacco and alcohol use, lack of exercise, poor eating habits, and risky sex and sexual abuse. Thus, it makes sense for countries to focus attention on both the diseases of adolescence and on risk factors that have their roots in adolescence. It is encouraging that the vast majority of this disease burden is preventable using cost effective strategies. Waiting to act will prove far more costly to societies.

As children mature into adults, they must acquire a range of inter-related knowledge and skills that will allow them to lead fulfilling and productive lives. These skills are critical to help young people stay healthy, learn, obtain a job or livelihood, and participate fully in society.

At first glance, the stage of youth appears to be a relatively healthy, although not hazard-free, period of life. Young people account for 15% of the disease and injury burden worldwide, and more than 1 million die each year, mainly from preventable causes.

- About half of all HIV infections occur among adolescents, with girls disproportionately affected.
- On average, one-third of women in developing countries give birth before the age of 20; a large proportion of these pregnancies are unplanned.
- Each year, between 2 million and 4 million adolescents undergo unsafe abortion.
- Teen mothers are twice as likely as older women to die of pregnancy-related causes. The conditions such as malnutrition places teen mothers' children at higher risk of illness and death.
- Nutritional deficiencies such as anemia are widespread in both young men and women. They increase the risks that adolescents face during pregnancy and childbirth.
- Millions of youth die tragically or suffer because of other preventable health hazards such as road accidents, substance abuse, suicide, and infectious diseases such as malaria and tuberculosis.

Thus investing in the health and development of young people not only is the right thing to do but also is the smart thing to do for countries that want their economies to grow faster.

Objectives of the Study

- To find out the physical, social, emotional and mental health problems of adolescents.

-
- To find out the anxiety levels of the adolescents in different areas – school anxiety, test anxiety, lack of confidence, fear of expression, psychological reactions.
 - To find out whether there is any significant difference in anxiety between adolescent boys and girls.

Hypotheses

1. There would be no significant difference between adolescent boys and girls in school anxiety level.
2. There would be no significant difference between adolescent boys and girls in their test anxiety level.
3. There would be no significant difference between adolescent boys and girls in their confidence level.
4. There would be no significant difference between adolescent boys and girls in their fear of expressions.
5. There would be no significant difference between adolescent boys and girls in their psycho physical reactions.

Methodology

To meet the above objectives a survey was conducted among the adolescents in Guntur District of Andhra Pradesh.

Sample

A stratified random sample of 100 adolescents was taken from the area of Guntur District..

Tools

In the present study of adolescent problems, the tool used was a questionnaire schedule prepared by Mary Vanaja, K(2001) as it was found suitable and helpful to ascertain the problems of adolescents.

Scoring Procedure

The questionnaire consisted of 50 items. There were positive questions and negative questions for which the scores were given in the order of 1,2,3,4,5 and 5,4,3,2,1 respectively.

Reliability of the Tool

Adolescent problems check list prepared and being used in Bangalore University was taken as the basis to develop the questionnaire pertaining to the areas of the study. Internal consistency was studied to find out the reliability of the questionnaire which is 0.71.

Validity of the Tool

As the reliability was very high it was assumed that highly reliable test is always a valid measure of some functions. The obtained reliability coefficient is also a measure of validity.

School Anxiety Scale

The school anxiety scale was developed by Dr. Philips, B.N. (1987). The scale consists of 52 items which covers Five areas. The Five areas are school anxiety, test anxiety, lack of self-confidence, fear of expression and psycho physical reactions.

The original scale was in English and it was translated into Telugu. The scale also consisted of Two options from which the respondents had to select "Yes" or "No" for each item. High score indicates higher school anxiety.

Validity of the Scale

Dr. Philips B.N (1987) showed that the items in the questionnaire have high content construct, criterion and face validity.

Reliability of the Scale

Internal consistency coefficient for the School Anxiety Scale was calculated with the use of Kudar Richardson Formulae by Philips (1987). The coefficient was 0.92 and the coefficient of internal consistency reliability was 0.85.

The problems of Adolescents with respect to the following areas Physical, Social, Emotional, Mental were studied.

Data Analysis and Hypothesis Testing

Table I : Table showing the Problems of Adolescent

The percentage of Mean Scores of adolescents in the area Physical Problems was 60%. It may be concluded that adolescents are found to have average level of physical problems. The percentage of Mean scores of adolescent problem in the area, social problems was sixty four percent. The percentage of Mean Scores of adolescents in the area emotional problems was seventy percent; the percentage of Mean Scores of adolescents in the area, mental problems was sixty four percent, due to lack of ability to express their inner feelings freely. The Parents are not recognizing and responding to the feelings and opinions of their adolescents. The inability to make decisions, less enjoyment and mental stress is due to more work.

A general survey of Adolescent anxiety levels in Guntur district for reflection and to suggest remedial action was carried out. Though it was microscopic in its nature it provides scope for generalizations

Table II : Adolescent Anxiety Levels in Guntur District Gender wise

	No	Gender	Mean	S.D.	't' value
School anxiety	50	Female	27.15	8.059	2.07*
	50	Male	23.76	8.28	
Test anxiety	50	Female	5.18	2.15	2.84*
	50	Male	6.05	1.98	
Lack of confidence	50	Female	9.33	3.5	1.85 ^{NS}
	50	Male	10.6	3.33	
Fear of expression	50	Female	5.82	2.66	0.98 ^{NS}
	50	Male	5.29	2.74	
Psychophysical reactions	50	Female	4.73	2.16	1.52 ^{NS}
	50	Male	4.01	2.16	

* Significant at 0.05 level.

N.S Not significant at 0.05 level.

Adolescent girls are higher on School Anxiety than boys and the mean difference is significant at 0.05 level. While they are lower on Test Anxiety than boys. Adolescent boys are significantly higher in their test anxiety compared to their counter parts. They do not differ significantly in the area of lack of confidence, fear of expression and psycho physical reactions.

Recommendations for improving the Adolescent Health :

1. It is recommended that all the adolescents are to be encouraged, about their feelings of self-esteem.
2. It is recommended to give opportunities to adolescents to share their difficulties, doubts, confusions with teachers & parents.
3. Use reinforcers such as a smile, hug, praise, paying attention, giving approval, physical contact and material reinforcers like pictures, gold stars etc., to increase positive self- concept.
4. More necessary for a teacher is to pay attention to reduce anxiety in adolescents, than to finish the textbook and prepare the student to get high marks.
5. It is necessary to create better physical, social and emotional conditions for adolescents.

The range of adolescent health interventions is broad. All approaches gain in effectiveness when they provide youth with information and services as well as create a positive context that

allows young people to practice key health-promoting, interrelated behaviors. These behaviors include:

- ❖ Delaying sexual debut and practicing abstinence till the end of adolescence point safer sex and increased contraceptive use for sexually active youth;
- ❖ Postponing marriage and childbearing; using safe delivery care;
- ❖ Avoiding tobacco use and substance abuse; and
- ❖ Practicing better nutrition and appropriate levels of physical activity.

Conclusion

Millions of youth die tragically or suffer because of preventable health hazards such as road accidents, substance abuse, suicide, and infectious diseases such as malaria and tuberculosis. There is an urgent need to address the growing stress and anxiety levels of the adolescents. The government response to the problem is one of apathy and non-commitment. The country is endowed with rich Human Resource which has to be properly nurtured and used for nation building. Their energies should not be nipped in the bud. "Take care of the adolescent to build a strong disease free nation".

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TEACHER EFFECTIVENESS IN RELATION TO BACKGROUND VARIABLES

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“Teaching is intentional because we always teach for some purpose, primarily to facilitate learning. Teaching is reasoned because what teachers teach their students is judged by them to be worthwhile” (Anderson, et al., 2001 : 3)

Teacher effectiveness can be judged through many factors through their competency and their performance in the classroom. Teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals. Effective teachers are those who achieve the goals which they set for themselves or which are set for them by others like ministries of education, legislators, other government officials, school administrators etc. Effectiveness mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness.

The student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as learning environment and climate, and organisation and management also make the teaching effective. Some environmental and genetic factors directly related to the teachers such as sex, marital status, socio-economic status, location, type of school and management cannot be ignored in relation to their effectiveness.

So the investigator proposed to investigate the impact of marital status, caste and type of school on teacher effectiveness among secondary school teachers of Mathura region. This study was very much helpful to the educational policy-makers, planners, administrators and teachers in enhancing the teacher effectiveness to realize the educational objectives and national goals.

Having reviewed the researches undertaken in the field of teacher effectiveness, it was observed that all the researches connected with effectiveness have been conducted in relation to the variables such as teacher efficiency, attitude , job satisfaction, school organizational climate, adjustment, SES, etc(Krishna and Singh,1995; Raja and Thiagrajan ,1998; Raj Tilak, 2002; Arokiadoss, S.A.2005 ; Jain, R. 2007).

Foreign Research Reviews showed that teachers have the greatest potential to influence children’s education. “The major research findings were that student achievement was related to teacher competence in teaching and effective teachers have more students in their classes on task and engaged in learning throughout the day (Kemp and Hall ,1992; Taylor, Pearson, & Walpole, 1999)

Therefore, it was felt that there was a need to embark upon the impact of marital status, caste and type of school (Private & Govt.) on teacher Effectiveness.

The Objectives of the Study were

1. To find out the teacher effectiveness in relation to type of their School (Government / Private).

2. To find out the teacher effectiveness in relation to their Marital Status (Married / Unmarried).
3. To find out the teacher effectiveness in relation to their castes:-
(a) Other castes vs OBC, (b) Other castes vs SC, (c) OBC vs SC

Hypothesis

In order to realize the objectives of the study, the following hypotheses were formulated for testing:-

1. There is no significant difference between Government and Private Secondary School teachers in relation to their effectiveness.
2. There is no significant difference between married and unmarried Secondary School teachers in relation to their effectiveness.
3. (a) There is no significant difference between Secondary School teachers belonging to other castes and backward caste in relation to their effectiveness.
(b) There is no significant difference between Secondary School teachers belonging to other castes and schedule caste in relation to their effectiveness.
(c) There is no significant difference between Secondary School teachers belonging to backward caste and schedule caste in relation to their effectiveness.

Methodology

Descriptive survey method was used to conduct the study.

Sample

For the study purpose 84 teachers of government and private Secondary schools were selected randomly from Mathura Region.

Research Tool

In the study research tool used for the collection of data was

1. Teacher Effectiveness Scale prepared by P. Kumar and D. N Mutha

Results and Interpretations

Table 1 : Mean, Standard Deviation and t- value of Teacher Effectiveness of Private and Government Teachers

Teachers	df	Mean	S.D.	SEM	t- value
GOVERNMENT	82	301.80	24.28	3.58	0.27 NS
PRIVATE		302.58	27.04	4.39	

* - Significant at 0.05 level, ** - Significant at 0.01 level, NS - Not significant

The obtained result brings out the fact that no significant difference is found between government and private secondary school teachers of Mathura region on teacher effectiveness. Hence, the null hypothesis (1) is accepted.

The findings by Arokiadoss, S.A (2005) and Jain,R. (2007) are in contrast with the

present investigation results. The findings by Biswas and De (1995) were partially in conformity with the present study.

Table 2 : Mean, Standard Deviation and t- value of Teacher Effectiveness of Married and Unmarried Teachers

Teachers	df	Mean	S.D	SEM	t- value
Married	82	304.23	25.75	3.22	1.23 NS
Unmarried		300.5	26.58	5.95	

* - Significant at 0.05 level, ** - Significant at 0.01 level, NS - Not significant

The t – value shows that there is no significant difference between the married and unmarried secondary school teachers in relation to their effectiveness. Hence, the null hypothesis (2) is also accepted.

Table 3(a) : Mean, Standard Deviation and t- value of Teacher Effectiveness of General and OBC Teachers

Teachers	Df	Mean	S.D	SEM	t- value
Other Castes	69	305.49	25.74	3.92	3.23 S
BC		296.07	24.31	4.60	

* - Significant at 0.05 level, ** - Significant at 0.01 level, S - Significant

From table No.3(a) it is clear that the t-value for the differences in teacher effectiveness between the secondary school teachers belonging to other castes and backward castes is 3.23, which is significant at both the levels of significance. It reveals that significant difference exists between the teachers belonging to other castes and backward castes in relation to their effectiveness. Hence, the null hypothesis 3(a) stands rejected here.

Table 3(b) : Mean, Standard Deviation and t- value of Teacher Effectiveness of General and SC Teachers

Teachers	df	Mean	S.D	SEM	t- value
Other Castes	54	305.49	25.74	3.92	0.53 NS
SC		307.23	24.65	6.83	

* - Significant at 0.05 level, ** - Significant at 0.01 level, NS- Not significant

It is observed from the above table that the t-value (0.53) for this difference between secondary school teachers belonging to other castes and schedule castes on the variable teacher effectiveness is not significant even at 0.05 level of significance. Hence, the null hypothesis 3(b) is accepted.

Table 3(c) : Mean, Standard Deviation and t- value of Teacher Effectiveness of OBC and SC Teachers

Teachers	df	Mean	S.D	SEM	t- value
OBC	39	296.07	24.31	4.60	3.30 S
SC		307.23	24.65	6.83	

* - Significant at 0.05 level, ** - Significant at 0.01 level, S - Significant

Table-3(c) shows the mean score of the teachers belonging to schedule caste as superior to that of backward caste in case of effectiveness. The obtained t-value for the difference in teacher effectiveness is 3.30 which is significant at 0.01 and 0.05 level of significance.

This indicates that there is a significant difference between the secondary school teachers belonging to other backward caste and schedule caste in their effectiveness. Therefore, the null hypothesis 3(c) is rejected.

Major Findings and Discussion

1. The results revealed that no significant difference was found between the Secondary School teachers of Mathura region in their effectiveness in relation to the variables like government/private, married/unmarried and general / schedule caste. It may be due to the fact that the teachers of government/private, married/unmarried & general / schedule caste of secondary school had got equal social , academic & professional opportunities i.e., teaching skill, co-curricular activities, professional knowledge and class-room management. They also seem to have similar personalities and outlook along with morals.

On the contrary significant difference was found between the teachers belonging to the other castes and backward caste and the teachers belonging to schedule caste and backward caste in their effectiveness. Teacher effectiveness of BC teachers was significantly lesser than that of the teachers of other castes and SC caste. The reason for this difference may be due to the fact that teachers belonging to different castes (OC/OBC/SC) had difference in the social , academic & professional opportunities.

Educational Implications

Findings of the present study reveal some important educational implications for teacher-educators, school authorities and teachers:-

-
1. The study has revealed that the OBC teachers need to have basic teaching skills , understanding, proper work habits, desirable work attitude, value judgement & appropriate individual judgement irrespective of the type of schools and marital status.
 2. For this, modules for development of teaching skills, in-service training levels needs to be developed.
 3. The study further gives a strong message to those involved in training of teachers, that it is not only important to empower the prospective teachers with knowledge and skills required for teaching but training should enable them to develop favourable attitudes towards teaching profession and its allied aspects .
 4. The school authorities should adopt uniform pattern in the process of recruitment of teachers irrespective of caste and status.

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EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS

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Introduction

We are at the beginning of a new century. Intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced like the Multiple Intelligence theory introduced by Howard Gardner (1983), and the Emotional Intelligence theory by Baron (1988), Mayor and Salovey (1990) and Goleman (1995) they are gradually replacing the traditional theories. The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions (Salovey & Mayer, 1993). Mayer and Salovey, use a framework in which Emotional Intelligence represents an intelligent system for inputting and processing emotional information. It has four branches:

1. Emotional perception/identification
2. Emotional facilitation of thought
3. Emotional understanding
4. Emotional management

According to Goleman (1995) Emotional Intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships. Hence this study was undertaken to find out the emotional intelligence of student teachers and find out the influence of a few select variables on it.

Statement of the Problem

A teacher who is skilled in terms of emotional competencies will naturally try to build a sense of mutual understanding, group feelings and a climate of trust by encouraging students to communicate freely. Different professions do require different EQ levels and to be successful in teaching profession one needs to have a high EQ level.

Objectives of the Study

The objectives of the study were :

1. To assess the emotional intelligence of student teachers component wise and classify them.
2. To find the influence of certain variables like : (i) Gender (ii) Location (iii) Educational Qualifications and (iv) Study steams on the Emotional Intelligence of student teachers.

Operational Definitions of Key Terms Used in the Study

- *Emotional Intelligence* : In this study emotional intelligence is taken to be the capacity for recognizing one's own feelings and those of others, for motivating oneself and for managing emotions well in oneself and in one's relationships.
- *Emotional Competency* : The competencies are tackling emotional upsets, high self esteem,

tactful response to emotional stimuli, handling egoism. Emotional Maturity is the ability to express the emotions to the right extent and balance one's self in relationships with others.

- *Emotional Sensitivity* : means the characteristic of being peculiarly sensitive and judge the threshold for various types of stimulations, evoking sensations, feelings and emotions.
- *Student Teachers* : are students pursuing their B.Ed. course in Colleges of Education.

Scope and Limitations of the Study

The present study dealt with the "Emotional intelligence" of B. Ed. students (student teachers) studying in Guntur district. To what extent student teachers possess emotional intelligence and are able to pass over these types of intelligences to their students was assessed.

1. The Study was limited to student teachers studying in seven B.Ed., colleges.
2. This study was also limited to 394 student teachers (both male and female)
3. This study covered student teachers whose residence was both in Rural and Urban.
4. This study was limited to student teachers of four broad streams i.e. Arts, Science, Commerce and Mathematics.
5. Data was collected by means of a questionnaire only.

Method of Investigation

Survey method was used for data collection as it was the most suitable method available.

Sample and Sampling Procedure

394 students teachers were randomly selected from 7 different colleges located in Guntur district. The 7 colleges in Guntur district were selected randomly, 56% of the students present in each college were chosen.

Description of the Tool Used in the Study

For the present study a questionnaire developed by Prof. N. K. Chadha and Dr. Dalip Singh on emotional intelligence was adapted. The original questionnaire had 15 items related to management professionals, hence the researcher rephrased the questions suitable to teaching learning process. The final form of the Questionnaire Consisted of two sections.

Section A : Pertaining to the preliminary information like name, college, age, gender, residence and educational qualifications.

Section B : Pertaining to the measurement of emotional intelligence of student teachers. In the emotional intelligence test, the questionnaire comprised of 3 areas 15 question in all with four options each.

Scoring Procedure

The rating scale ranged from 20 to 0 (20, 15, 10, 5, 0).

Type of Emotional Intelligence

EM : Emotional Maturity, ES : Emotional Sensitivity, EC : Emotional Competence

S. No.	Item Type	% of Mean
1.	<i>Emotional Maturity</i> Adopting to a given situation	85.65
2.	<i>Emotional Sensitivity</i> Interpretation of human expressions and responding to them with sensitivity and human touch	83.45
3.	<i>Emotional competency</i> Level of optimism	82.85
4.	<i>Emotional Competence</i> Handling an inferior position	81.6
5.	<i>Emotional Maturity</i> Appreciating other's point of view	74.2
6.	<i>Emotional Competence</i> Response in frustrating situations	74.05
7.	<i>Emotional Sensitivity</i> Maintaining rapport, harmony and comfort while dealing with groups	70.25
8.	<i>Emotional Competence</i> Communicating oneself to others effectively	69.8
9.	<i>Emotional Maturity</i> Appreciating others resilient behaviour and point of view	67.45
10.	<i>Emotional Competence</i> Learning to avoid negative emotions	60.65
11.	<i>Emotional Competence</i> Tackling ego problems in interpersonal life	56.75
12.	<i>Emotional Sensitivity</i> Understanding how others evaluate and relate to oneself	55.95
13.	<i>Emotional Competence</i> Learning to avoid ego problems and having healthy interpersonal relations	54.3
14.	<i>Emotional Competence</i> Emotional self control in an angry situation	47.95
15.	<i>Emotional sensitivity</i> Empathising and helping people in distress	41.46

Item wise analysis shows that in adapting to the emotion arousing situations, in interpreting human expressions and responding to them with sensitivity and human touch; in their level of optimism and in handling while one is in an inferior position the prospective teachers were found to be having very high emotional intelligence.

They were found to be having high emotional intelligence in appreciating other's point of view; in responding to frustrating situations, in maintaining rapport, harmony and comfort while dealing with groups, in communicating effectively, in resilient behaviour and in avoiding negative emotions.

Prospective teachers were found to be having moderate emotional intelligence in tackling ego problems in interpersonal relations, in learning to have healthy interpersonal relations, in having emotional self control during angry situations and in empathizing and helping people in distress.

Testing of Hypotheses

S. No.	Hypothesis	Result : t / F Value	Finding
1.	There exists no significant difference between male and female student teachers in their emotional intelligence (overall and component wise).	Overall E.I. = 0.015** Emotional Competence = 0.3532 ^{NS} Emotional Sensitivity = 9.553** Emotional Maturity = 10.58**	Female student teachers were better than male student teachers in their Emotional Sensitivity, Emotional Maturity and Overall Emotional Intelligence.
2.	There exists no significant difference between rural and urban student teachers in their emotional intelligence (overall and component wise).	Overall E.I. = 2.844 ^{NS} Emotional Competence = 0.99 ^{NS} Emotional Sensitivity = 1.066 ^{NS} Emotional Maturity = 0.27 ^{NS}	Rural and urban teachers has similar overall and component wise Emotional Intelligence.
3.	There exists no significant difference between graduate and post graduate student teachers in their emotional intelligence (overall and component wise).	Overall E.I. = 1.48 ^{NS} Emotional Competence = 0.014 ^{NS} Emotional Sensitivity = 1.82 ^{NS} Emotional Maturity = 1.17 ^{NS}	Graduate and post graduate student teachers had similar Emotional Intelligence - overall and component wise.
4.	There exists no significant variance between student teachers of different study streams in their emotional intelligence (overall and component wise)	Overall E.I. = 2.12 ^{NS} Emotional Competence = 4.095 ^{NS} Emotional Sensitivity = 0.41 ^{NS} Emotional Maturity = 0.074 ^{NS}	Study stream of student teachers was not influencing the Emotional Intelligence.

Findings

1. The overall emotional intelligence of prospective teachers was moderate and distribution was not normal.
2. 39% of the student teachers were found to be having extremely low emotional intelligence, 31% have low, 26% have moderate, only 4% have high and none is found having extremely high emotional intelligence.
3. Emotional maturity and emotional competency are better than emotional sensitivity for prospective teachers.
4. Female prospective teachers have significantly better emotional intelligence than male prospective teachers. They are better in their emotional sensitivity and in their emotional maturity.
5. In emotional competence male and female prospective teachers do not have any significant difference.
6. Rural and urban background of prospective teachers was found not to be having any significant influence over the emotional intelligence of prospective teachers.
7. Graduate and post graduate qualification of prospective teachers was found not to be having any significant influence over the emotional intelligence of prospective teachers.

8. The study stream of prospective teachers was found not to be having any significant influence over the emotional intelligence of prospective teachers.

Conclusion

If the prospective teachers care for self-assessment and self-awareness of current strengths and weaknesses, if they ensure their strengths and are cautious about their limitations and improve they will not detract from the achievement of goals. If they are creating and committing to a learning agenda that builds on strengths and reduces weaknesses and if they are active and frequent in experimentation with new behaviour that support and develop emotional intelligence competencies, they would prove to be excellent in their professional and also personal lives.



HOLISTIC DEVELOPMENT OF PERSONALITY

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"The Great Challenge is to establish our own sense of Wholeness within ourselves, with our World and with the Universe"

Indian society has always admired, adored and worshipped individuals committed to the quest for holistic growth as a means to transcend all limitations and boundaries thwarting Mankind's search to reach Divine heights. The Sadhaka in the Hindu tradition, the Jina of the Jaina tradition and the Bodhisattva of the Mahayana Buddhist discipline symbolize **"seekers who found the means to higher dimensions of potentiality and performance"**.

While the **"post-industrial, westernised and occidental framework"** of personal development has much to offer, there is a need to complement the frame work by integrating well-established principles of Holistic Growth drawn from the **"eastern, oriental and meditative paradigm"** whose wisdom is much needed to making the quest for perfecton more meaningful, purposeful and productive in the context of the many shortcomings, deficiencies and inconsistencies troubling Mankind in the modern era of "economic prosperity and spiritual penury"

The basic principles creating the structure of the Indian Paradigm of Holistic Growth of personality are:

1. Mastery of the Self (Atmonnathi)

Holistic growth needs an acceptance of the basic fact that it is our decisions and not circumstances that determine our growth. know thyself and Correct thyself with a strong sense of **internal loci of control** over destiny are essential for the sadhaka. It is said that there are two kinds of activities that Men canperform: the first being those arising out fo Nature or Prakriti and those that are Self-Willed and arising out of a firm determination and struggle against the basic nature of the Sadhaka.

The more we substitute Nature driven activities with Self-willed activities, the more we grow in statute and capabilities.

2. Continuing Quest across the Cycle of Births(Janmantara Prayatnam)

The challenge of reaching majestic heights of development is a longand arduous journey. There is no need for discouragement since nothing is lost by the sincere Seeker. The benefits of dedicated effort provided the Seeker with an exalted re-birth where he has all circumstances favourable for his quest.

¹Swami Rama, *The Perennial Philosophy and Psychology of Bhagavad Geeta*, Himalayan International Institute, Pennsylvania, 1998

²The HolyGeeta - Swami Chinmayananda - CCMT Publications, Mumbai, 1996

Krishna tells Arjuna in Bhagavadgita that he need not worry about the possibility of

failure to achieve goals in this life - time as he would be in a household of Yogis in the next birth. (Ch VI 41 and 45).

It is such heroic efforts of a few individuals that have driven Mankind to unimaginable heights in the process of evolution

3. Inner Journey (Antarmukha Yatra)

Holistic growth requires establishing contact with the God within, the Higher Self which is an integral part of our existence. This requires a higher degree of Sensitivity **to Inner Processes**, ending infatuation with outer world intensity. As we move into the interior dimensions of personality, we become aware of additional energy responses from within our own mind-body complex³.

4. Multi-dimensionality of Life (Panchamayakosa Abhivruddi)

Awareness of the five koshas and the infinite possibilities within us allows us to "sharpen abilities layer by layer and transcend limits, illusions, imbalances and achieve higher levels of existence."

The Pancha Kosa theory, when acted upon gives up an opportunity to achieve levels of bliss far beyond all known sources of pleasure and happiness.

A journey into the kosha is not based on a negation of bliss but on the substitution of lower levels of bliss with higher levels of bliss not dependent on an external basis.

5. Self-Effort and Grace (Krishi and Kripa)

Self effort, based on the adoption of corrective disciplines which become habits enable one to experience Effortless mastery which is called Grace. It allows the practitioner to enter the "Flow" experience. Every process has dynamics which carry forward the Seeker when he completely gets involved in the process without being attached to results. This is often referred to as Grace. It is remarked "Even God helps only those who helps themselves." While self-effort leads to development by Ascent, Grace is the result of God's descent into the limited human personality in his efforts at Self-Actualisation, one must ascend as far as his powers and resources help him, it is from there that he should call on the Almighty to descend and complete his journey.

Our effort is like all attempts to keep the vessel clean so that we do get the benefit of the shower of divine nectar in the form of Grace.

6. Experiential Basis (sviyaanubhuti)

Academic knowledge can have an impact on the conscious mind alone, hence cannot bring in transformation. Only experiential learning can change deep-rooted neural patterns and networks which determine our habitual patterns of behaviour. Only direct experience and its impact on internal neural structures can change Vasanas or Tendencies dominating the Sub-conscious mind the Unconscious mind which together.

³ Subtle Energies Used in Daily Tasks, Science, Yoga and Theosophy, The Theosophical Publishing House, Chennai, 1979.

Control over 90% of our mental life. Concepts are mere maps which show the way. we must undertake the journey ourselves.

Willingness to apply lofty ideals in daily life on simple tasks only can lead to progress.

7. Ego - negation (Brahmibhavana)

Holistic growth requires a willingness to accept that the world is not created for us nor are we the Center of the world. We must expand our concept of I to include not only those near and dear to us but to the entire world. As long as we are attached to the ego which consists of a number of self - images and descriptions based on a static and stagnant view of our selves participating in the flow real and imagined threats . **Energy gets locked locked up in defense mechanisms and armoring tactics.**

8. Internal and External Orientation (Baahyantara Chetanatvam)

We must give equal importance to gaining control over the Material and Objective world out there as well as the subjective world of our own feelings and emotions.

While there is a need to go out and earn a living requiring active doing there is a need for every person to withdraw from active involvement with the external world and seek the riches inside. Operational skills are needed for manipulating the world in the process of eking out a livelihood. This aspect of knowledge has been called Vastutantra in the old classics of literature as against Manusya tantra dealing with the world of emotions and human relations. We must learn to maintain peace in the active pursuit of active goals in the external world and also learn to be inactive without becoming uneasy.⁵

We need to journey across both the Pravritti Marga (External Path) and the Nivritti Marga (Internal path)

9. Contribution or Service (Arpana Bhavana)

Work is not just a means to livelihood, it is ennobling in the sense that it helps us contribute to society and become an instrument for social welfare. It also helps us in the process of growth and maturation. Swami Rama States that there are three kinds of activities: activities beneficial to us, activities beneficial to both ourselves and others and activities exclusively useful to others. We must learn to gradually increase the proportion of the third kind of activities to become productive in our lives.

We must work without excessive attachment to results, termed as Anasakthi Yoga in the Gita.

10. Reality Perception (Satyasweekaram)

We cannot progress in life unless we are willing to face the harsh realities of the world. We should take up practices which would help us cleanse the Srishtii (The World you see is the World you inhabit)

We should not allow ourselves to be deluded by distortions and delusions which are the result of a refusal to accept reality.

⁴ The Universal Message of the Geeta - Swami Ranganathananda - Advaita Asrama, Calcutta,

A true perception of reality makes our Mental Maps of the World relevant, realistic and useful in the process of transformation

11. Equanimity (Stithaprajnata)

We must learn to maintain a steady mind in the midst of all adversities, trials and tribulations. Only one who learns to be even - minded in the face of both grief and happiness, is not shaken by adversity and becomes free from attachment, delusion and anger is a Muni in the true sense of the word. Only such a state of mind can help a person pool all his talents, skills and aptitudes in the pursuit of worthwhile goals.

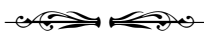
One must be so large - hearted that nothing can disturb us from maintaining a state of equilibrium conducive to a personal growth and development.

Conclusion

In view of the fact that economic development and material prosperity have not been able to bring the much needed sense of Wholeness and Completeness in human evolution, it is time we paid attention to other paradigms of Holistic Growth and Development

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CHANGE MANAGEMENT AMONG THE DEGREE COLLEGE GIRLS

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Significance of the Study

There have been great changes in social customs, modes of living and life styles of men and women. We are facing a wide cultural gap which in each individual reaches its peak during the period of adolescence. We in India are setting some of the current trends in fads and fashions. Life is a continuous momentum. Yesterday is not today and today is not going to be tomorrow

Since the advent of independence the universal concern of all the people of our country has been to bring about speedy development, economic and social, and to rid the society of its traditional weaknesses and social injustices. The relation between education and the process of social change has become imminent. "Change is the law of nature" is an old saying at micro level and at macro level.

Such a nature full of change and freshness, demands the learners mind also to be fresh. Education has to play a lions share in promoting change wherever and whenever needed so that it adopts itself to the changing needs of the society especially in order to live in the age of science and technology. Whatever was considered good in the past might not be regarded essentially so, because of the changes in the political, social and economic conditions of life. In a rapidly changing state of affairs where ideas flow from one corner of the globe to the other easily and quickly it is not only difficult but so rather impossible unless one is tuned to the changes. Change may be considered in two ways-unplanned change and planned change. Change may effect one adversely, while the other may accept it happily. Generally, people don't like changing habitual way of living. Education has to play a vital role in the context of life where many institutions of the society seem to fail in quality life when betterment is the result of change, this is called progress. Out moded ways of thinking and outmoded practices have to give place for relevant thoughts and practices.

Significance of adolescence and post adolescence had been recognized right from the ancient times but scientific study of them is very recent. The distinct stages of human life as prescribed by scriptures are more scientific but in the present times they cannot be practised due to highly industrialised system of economic and other socio political changes in the society. Change can come about from many sources, including discovery and invention, As a consequence, individuals in the society abandon certain values, beliefs, behaviours, institutions and are weakened or transformed and new allegiances and configurations emerge as the dominant expressions of a new era.

Some trends that are forcing or expecting us to change are

- Sociological - the flow of information.

- Educational - flow of the mass higher education system not coupled with Employment opportunities.
- Technological - Increased networking, computing and telecommunication.
- Cultural - Fast changing norms and values.
- Governments - More demands driven, decentralized system of service delivery.

We have to be sensitive to changing trends and situations and to identify the opportunities associated with the changes. The very learning of any student is for development. In other words, it is to bring in change with the added knowledge, increased understanding and development of skills to apply in a new context of life. If that learning is meaningful, useful and relevant, the student can put it in the practice.

The country's future success in various fields of life depends on the youth. Having this in view, the researcher intends to study the management of change in socio-cultural, technological, family, cultural, peer-cultural, institutional aspects and in personal perspectives of graduating students.

Operational Definitions of the Keywords of the Topic

Change Management : is the ability to manage the change due to the effects of media, electronics, technology, social perspective, family life, education and so on. Ability to manage means to get along smoothly with the changes.

Degree College Girls : The girl students of second year degree studying in the colleges, whose age is around 19 years.

Objectives of the Study

1. To find out the extent of change management of college girls and classify them.
2. To find out the extent of change management in different areas
 - (a) Change in technological aspects.
 - (b) Change in cultural aspects
 - (c) Change in peer culture
 - (d) Change in family culture
 - (e) Change in institutional culture
 - (f) Change in personal perspectives
3. To find out whether the change management of college girls differs with the following variables.
 - (i) Rural/urban back ground of college girls
 - (ii) Rural/urban background of the colleges.
 - (iiI) Parental education. Undergraduates/Graduates/postgraduates

Method of Investigation

Method of Investigation falls under the survey method and it deals with making a survey of change management of the college girls. It investigates the conditions of modern dressing style,

of celebrating birthdays, having boy friends and participating in gang activities and team work; their attitude of equity in educational, social, economic and family aspects. Working with boys; their fearlessness, ability to take decisions and to lead the group; courage to face the crisis and criticism, and their openmindedness and originality in dealing with the inevitable changes.

Sample and Sampling Procedure

The present sample was drawn only from nine colleges of both rural and urban areas of Guntur District. Only twenty five members from 2nd year degree section from each college were selected. The scope of the study was limited to observe only 225 college girls from nine colleges out of which four are in the rural area and five colleges are in the urban area.

Description of the Tool

The final questionnaire had 58 items. Among them 5 items were to find out management of technological change, 14 items were to find out management of change in socio cultural aspect, 10 items were to find out management of change in peer group culture, 5 items were to find out management of change in family culture, 5 items were to find out management of change in institutional culture, 19 items were to find out management of change in personal aspects. Each item was given 7 alternatives, to the full extent, to the most extent, to more extent, to moderate extent, to less extent, to the least extent and to no extent at all.

The questionnaire was prepared, reviewed, revised and the final form was arrived at with 58 items. It was given to a group of 50 college girls of four colleges. When they were able to understand and answer the items as per the guide lines, they were taken into confidence. After a gap of one month. Same questionnaires, to the same group were administered. Test retest reliability was found. It was 0.73 which was highly reliable. Content validity was established. As the test was found to be reliable, it was also proved to be valid.

Scoring Criteria

There were 58 items in the questionnaire with 7 alternative answers given for each item. Among the 58 items 50 items were questioned positively and 8 items questioned negatively. The marks were given with the following weightages for the statements. As the questionnaire was to find the change management, positive statements carried 6 marks to full extent, 5 marks to the most extent, 4 marks to the more extent, 3 marks to moderate extent, 2 marks to less extent, 1 mark to the least extent and 0 mark to the nil. The negative statements carried 6 marks to the nil, 5 marks to the least extent, 4 marks to less extent, 3 marks to moderate extent, 2 marks to more extent, 1 mark to the most extent, and 0 marks to full extent.

Testing of Hypotheses

S.No	Hypothesis	Sample	Mean Value / 't' value	Table values 't'	Hypothesis A-Accepted R-Rejected
1	There would be a significant difference in change management between college girls with rural background and college girls with urban background	175 rural background 50 urban background	0.52	0.05 level-1.97 0.01 level-2.60	R
2	There would be a significant difference in change management between the girls of rural colleges and urban colleges.	Girls of urban colleges-125 Girls of rural colleges-100	1.234	1.97 2.60	R
3	There would be a significant difference in change management with respect to parental education				
(i)	Under graduates versus Graduates	U.G.Parents-175 Vs G Parents-27	1.114	1.97 2.60	R
(ii)	Undergraduate versus post-graduates	U.GParents-175 Vs P.G Parents-23	0.44	1.97 2.60	R
(iii)	Graduates versus post graduates	G Parents-27 Vs P.G Parents-23	1.90	2.01 2.68	R

Findings

1. The degree college girls were found to be moderately managing the changes by following modern trends.
2. The college girls were found to be managing the changes to most extent in personal perspectives and to less extent in technological area.
3. The change management of college girls in socio-cultural and in institutional culture was to more extent.
4. The change management of college girls to peer culture and family culture was to moderate extent.

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5. There was no significant difference in the change management of college girls coming from rural and urban backgrounds.
 6. The location of the college doesn't have significant influence on the change management of college girls.
 7. The impact of parent's education was not significant on the change management of college girls.

Educational Implications

As technology plays an important role in education and day to day living, it is necessary to provide infrastructure facilities and various technological tools for the students. The institutions also have to encourage the girls to prove their ability in any of their interested fields.

- **Parents and Teachers are**

- to encourage girls for higher education and vocational as well as professional education.

- to encourage girls in trying new things, in thinking critically and creatively and to perform as per their wish.

- to give freedom to choose their courses and if necessary to stay away from home for reference work.

- to give economic support for girl's education.

- to support while facing challenges and

- to avoid mechanically performed traditional practices at home, which are burdensome.

Conclusion

It was heartening to observe that almost all the girls feel happy towards the postponement of marriageable age. It gives them time to explore more of their abilities and interests. They feel that their role in education is equal to that of boys to the most extent where as their role is equal to that of boys in family aspects only to more extent. They also feel that money plays a dominating role in many aspects of life. They are happy to celebrate their success whether it is big or small; seek cooperation of peer boy when necessary; encourage their adventurous classmates; try new things suggested by their teachers; improve with the feedback given by their teachers; handle college problems fearlessly; welcome innovative issues in the college; Interested in knowing recent changes taking place either locally or globally; their choice of course is better than others decision and their learning benefits them to the more extent. It is a welcome attitude on the part of college girls to find that they don't feel stress of performing duties at home and don't mind representing the college in intercollegiate activities to the more extent.



**VOCATIONAL MATURITY OF DEGREE FINAL YEAR STUDENTS
IN KRISHNA DISTRICT**

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ABSTRACT

The study reports the Vocational Maturity of Degree Final Year students in Krishna District. In order to study the Vocational Maturity of college students the investigator used "Vocational Maturity" scale developed by Dr. A.K.Srivastava (Kanpur) for collection of data from final year bachelors degree students studying in different colleges in Vijayawada city. The sample consists of 100 male and 100 female students, sex, type of institution, parents employment were selected as variables. Important findings of the study were as follows. Degree final year students at Vijayawada city are found to possess moderate Vocational Maturity. Girls and boys do not differ significantly in their maturity. Students studying in government institutions have significantly more maturity than private college students. Vocational maturity of final year graduate students coming from employed parents and an unemployed parent does not differ significantly.

Significance of the Study

Most youth who want to be software persons, engineers, doctors, pilots, managers or nurses when they grow up never attain the occupation goals. The physical or emotional capacities of some prevent them from realizing their ambitions. More often their goals are changed, long before the time they begin earning a living. There is no single vocational decision in life, rather there are a number of reversals and modifications of thinking, over the time, leading to a decision concerning a career or life work or vocation.

No force has been more powerful in man's rise, from savagery to civilization than work. Work has enabled man to satisfy his ever increasing needs and wants. The savages of early times had few wants and as a consequence spent little time at work. Likewise, present day individuals with few wants, spend only a small part of a day at work to escape starvation, but he must work the greater part of the day to provide those comforts and necessities that make the difference between the savagery and present day civilized living. Man discovered early in his history that he did not wish to remain in savagery and that by work he could obtain more palatable food, more comfortable clothing and more suitable shelter. The results achieved by work have stimulated man to seek ways of increasing his efficiency at work. Thus man has learned to work.

Man is seeking ways of improving methods of learning to work through organized

instruction. Work, which is defined as the continuous application of energy for a purpose, is accomplished by many forces. Water, steam, electricity, gas and chemical reactors are capable of producing work. Individuals also engage in work. From the stand point of an individual, work consists of exerting physical or mental energy or labour for the accomplishment of a specific purpose or object. When the object is a product or a service for consumer use, the work involved is referred to as productive work. Productive work engaged in as the chief means and for the purpose of making a living becomes one's chief gainful pursuit, regular occupation or vocation. As the individual seeks and finds new and improved ways of working he increases his vocational efficiency.

The favoured vocations are not necessarily those that provide the highest monetary rewards or require the most extensive educational preparations; nor do these favoured vocations remain the same for each succeeding generation.

Vocational Maturity

When we ask how suitable an individual is for taking up a vocation, we are talking of vocational maturity. We try to evaluate the vocational choice that he has made and the adjustment that he is making in that vocation. Vocational Maturity is used to denote the level of vocational development of an individual.

Vocation has a very important place in the life of an individual. The choice of vocation is one of the important decisions a person has to make. The process of decision making can be divided into three distinct periods, fantasy choice, tentative choice and realistic choice. Vocational choice takes place as a result of a development process. Vocational development follows the general pattern of development. Buchler has classified the vocational life stages as growth, exploratory, establishment, maintenance, and decline.

A number of factors effect vocational choice and vocational maturity. The family, ability, personality, economic factors, industrialization, public policy etc. It depends upon the satisfaction of a number of needs as adequate expression of personality, satisfaction and facility in work, social – concept in the world of work, fulfillment of emotional needs, creativity etc. Vocational maturity denotes the level of vocational development of an individual. The investigator intended to find the factors that contribute to the vocational maturity of students. The study conducted covered the conception of choice process, orientation towards work, independence in decision making, preference for vocational choice factors and the involvement in choice process. The study intended to study the necessity of knowing one's abilities while choosing a job, one's aspirational level and matching it to ability and so on, influence of parental expectations, societal demands like economic status, social status, and occupational status which the job is going to provide, attitude towards other suggestions in the choice of a job, attitude towards work besides purpose of work, job outcomes both material benefits and psychological satisfaction and dominating criteria in job selection were studied.

H.Chand (1979) studied the correlates of vocational maturity of 480 boys and girls of urban and rural high schools of Chandigarh. Apart from using other tests, he developed a career maturity scale. Self concept, education, income and occupation of parents, scholastic achievement, and certain personality factors showed significant relationships with vocational maturity.

Title of the Study

“Vocational Maturity of Degree Final Year Students in Vijayawada City”

Operational Definitions of key Terms

Vocational Maturity : Vocational Maturity is the development of choice, attitudes, feelings, sentiments, aspirations, social and emotional readiness to take up a career, job or work.

Objectives of Study

1. To find out the vocational maturity of degree final year students and classify them.
2. To find out whether there is any difference between the vocational maturity of degree final year students with reference to
 - a. Gender – Male/Female
 - b. Type of college – Government / Private
 - c. Parental employment – Employed / unemployed

Hypotheses of Study

1. There would be no significant difference between the vocational maturity of Degree final year boys and girls students.
2. There would be no significant difference between the vocational maturity of Government, Private college degree final year students.
3. There would be no significant difference between the vocational maturity of the students of the employed and unemployed parents.

De Limitations of Study

The study is limited to two hundred students of only final year degree, of the colleges of Vijayawada city alone.

Method : Survey method was adopted to study the present problem as it is concerned with generalizations of the findings based on statistical calculation.

Sample and Method of Sampling :

A stratified random sample of two hundred final year Degree students from six colleges covering Govt. / Private / Aided / Un – aided colleges was taken from the population of Final year degree students of Vijayawada.

Tools Used

Vocational maturity scale prepared and standardized by Dr. A.K. Srivastava was used to collect the data.

The collected data was systematized, analyzed, statistically treated and tabulated objective wise.

Vocational Maturity of Degree Final Students

Sample	Mean	S.D.	1/5 th of M	Sk	Ku
200	30.86	4.16	6.17	0.85	0.29

The sample of degree students was found to have moderate vocational maturity. The sample is homogenous in its nature of vocational maturity.

Classification of Vocational Maturity of the Whole Sample

Scores	No. of Students	Category of Vocational Maturity
31 – 40	53	High Maturity
21 – 30	147	Moderate Maturity
Below 20	Nil	Low Maturity

Interpretation

More than ¼ of the sample of final year degree students have high vocational maturity and nearly ¾th of them have moderate vocational maturity.

Variable Wise Analysis of the Results

Gender	Number	Mean	S.D.	't' value
Girls	100	31.3	4.77	0.10
Boys	100	30.55	4.83	

0.05 level 1.97, 0.01 level 2.60

Discussion

Gender difference does not have any influence on the vocational maturity of college students.

Type of College	Number	Mean	S.D.	't' value
Government	58	32.4	0.74	3.3
Private	142	29.9	4.08	

0.05 level, 1.97 0.01 level 2.60

Discussion

The mean of the sample of Government of college students is 32.4 and S.D. is 0.74. The mean value of the sample of Private college students is 29.96 and S.D. is 4.08 and 't' – value is 3.3.

S.D. values of Private and Government college students are less than 1/5th of the mean values. Both the samples are found to have homogenous vocational maturity. The 't' – value is 3.3 which is significant at 0.05 level and 0.01 level. Government college students have significantly more vocational maturity compared to Private college students.

Parents	Number	Mean	S.D.	't' value
Employed	118	30.91	4.74	0.47
Unemployed	82	30.58	4.89	

0.01 level 1.97. 0.05 level 2.60.

Discussion

The mean of students of employed parents is 30.91 and S.D. is 4.74. The mean of students of unemployed parents is 30.58 and S.D. is 4.89 and 't' – value is 0.47. The mean value of students with employed parents is slightly more than the mean value of the students with unemployed parents. The S.D. values of employed and unemployed parents are less than the 1/5th of the mean values. Therefore both the samples have homogenous vocational maturity.

The 't' – value, 0.47 is not significant at 0.05 level and also at 0.01 level. Students do not differ significantly leaning on parental employment, in their vocational maturity.

Major Findings

- Degree final year students at Vijayawada city were found to possess moderate vocational maturity.
- No student was found to have low level of vocational maturity. Three fourths of the students possess moderate level of vocational maturity.
- Girls and boys did not differ significantly in their vocational maturity.
- Students studying in government institutions had significantly more vocational maturity than the private college students.
- Vocational maturity of final year degree students having employed parents and unemployed parents does not differ significantly.

Educational Implications

1. Graduate students must be helped to know the world of work, adequate information about various jobs, skills involved in them and the available opportunities.
2. Lecturers are supposed to encourage them to speak out their job expectations, and help them to verify whether they have required attitude and qualities of their jobs.
3. Career guidance through media can also be advised to the needy people so that they can develop necessary competencies suitable to each of the jobs.

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**THE SELF ESTEEM OF STREET CHILDREN AND SCHOOL CHILDREN
IN VIJAYAWADA CITY**

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ABSTRACT

The study reports the Self-esteem of street children in relation to school children of Vijayawada City. It is a comparative study of self esteem among street children and school children. The levels of self esteem of street children and school children among both the gender were studied using the tool "The index of self esteem by Walter.W.Hudson" A sample of 100 school and street children of both the gender were selected through stratified sampling. It is found that The Level of Self – esteem identified by the school children is lower than the level of street children, that means street children were having high level of self – esteem. The level of self – esteem developed by the street children both the boys and the girls, is the same. The level of self –esteem accumulated by the street boys is higher than that of school boys. The Level of self esteem indicated by the street girls is higher than that of school girls. The level of self esteem of school girls is higher than that of school boys.

Introduction

Self-esteem isn't like a cool pair of sneakers that humans love to have but don't have to have. Children need to have self-esteem. Good self-esteem is important because it helps a person to hold his head high. It gives the courage to try new things and the power to believe in self. It lets respect in self, even when a person makes mistakes. And when a person respects himself, then only he/she can respect adults and other kids. Every person born in this world carries a bag of self esteem along with his breath. That self-esteem may be low or high, positive or negative, impacting high stress on his/her life.

Having good self-esteem is also the ticket to making good choices about mind and body. If a person thinks that he is important, he will be less likely to follow the crowd if his friends are doing something dangerous. Good self-esteem helps a person to know that he is smart enough to make his own decisions. It helps to value one's own safety, feelings, health — ones whole self! Good self-esteem helps know that every part of a person is worth caring for and protecting. Children don't see themselves in a good or bad way. They don't think "I'm great!" When they let out a big struggle or worry, they don't feel it as adults; instead, people around a child help him or her develop self-esteem. This happens by encouraging or discouraging the child. Encouragement helps him or her to develop good self esteem that helps him to feel lovable and valuable.

A child's family and other people in his or her life — like teachers, care takers, coaches,

teammates, and classmates — also can boost his or her self-esteem. They can help a child figure out how to do things or notice his or her good qualities. They can believe in the child and encourage him or her to try again when something doesn't go right the first time. It's all part of child's learning to see themselves in a positive way, to feel proud of what they've done, and to be confident that there's a lot more they can do.

India is rich with 42% of child population. The wealth of the nation directly depends on the future of its citizens. The present trend of globalization is widening the gaps between the children and the adult world, increasing the educational stress on school going children, child labour problem on poor family children, and street addiction on run away children. Hence it is necessary to develop healthy self-esteem among the children.

Need for the Study

Many studies have concentrated on situational analysis, case studies of street children and one study on the independent variation of sex, age, education, relationship between father and mother were conducted.

But no study was conducted in relation with self – esteem of street children and so the researcher has taken this problem for project study. The street children are an important component of a developing country, but they are not in the main stream of the society. they are neglected by the family, school and social setup. The street children's perception towards the society too is negative.

Aim

To study the self – esteem among street children and school children.

Objectives

To find out and compare the self – esteem of school children and street children.

To compare the self – esteem of boys and girls among street children and school children.

To identify the healthy practices to promote self esteem among the growing children.

Sampling

A sample of 100 children inclusive of 50 school going children of both gender having family background and 50 street children of both the gender who left their family were selected through stratified sampling method. The selected variables were given due weightage during the selection of sampling units.

Tools Administrated

The index of self – esteem by Walter W.Hudson was found to be the most suitable tool to measure the self – esteem levels. The total questionnaire has 25 items.

Method of the Study

For the purpose of this comparative study, assessment of self-esteem is made by a self-esteem questionnaire yielding a quantitative result. The validity and reliability of the questionnaire is considered prior to its use.

Findings of the Study

It was found that 86 percent school children are having high self-esteem

It was found that 84 percent school boys are having high self-esteem

It was found that 88 percent school girls are having high self-esteem

It was found that 92 percent street children are having high self-esteem

It was found that 92 percent street boys are having high self-esteem

It was found that 92 percent street girls are having high self-esteem

1. The Self – esteem of school children is lower than the self-esteem of street children. Street children were having high Self – esteem.
2. There is no gender difference in the Self –esteem of street children.
3. The Self –esteem of the street boys is higher than that of school boys.
4. The Self – esteem of the street girls is higher than that of school girls.
5. The Self – esteem of school girls is higher than that of school boys.

Educational Implication

One of the first steps in encouraging healthy self - esteem in children is to establish good relationships with them. Persons in good relationship are ultimately what the world is all about. Relationships which are mutually loving and caring, honest and supportive create an atmosphere for healthy human growth and feeling of self - esteem.

Emotionally, children are easily threatened by anyone bigger, older or more confident children's sense of self is still fragile, vulnerable, and easily knocked down. For example, children often don't understand the significant impact their chronological age can make on their performance. Younger children may feel stupid because their older siblings appear smarter.

When they get threats from others, they think of themselves as unlovable, incompetent, unimportant and unwanted misfits. Threat brings in feelings of insecurity, embarrassment, failure and fear. So threat is to be avoided.

The following healthy practices are given by the experts.

1. In order to build self - esteem in children, parents need to be an example of self - value, and self discipline.
2. Respect the child as unique.
3. Lead the child to feel loved, valued and respected for his / her own self.
4. Make the child responsible for his/ her actions and conduct.
5. Help the child to feel capable of accomplishing things on his/her own.
6. Show the child that each day is full of joys and wonderful experiences.

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7. Give sincere praise and appreciation for every good experience.
 8. Let the child find him self through guidance without making him a robot or rubber stamp.
 9. Invest time and energy to help the child achieve greatness.
 10. Lead the child to do his best for his own sake.
 11. Lead the child to develop proper conduct and point out improper conduct with affection.
 12. Teach children have self – support, self - value, and self - assurance.
 13. Parents can play an important role in strengthening children’s self - esteem by treating them respect fully , taking their views and opinions seriously, and expressing appreciation for their good deeds. Parents must keep in mind that self - esteem is an important part of every child’s development.

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RULES OF LEGAL EDUCATION - 2008 OF BCI: A FAUX PAS ! ?

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Rules of Legal Education – 2008 (hereafter the Rules) made by Bar Council of India¹ opened up once again a debate on state of legal education in the country. Every one admits the need for revamping of the legal education system. But the problem is with the strategies in doing it. Even though no viable method of achieving the objectives is suggested from any quarter, the attempts made by the apex bodies are thoroughly discerned, challenged and ultimately marginalized. The same may ultimately happen to the present Rules and partially it has happened so in the form of a stay by Courts of an important provision of the Rules prescribing age limit for admission into the Law courses.

The Rules have introduced many new things to the legal education in the country. These rules shall come into force in the whole of India as soon as notified². These Rules shall replace all the previous Rules, Directives, Notifications and Resolutions relating to matters covered under these rules³. Rule 1 suggests the comprehensiveness of the Rules made. The Law departments of Universities, Colleges of Law etc. and National Law Universities are thereafter being called as Centers of Legal Education⁴.

One of the important changes brought about is increasing the minimum marks in qualifying the examination for admission. Replacing 40% of marks in the qualifying examination with 45% of marks is stipulated as the minimum percentage of marks required for admission into the law course⁵. The earlier rules made by the Bar Council of India did not cover the National Law Universities constituted and established by Statutes of the Union or States. The present rules included the National Law Universities within the meaning of Centers of Legal Education, now prescribing the same minimum marks in the qualifying examination to admission into Universities, Colleges and National Law Universities sans logic. The Law colleges and University Law Departments cannot be equated to the National Law Universities and same minimum qualification can not be prescribed. The National Law Universities are established and are at a different parlance and students of a higher cream join these institutions. But, the realities of the Law Colleges and University Law Departments are completely different. Higher places of learning may need higher qualification but other institutions and learners should be taken care. The new prescription deprives students who got lesser percentage of marks at lower degree of pursuing legal education in ordinary colleges too. Different slabs prescribing different criteria of minimum qualification for admission into different categories of Centers of Legal Education is desirable.

Another important change that is brought about is down-sizing the strength of a class to 60 students⁶. It is a welcome step. But what promoted BCI to take such a decision would be intriguing. Is the number of Law graduates enrolling as Advocates more than the number of Advocates required in the country or at a particular place or locality? No scientific study has taken place on these lines. Even if it is agreed that the number of Advocates in the country is more than the required number, the fact that more than 100 colleges were permitted in one academic year by the licensing authorities in Rajasthan alone speaks volumes of the apathy on the part of those concerned with the legal education. “We have been witnessing that a large number of law colleges have come up in last few years. They are minting money through these colleges” says Suraj Narain Prasad Sinha⁷. He further adds “To check on the mushrooming of Universities imparting legal education is one of our top priorities”. It sounds nice. But, who permitted the centers of legal education? One way permitting more and more centers of learning and on the other downsizing of the class may not serve the purpose.

Another major decision of BCI that struck at the roots of the traditional ethos of legal education is stipulation on age⁸. It is learnt that even in Britain there has been no age limit for pursuing legal education. Law can only be better studied and understood at a late age. Legal study must be distinguished to other branches of knowledge. It helps in strengthening democracy and understanding the political system. State has a duty of making the citizens aware of the legal system. More and more avenues must be made already available by the State to impart legal education and the available channels must be made more vibrant. The problem of class room attendance can be taken care of, by strict implementation of rules. The Hon’ble High Court of Andhra Pradesh has already stayed the implementation of the Rule. Other High Courts may follow the suit. The Apex Court may further discern the Rule. BCI maintains that the Rule is aimed at improving the quality of Lawyers. The quality that the profession attracts will always depend upon the prospects it offers. Without vitalizing the profession better quality cannot be attained.

The controversy that surrounded the Rules, is the role of Universities in imparting legal education. Critics say that the Rules tend to usurp the powers of the Universities in more ways than one. These Rules were finalized without proper consultation process as laid down by the Supreme Court ruling. Further, the Rules tend to leave very little role and scope for the Universities to oversee standards of education at the affiliated law institutions. The Advocates Act specifies BCI’s role as a recognizing body and not as a regulatory body. Yet, it has taken control over all matters, such as inspection of colleges, recognition and accreditation, standards for courses, syllabi and so on. Prescribing or changing the syllabi is essentially the University’s job and not that of the BCI. On the other hand BCI maintained that due consultation process was done. According

to BCI, the University's rule related more to issues like conducting exams, setting papers, evaluation etc., but policy issues in legal education ought to be fixed by BCI. A coordinated effort on the part of both the bodies only will help improving the standards in legal education.

References

¹ Under Sections 7(1)(h) and (i), 24(1)(c)(iii) and (iiia), 49(1)(af), (ag) and (d) of the Advocates Act, 1961

² Rule 1 (b) Academic year 2009-10 is notified as the year for the enforcement of the Rules

³ Rule 1 (c)

⁴ Rule 2 (iv)

⁵ Rule 7

⁶ Rule 5A of Schedule III appended to the Rules

⁷ Chairman BCI

⁸ Rule 28 of Schedule III appended to the Rules reads as follows:

Age on Admission: a) Subject to the condition stipulated by a University on this behalf and the high degree of professional commitment required, the maximum age for seeking admission into a stream of integrated. Bachelor of law degree programme is limited to 20 years in case of general category of applicants and to 22 years in case of applicants from SC/ST and other Backward communities. b) Subject to the condition stipulated by a University and the general social condition of the applicants seeking legal education belatedly, the maximum age for seeking admission into a stream of three year. Bachelor Degree Course in Law, is limited to 30 years with a right of the University to give concession of 5 further years for the applicant belonging to SC/ST or any other Backward Community.

