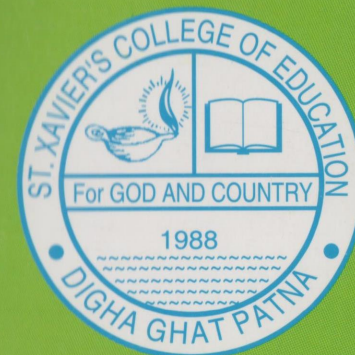


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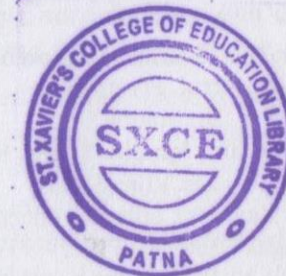
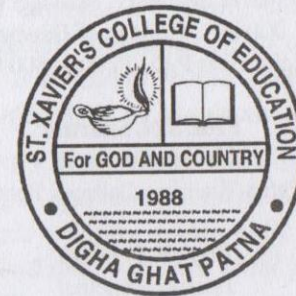


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Editorial ...

Hello Readers,

Greetings from the members of the Editorial Board. We are immensely happy to come to you through our very first issue of Journal of Research in Education. Holistic development of students has been a concern for many. Skills in communication, effective use of English, team building, leadership, time management, group discussions, interviews, inter-personal relationships, decision making and emotional balance are all important in today's world.

One of the specific objectives of Secondary Teacher Education is to develop communication skills and to use modern information technology. A lot of changes are taking place globally and these changes must be detected and adjusted to our environment. The instructional system must adapt to the dynamic global system in order to contribute efficiently to the needs of the society.

Today our country is trying to cut down the workforce and streamline work to get optimum results. Most of our employers want to appoint people who are emotionally stable, self-motivated, resourceful and dependable, who are team players and who have positive attitude. They also need to remain calm in stressful situations. So students need to learn and develop soft skills for holistic development and for success in life.

It is being realized that we need to insist on the development of life skills in our educational institutions. People with life skills and soft skills along with academic excellence can take our country forward. So every educational institution should insist on building social environment in schools and other educational institutions for success in life and the development of the country.

The articles and research papers in this issue are the outcome of National Seminar on Building Socio-Academic Environment in Schools/Colleges for Excellence. We hope these articles and research papers will enlighten you in your research.

With regards,

Editorial Board.

1. The importance of Soft Skills for Human Excellence 5
Fr. Norbet Menezes
2. Transform the Power within You: Soft skills and Life Skills to Promote Interpersonal Competence & Academic Excellence. - Prof. (Dr.) Sr. Marion Mathew CJ 19
3. Green Education as Dynamic Tool for Building Socio-Academic Environment in Schools/Colleges for Excellence - Archana Nath, Kanak Tara & Ritesh Kumar 31
4. Building Socio-Academic Environment in PTEC, Gurwa Through Sahchar : A System for Effective Learning 40
Dr. (Fr.) S. Jayaraj Maria Louis, S.J.
5. Soft skills competency for prospective teachers' in enhancing socio-academic environment in schools. 48
Ku. Kali Clara Anand
6. A Study On Use of Abusive Language Among School Children in Relation to Their Adjustment Problems. 54
Mussarat Jahan
7. Effect of stress on secondary students and prospective teachers in relation to their non – cognitive variables. 61
Dr. Preeti Sinha
8. Relationship Between Self-Control And Academic Achievement - Durga Sharma & Madhumita 66
9. Teacher Effectiveness Of In-Service And Prospective Teachers In Relation To Their Leadership Skills. 71
Sushil Kumar Singh & Madhu Singh
10. Correlation of emotional intelligence with the preference for leadership style : A case study - Prabhas Ranjan 79
11. Emotional Intelligence and Academic Achievement Motivation among Adolescents: A Relationship Study 87
Babli Roy, Rashmi Sinha & Sapna Suman
12. माध्यमिक विद्यालयों में अध्ययनरत छात्रों के शैक्षिक समायोजन का तुलनात्मक अध्ययन - विजय श्री 95
13. बालक की शैक्षणिक उपलब्धि में विद्यालयी सामाजिक समायोजन की भूमिका - बिनती सिंह 101
14. महाविद्यालय के छात्र-छात्राओं में संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच सम्बन्ध - आशुतोष रंजन 107

The Importance of Soft Skills for Human Excellence

Fr. Norbert Menezes, S.J.

Abstract

This paper contextualises the increasing number of young students having difficulties in managing their behaviours and responses to stressful situations and managing their relationship with others. These difficulties cause roadblocks in their quest for excellence. Normally schools/colleges focus on factors that promote higher academic grades. The social and emotional issues are not adequately addressed. However, modern research shows a close link between emotion and cognition. Thus while promoting and demanding high academic performance and at the same time making mandatory demands on emotional and social development will go a long way in promoting excellence not only in academic tests but in the examination of life. Soft skills is an antidote to today's malaise in education. This paper tries to define the relevant concepts, to explain its importance, and to present a simple format for soft skills development to facilitate the quest for human excellence.

On Feb 09, 2012, teachers in our country were shocked to note that a class 9 student had killed a teacher inside the classroom of St Mary's Anglo Indian Higher Secondary School in Chennai. The 15-year-old boy brought a knife in his school bag. He allegedly entered the class around 11 am on Thursday, well before others where the Hindi teacher was waiting. He reportedly stabbed the teacher five times. This brutal incident and other such violent attacks on teachers and students by primary and secondary school students have raised questions about the efficacy of our education system.

If we study student suicides in our country, we are confronted with a stark reality. In 2006, 5,857 students - or 16 a day- committed suicide across India due to exam stress¹. The study in 2000 had found that 16 per cent of Mumbai students were depressed - that is 2 per cent more than the students in Boston. It is also found that 8 percent of these were suicidal. In 2010, according to researchers things could be worse. Statistics show that India has the highest suicide rate in the world,

marginally behind China, but ahead of the west, about 95 -100 people commit suicide in India every day - and of these a whopping 40% are in the adolescent age group². About 99 per cent suicides in the age group 12-18 is due to academic pressure. NGO Aasra states that distressed teenagers account for 70 per cent of the phone calls to their helpline.

The above such incidents suggest that increasing number of young children are having difficulties in managing their behaviour and response to stressful or challenging situations, and also in managing relationships with others. There is a disconnect between school/college experience and life, between professed school/college goals and actualised school/college orientation and thrusts. But on the other hand, most parents, educators and public would agree that students should leave school/college not merely being proficient in academic subjects, but should be responsible, respectful, and able to work well with others. To be successful in school/college and in life, one has not only to be academically competent, but also need to understand and manage one's emotions, to make healthy choices and resolve conflicts, be responsible and caring, exercise good judgement and make sound decisions, and become contributing member of society. Taking note of the emotional and social degradation among young people, educators at the global level are strengthening basic academic skills, focusing on critical skills and are promoting citizenship or character education.

The paper deals with 'The Importance of Soft Skills for Human Excellence'. It has three parts: First, understanding what is excellence; second significance of socio-academic environment and within its context the importance of soft skills; and finally how we can empower students with soft skills.

Understanding Excellence

The word excellence is derived from the Latin word 'excellētia', and it means the quality of being extremely good. Excellence connotes the quality of being very good, distinguished and outstanding. Today due to slop-sided emphasis on materialism and consumerism, excellence for most people means mere personal or professional successful accomplishment of personal goals. This lacks the human face of human values, spirituality, sensitivity to others, and responsibility towards society.

Hence 'excellence' is a quality of being the best in everything we undertake, in every aspect of our lives. When applied to professional life it means our motivation to work with passion in accordance to our core values, living ethically, working and respecting others as team members and fulfilling and striving beyond the expectations that others have for the given tasks.

Terry Orlick states, "The heart of human excellence often begins to beat when you discover a pursuit that absorbs you, frees you, challenges you, or gives you a sense of meaning, joy, or passion." For Swami Vivekananda, excellence transcends religion, community and nation. It comes with a price, only those who understands its worth pays for it. For him persons of excellence should, "Stand on your feet and be men and extend the hand of help and strength to your fellow-men." In brief, excellence encompasses our relation and attitude towards life, profession and spirituality. Academic excellence is the subset of excellence. It is demonstrated in our ability to perform, achieve, and/or excel in scholastic activities. It is the maximum development of one's capacities and skills in service to humanity. Hence academic excellence pushes students to achieve beyond their current level of performance. It also includes a love for learning, discovery and integration across a wide range of disciplines and interests. Hence excellence implies the pursuit of academic excellence with growth in attitudes, values and skills.

Significance of Socio-Academic Environment

Today the public is demanding that educational institutions be more accountable to students' achievement. Hence greater emphasis is given to test scores and various related standards, and less importance and time is given for social and emotional development. Also parents do not see its importance for the job-market. Educators consider that this area needs to be taken care in the family, and feel that the demand for marks does not permit them the time and energy to devote to anything such as social-emotional development.

But during the last few decades there has been a paradigm shift. The days when the pre-eminence of IQ as the standard of excellence in life was unquestioned are over. There is a new way of thinking about

the ingredients of life success, and studies in neuroscience give us exciting facts about how emotions are regulated in the brain. The early Emotional Intelligence theory was originally developed during the 1970s and 80s by the work and writings of psychologists Howard Gardner (Harvard), Peter Salovey (Yale) and John 'Jack' Mayer (New Hampshire). Daniel Goleman's 1995 Book called 'Emotional Intelligence'-EQ defined as 'The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationship.' The EQ concept argues that IQ, or conventional intelligence, is too narrow. Success requires more than IQ (Intelligence Quotient). The traditional measure of intelligence ignores essential behavioural and character elements. We meet people who are academically brilliant and yet are socially and inter-personally inept.

The essential EQ premise is that to be successful, one requires effective awareness, control and management of one's own emotions, and those of other people. EQ embraces two aspects of intelligence: 1) Understanding yourself, your goals, intentions, responses, behaviour and all, and 2) Understanding others, and their feelings. Further, Goleman identified the five 'domains' of EQ as: 1) Knowing your emotions, 2) Managing your own emotions, 3) Motivating yourself, 4) Recognising and understanding other people's emotions, 5) Managing relationships, i.e., managing the emotions of others.

What are Soft Skills?

Soft skills is a sociological term relating to a person's EQ (Emotional Intelligence Quotient) The online encyclopaedia "Wikipedia" gives a very broad definition of soft skills as: "Soft skills refer to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job." (Wikipedia, 2007)

Soft skills include skills which are required for personality development. They are interpersonal skills, presentation skills, etiquettes in all levels, adequate grooming, team spirit, right attitude, flexibility, appropriate dressing sense and presentability, presence of mind, time management, work ethics, personal hygiene, listening skills,

communication skills, street smartness and common sense. These intra- and inter-personal skills or socio-emotional competencies are called 'soft skills', in order to distinguish it from technical, or 'hard skills'. They are essential for personal development, social participation, independent living, and workplace success. They are characterized as 'skills' in order to emphasize the fact that they can be learned/developed by suitable training efforts, and they can also be combined, towards the achievement of complex outcomes.

The perception of what is a soft skill differs from context to context. Skills and abilities which are important to one person may not be as important to another. Differences may arise from occupation; for example a corporate executive vs receptionist in the office. A subject may be considered a soft skill in one particular area, and may be considered a hard skill in another. for example knowledge in project management may be "nice to have" for an electrical engineer, but it is a "must to have" for a civil engineer.

Soft skills make a difference between an employee who can do the job and one who does it well. To be successful today it is not sufficient to have only technical skills. One needs to have soft skills. For example, sports coach rarely gets into trouble for his technical competence. But when the coach is unable to communicate honestly and clearly, to give honest and constructive feedback, then he may not be able to build a good team.

Emotional Intelligence: Underlying Principles of Soft Skills

The concept of EQ has been embraced by educators in the form of programmes in 'social and emotional learning' (SEL) which are intrinsic to Soft Skills. Social and emotional learning teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include knowing how to recognize and manage our emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively and ethically. These skills also are the ones that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. The basic definition of social and emotional learning revolves around five broad areas of competence:³

1. *Self-awareness*: identifying and recognising emotions; recognising personal interests and strengths; maintaining a well-grounded sense of self-confidence
2. *Self-management*: regulating emotions to handle stress, control impulses, and motivating oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals; expressing emotions appropriately
3. *Social awareness*: being able to take the perspective of and empathise with others; recognising and appreciating individual and group similarities and differences
4. *Relationship skills*: establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict; seeking help when needed
5. *Responsible decision-making*: making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms; the likely consequences of taking alternative courses of action; evaluation and reflection

The bottom line is that these skills should enable students to become knowledgeable, responsible, caring, productive, non-violent, and contributing members of society.

Areas of Soft Skills Development

There are various areas where one can identify soft skills. I wish to depict two simple classifications.

- **Communication skills**: Current English usage, debates, language games, situational dialogues, précis writing, essay writing, and presentations.
- **Presentation Skills**: Effective presentations in small groups and large groups, marketing and business presentations.
- **Team Skills**: Team building and leadership, evolution of groups into teams, group dynamics, emergence of leadership, intra-group dynamics, inter-group dynamics, conflict management, inter dependency, and assessment of team-based projects.

- **Time Management**: Prioritization skills, goal setting skills, and effective time management skills.
- **Interpersonal Skills**: Negotiation skills, listening skills, social skills, assertive skills, and cross-cultural communications.
- **Leadership Skills**: Concepts of leadership, leadership styles, and insights from great leaders.
- **Business Etiquette**: Art of greeting, art of introductions, art of addressing protocol in a business hierarchy, art of conversations, art of being firm but polite, telephone etiquette, cell phone etiquette, art of public speaking, and interview etiquette.
- **Social Etiquette**: Art of entertaining in hotel and at home, art of gifting, art of thank you notes, art of greeting, walking, sitting and conversing, and art of interacting and conversing socially.
- **Image Enhancing**: Personality development, confidence building, voice modulation and accent training, fitness-how to carry yourself, protocol in a social scenario, body language, dress code, and hygiene and sanitation.
- **Dining Etiquette**: Table manners at formal and informal dinners, dining dress code, etc.

Training Material in Productivity, Soft Skills and Personality Development⁴ specify some of the soft skills under the following categories.

- **Management Training**: Leadership Skills, Communication Skills, Project Management, Team Building, Coaching Skills, Change Management, Negotiation Skills, Giving Feedback, Delegation Skills, Event Management, Motivation, Persuasion & Creativity Skills, and Problem Solving Skills.
- **Personal Development**: Presentation Skills, Emotional Intelligence, Body Language, Time Management, Decision Making, Report Writing, Anger Management, Personal Impact, NLP Core Skills, Goal Setting, and Overcoming Procrastination.
- **Interpersonal Development**: Ways of influencing People, Meeting Skills, Handling Difficult People, Conflict Management, Listening Skills, Questioning Skills, and Persuasion Skills.

- **Human Resources:** Interview Skills, Stress Management, Performance Management, and Diversity Management.

Let us study a simple soft skill on 'Holding a Congenial Conversation'. In our fast lifestyle, we get little time to spend with others, and so we seek people whose company we find appealing, and conversation stimulating. Most successful and energetic people are good conversationalists.

There is a boy in class who thinks that he is a good conversationalist. During the lunch breaks when he is among his friends, he shouts, dominates and argues with them. Once I gently requested him to be considerate towards others' feelings but he told me to shut up. Now many of us are avoiding his company

Arushi, a student of class XI, speaks rudely to others and just wants to argue with everyone. She does not respect others and tries to prove her views correct by shouting even if she is wrong. So no one likes to talk to her.

Helping students in developing a soft skill on 'holding a congenial conversation' would involve a theoretical input of the following points: Take the Initiative; Address people by their Names; Update with current happenings; Check Others' Interests; Keep Eye-Contact; Maintain A Smiling Face; Be Audible; Ask Questions; Express Your Views; Listen to Others; Pause Before Replying; Respect Others; Disagree Politely; Merge Magic Words such as 'thanks'; and Give Appropriate Closure.

Soft –Skills Training

- Select a team of teachers who are energetic, creative and who have a good rapport with students. Let them analyze the strengths and limitations of students. Let them select some soft skills to address these limitations.
- Every student in the class must participate in the soft skill training. Most of the activities are either in pairs or small groups of five students.
- Create a theoretical input and through various methods ensure [that] students comprehend the theoretical input. It may be of help if students are able to summarize in pairs.

- Next generate a scenario or role play. Make pairs interact with the topic at hand. Ensure that each student has received an opportunity to participate in the role-play/activity.
- Create contextual scenarios from the life experiences of students.
- Allow students to interact freely and give you a feedback.
- At the end, sum up all the experiences of students. Discuss some pertinent issues.
- Kindly file your inputs, students' interactions, group work, class activities, etc. This will become the resource matter for the next academic year.
- Keep the climate informal and friendly.
- All scenarios and role-plays must correspond to the students' age level and context.

It is important to note that training in soft skills has its limitations. Like any other skill, soft skill needs to be practised several times. One needs to know how to do it (conceptual input), know the benefits of the skill (attitudinal knowledge) and should be motivated to act (wanting to do something). Then one needs to practise it in different situations to transfer these resourceful inputs according to situations demand.

Difference Between Hard and Soft Skills

There are three key differences between hard skills and soft skills. First, to be good in hard skills one requires good IQ (also known as your left brain-the logical center), and to be good at soft skills one requires good EQ or Emotional Intelligence (also known as your right brain- the emotional center). For example hard skills include being good in maths, physics, chemistry, and soft skills include being a person of optimism, flexibility and courtesy. Second, for hard skills the rules remain the same regardless of which company, circumstance or people you work with. In contrast, the rules in soft skills change depending on the company, culture and people you work with. For example, programming is a hard skill. The rules for how you can be good at creating the best code to do a function are the same regardless of where you work. But on the other hand the rules for how to be effective at communication changes and will depend on your audience, context and the content you

are communicating. Third, hard skills can be learned in school and from books. For example, accounting is a hard skill. You can take basic accounting and then advanced accounting courses. However, there is no simple path to learn soft skills. Soft skills may be picked up in schools but are usually refined in the job and in day-to-day situations.

Importance of Soft Skills

- Learning soft skills is a process. Most people recognise the acquisition and development of soft skills as important for progressing in life and work. It helps youth succeed in life no matter what they are doing. However, educators and others assumed that children learn soft skills at home or by observing others. Hence they are seldom taught in school or made mandatory for every student. As a result students who have disabilities in these areas may not get opportunity to develop these important skills by the time they leave high school.
- Soft skills help students to be better prepared for learning. For example, students develop self-management and interpersonal skills by managing their behaviours and communicating effectively to achieve goals. They are more engaged in learning, as they experience relationship-centred, supportive learning environments and a positive academic orientation. They gain mastery through the fostering of a greater depth of understanding of the material. And their participation in school increases when social and emotional instructions are integrated with academics.
- Many youth experience difficulties in making a happy transition from classroom to the workplace. Moreover the job-market in many fields is becoming increasingly competitive. Candidates with similar qualifications and comparable evaluation results need to bring their 'competitive edge' or additional knowledge and skills.
- Employers prefer to take in candidates for job who can be productive from a very early stage on rather than those who need training.
- Soft skills develop confidence in students and as a result they avoid engaging in high-risk negative behaviours. Being more self-aware and confident about their learning abilities, they try harder, motivate themselves to set goals, effectively manage their stress, and organize themselves to perform better. Research states, students who make

responsible decisions about studying and completing their homework, and use problem-solving and relationship skills to overcome obstacles, achieve more. Put differently, a combination of interpersonal, instructional, climate and environment supports to produce improved outcomes (Zins, Bloodworth, Weissberg & Walberg 2004)⁵.

- It helps students who find it hard to control impulses, or who have limited insight into themselves or find difficulty in getting along with others. It helps students to address their disabilities in a meaningful way.
- Development of social and emotional skills is the critical unifying factor in school-based efforts to prevent alcohol, tobacco, steroid, and other drug use; violence; premature sexual activity; school disaffection and dropping out; and other problem behaviours. It encompasses such areas as teaching refusal skills, how to resist peer pressure, and conflict resolution.⁶
- Research on emotions in the workplace suggests that emotions may drive many productivity gains, innovations, and accomplishments of individuals, teams and organisations (Cooper, 1997)⁷.
- Often the only difference between two companies in the same industry is their customer service and client handling skills, so hiring with softer skills in mind such as communication, flexibility and friendliness would be the obvious way to gain an advantage over a competitor.
- Individuals with high Emotional Intelligence are said to be more effective at leading and managing others and fostering positive attitudes amongst employees. Furthermore, individuals high on EI are also said to be good organisational citizens and better overall performers (George, 2000)⁸.
- Modern research shows how SEL leads to 1) improved students attitudes, including motivation and increased sense of belonging to the school, 2) positive behaviour changes, including reductions in bullying behaviours and risky health behaviours, and 3) improvements in academic achievement as assessed via a variety measures, including standardized achievement test scores and grades.⁹

Social and emotional learning facilitates academic learning. Thus, it offers a much-needed and very timely aid to schools in fulfilling their main mission.

Soft Skills for Future Graduates

In today's service economy and with the importance of teamwork, large organizations are hiring candidates who along with their technical skills have soft skills. Research states that individuals with high Emotional Intelligence are said to be more effective at leading and managing others and fostering positive attitudes amongst employees. Furthermore, individuals high on EI are also said to be good organisational citizens and better overall performers (George, 2000)¹⁰. With business being done at a rapid pace, employers want people who are agile, adaptable and innovative in solving problems. They are looking for soft skills such as 1) Strong Work Ethic, 2) Positive Attitude, 3) Communication Skills, 4) Time Management Abilities, 5) Problem Solving Skills, 6) Acting as a Team Player, 7) Self-Confidence, 8) Ability to Accept and Learn from Criticism, 9) Flexibility/Adaptability, 10) Working Well Under Pressure. In brief, having employees who work effectively together towards your organisation's success is vital, so hiring people who exhibit negotiation, team building and conflict resolution skills also makes a lot of sense.

Creating a Social-Academic Climate

It is our common experience that we feel better and more involved with others when we feel known and welcome rather than alienated and anonymous. Hence along with teacher-centred classroom teaching, teachers should incorporate cooperation and group work in teaching. As a teaching-learning pedagogy, greater emphasis should be given to collaborative learning which denotes an entire spectrum of learning activities in which students work together in or out of class. Apart from formal classroom meetings, students should have opportunities to gather together and form connection with teachers and with one another. Hence co-curricular and club activities provide a structured opportunity for students to get to know one another, to feel explicitly welcome, to shape the classroom culture, and to learn such social skills as cooperation, communication, and self-restraint. Moreover, students develop essential social, emotional, and cognitive skills as they interact with adults in their

lives. Though formally we somewhat dichotomized roles by stating that families are responsible for promoting social and emotional learning while schools are responsible for academic learning, today it is becoming increasingly apparent that school/college is also critical context for social and emotional growth, and home is a crucial context for fostering academic achievement. Hence effective school/colleges are those that prepare students not only to obtain high academic grades in exams but also help students to pass the tests of life. Hence there is a need to integrate and coordinate the campus experience with social-emotional competence and academic achievement so that schools/colleges maximize students' potential to obtain high grades and succeed throughout their lives.

Recent years a body of research has been building to suggest that there is a strong link between young children's socio-emotional competence and their chances of early school success (Raver, 2002)¹¹. Brain research indicates that emotion and cognition are profoundly interrelated processes. Specifically, "recent cognitive neuroscience findings suggest that the neural mechanisms underlying emotion regulation may be the same as those underlying cognitive processes" (Bell and Wolfe 2004, 366)¹². Together, emotion and cognition contribute to attentional processes, decision making, and learning (Cacioppo and Berntson 1999)¹³. Furthermore, cognitive processes, such as decision making, are affected by emotion (Barrett and others 2007)¹⁴. Also social emotional development takes care of adolescents' challenges and developmental needs. M.J. Elias states, "Development of social and emotional skills is the critical unifying factor in school-based efforts to prevent alcohol, tobacco, steroid, and other drug use; violence; premature sexual activity; school disaffection and dropping out; and other problem behaviours. It encompasses such areas as teaching refusal skills, how to resist peer pressure, and conflict resolution."¹⁵

Conclusion

In our information age one cannot overemphasize the importance of Soft Skills for Human Excellence. Learning is a social process. Students do not learn alone but rather in collaboration with their teachers, in the circle of their peers, and with the help of their families. Emotions can facilitate or hamper their learning and their ultimate success in

school. But these social and emotional factors which play an important role for school and life success are concretized in soft skills development. Hopefully our attempts to encourage and support soft skills may help students to strive for excellence both professionally and in the quality of life.

Endnotes

¹ TOI, March 2008, Report.

² CNN-IBN Report, Jan 13 2010

³ <http://education.qld.gov.au/studentservices/protection/sel/> retrieved on 26-12-2012

⁴ <http://www.skillsconverged.com/TrainingMaterials/tabid/246/Default.aspx> - retrieved on 23-12-2012

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⁷ Cooper, R. K. (1997). Applying emotional intelligence in the workplace. Training and Development, 51, 31-38.

⁸ George, J. (August, 2000). Emotions and leadership: The role of emotional intelligence. Human Relations, 2000, 53, 1027-1050.

⁹ Abid ix

¹⁰ George, J. (August, 2000). Emotions and leadership: The role of emotional intelligence. Human Relations, 2000, 53, 1027-1050.

¹¹ Raver, C. 2002. "Emotions Matter: Making the Case for the Role of Young Children's Emotional Development for Early School Readiness," SRCD Social Policy Report, Vol. 16, No. 3.

¹² Bell, M., and C. Wolfe. 2004. "Emotion and Cognition: An Intricately Bound Developmental Process," Child Development, Vol. 75, No. 2, 366-70.

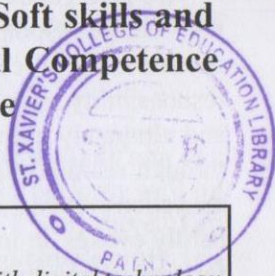
¹³ Cacioppo, J., and G. Berntson. 1999. "The Affect System: Architecture and Operating Characteristics," Current Directions in Psychological Science, Vol. 8, No. 5, 133-37.

¹⁴ Barrett, L., and others. 2007. "The Experience of Emotion," Annual Review of Psychology, Vol. 58, 373-403.

¹⁵ Elias, M.J. (1997). The Missing Piece: Making the Case for Greater Attention to Social and Emotional Learning. Education Week, December 3, 1997.

Transform the Power within You : Soft skills and Life Skills to Promote Interpersonal Competence & Academic Excellence

Prof. Marion Mathew



Abstract

Today's students are the first generation to grow up with digital technology and this technology has changed the way we view knowledge, access information and relate to our world. The whole Globe is passing through turmoil while technology has touched the sky. Hearts are falling apart and chaos is increasing. Are we really true human beings with human qualities? Human quality is a Divine quality. Academic excellence is to aim at producing good human beings. A good human being should be like a honey bee selecting the best flowers and not like house flies sitting on everything and polluting. Does the present system of education form an individual into a good human being? What is the relevance of our education and examination system today? Are we preparing our students to take their rightful places in an ever changing society? We require teachers and administrators with a vision to change and challenge the system we live in.

This paper discusses human capital development through soft skill elements which comprise communication skills, critical thinking and problem solving skills, team work, professional ethics and integrity, interpersonal skills, self awareness, emotional intelligence and leadership skills. It also examines the impact of different forms of skills development on employment.

One of the greatest predicaments that we face in our modern society is the education that we impart to our young. We cram their heads with too much factual information which unfortunately offers them no sense of direction and meaning in life. We teach children how to solve mathematical problems but we never ever offer them help to solve the problems they face in their personal lives when they live in this highly competitive world. The result is frustration and ultimately nurturing of suicidal tendencies. Where have we gone wrong in our education system? Over the years we have been teaching our children how to walk but our education system has failed to teach them where to walk.

Key Words : Soft skills, Life skills, Inter personal Competence, Academic Excellence

We give good education to our students but we forget to awaken their social responsibility. Education is learning to be, and it is a transforming process for individuals and society, therefore greater responsibility lay in forming our students in good faith and right values and ultimately training them to be good human beings. Formation is through relationship, information you can get anywhere. Our basic education system is rigid, rusty and mundane. Among schoolchildren, it hardly evokes an interest that could ignite a scientific spark to carry forward in their lives.

Attitude of Teachers & Parents:

Teachers and parents may complain that if we devote too much time to teaching youngsters soft skills and life skills, they will be misfit to compete in the job market; this is not so true. In fact, students who learn to concentrate, sharpen their intellect, increase their awareness and learn to channelize negative emotions to constructive outlets, promoting peace and harmony in the society.

What is needed is a system of education that will prepare the youth for meeting the life's challenges. The educational experience should take them beyond the boundaries of our schools and colleges. Such experiences can be effectively provided, only by teachers who are committed, approachable, empowered and enlightened and who contribute in shaping the lives of the individuals positively and are very effective, as facilitators of learning. Thus education focuses on the balanced development of cognitive, affective and psychomotor domains of every student.

Dynamic Nature of Education:

Reflecting on the reality I must admit that the development of any nation, today, depends on the dynamic nature of its education system, as well as the quality and quantity of its manpower resources responding to the changing demands of the society. Due to the impact of globalization and technological revolution, the educational scenario is changing drastically that only a system of education which is dynamic, futuristic and adjusting to the demands of time will exist and compete in the global market. Quality and excellence in education is essential to provide intellectual challenges, cultural diversity, enhanced career opportunities to live in an interdependent world. A million dollar question is, what our

educational institutions are offering, to the present generation in terms of knowledge, values, skills and facilities to widen the horizons of experience and expertise.

Scoring More Marks the Goal of Education:

Scoring more marks in examination has become the only aim of a student. If anyone gets a job then he must have to perform well on practical front. Marks of any examination won't work here. **Top scorers in US are not guaranteed in the top schools only top individuals** who demonstrate passion, leadership, hard work and consistency **get into the top schools**, Both society and the system have to learn, to create and impart such type of education that makes a student realize the power of passion, leadership, hard work and consistency - **any top score without these ingredients it is like a car with flat tires. India needs to fix its tires not scores and tests.**

The Need of the hour:

We need to educate our students for a new century characterized by rapid and constant changes. A changed world is demanding a new and innovative way of teaching - learning process. With the expansion of the higher education segment in our country and increasing global competitions, the need for improving the quality of our education and ensuring the employability of our graduates has become most important.

India is going to experience a paradox of nearly 90 million people joining the workforce by 2020 but most of them will lack requisite skills and the mindset for productive employment. There are at least two critical reasons underpinning the need in strengthening undergraduates' soft skills in Institutes of Higher Learning. First, criticisms from employers, that graduates are generally academically proficient but lack soft skills such as communication and analytical skills. Second, the increasing globalization of the work force and job market imposes much more competitive skills on our graduates. Globalization, which can be interpreted as the increasing integration of various sectors in today's world (Eastern Province Herald, June 7, 2001) Skills consist of cognitive, non-cognitive, and technical skills. Cognitive skills are the basic mental abilities we use to think, study, and learn. They are the tools with which technical and life skills are acquired. Non-cognitive skills in turn refer to personality traits and behaviors.

Soft Skills and Hard Skills:

Let us now focus on the importance of developing soft skills and life skills and how these skills can promote interpersonal competence and academic excellence and finally transform the power within them.

Two basic types of skills include hard skills and soft skills. In the working environment, hard skills normally refer to technical procedures or practical tasks that are typically easy to observe, quantify, and measure. Hard skills are technical skills like writing programs for computers or working on a particular machine. One must have proficiency in these skills to become a good professional in one's chosen field. One can do a better job of one's chosen profession if one also acquires soft skills which are behavioral in nature. Soft skills, which are normally referred as "**people skills,**" are not easily taught although they are very much needed in the working life. **These skills can be typically categorized into three major categories namely, personal attributes, interpersonal skills, and problem solving and decision making skills.** (Kemper 1999; McMurchie 1998)

Soft skills play a significant role in one's success in life particularly in one's profession. They help one to excel in the workplace and their importance cannot be denied in this age of information and knowledge. Soft skills in the highly competitive corporate world will help you stand out in a crowd of regular job seekers with ordinary skills and talent. Soft skills make a difference in the external and internal personalities. Persons who acquire soft skills of high order are more cultured, more reformed and are found to be more successful in every walk of life. Soft skills are interpersonal qualities and abilities that everyone possesses. These skills define a person's ability to successfully interact with those around them. When we interact with others, our human qualities are tested. These skills assist people in excelling in all aspects of life, not just business. Oftentimes an employer will hire a person who has excellent soft skills even though they may lack specific job related talents because they see potential in the person. Fortunately, everyone can take advantage of the benefits of improved soft skills at any time through focus and training. Soft skills are hard to get.... Soft Skills are needed even when you reach the TOP or retire. All successful people have Soft Skills in plenty.

Some Education systems give you 1% of Soft skills and 99% of

hard skills. Some Industries or some jobs need 99% soft Skills and 1% of hard skills.

Meaning of Soft skills:

- Soft skills refer to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees.
- Soft skills complement hard skills, which are the technical requirements of a job.
- Soft skill is the ability required and expected from persons for finding a suitable job, its maintenance and promotion
- "Soft skill is an ability to relate and connect with people more effectively"

Importance of Soft skills:

- To handle interpersonal relations
- To take appropriate decisions
- To communicate effectively in writing and speech
- To enhance employability and career advancement
- Makes one an appealing personality with customer focus
- Enables you to work in teams, to take and give direction
- Makes one sensitive to others' points of view, cultures, gender, ethnicity

Turn on the Lights: Areas of Soft Skills

- **Communication skills:** Current English usage, debates, language games, situational dialogues, précis writing, essay writing, presentations.
- **Presentation Skills:** Effective presentations in small groups and large groups, marketing and business presentations.
- **Team Skills:** Team building and leadership, evolution of groups into teams, group dynamics, emergence of leadership, intra-group dynamics, inter-group dynamics, and conflict management; inter dependency, assessment of team-based projects.
- **Time Management:** Prioritization skills, goal setting skills, and effective time management skills.
- **Interpersonal Skills:** Negotiation skills, listening skills, social skills,

assertive skills, cross-cultural communications.

- **Leadership Skills:** Concepts of leadership, leadership styles, insights from great leaders.
- **Social Etiquette:** Art of entertaining in hotel and at home; art of gifting; art of thank you notes; art of greeting, walking, sitting and conversing; and art of interacting and conversing socially.
- **Image Enhancing:** Personality development, confidence building, voice modulation and accent training, fitness-how to carry yourself, protocol in a social scenario, body language, dress code- the art of dressing, colour combination to suit one's personality, and hygiene and sanitation.

"Technical skills will get you the interview, but it's the soft skills that get you the job"

Interpersonal skills – these include the ability to lead, motivate and delegate. They are important at every level of organizational responsibility and should always be evident. Being the most technical person in a field, is not always enough to succeed unless one has the ability to convince others that what he/she is doing is important.

Team Bonding: Providing team members with a flexible work environment can help in ensuring that the members give their best performance. The flexibility aspect can be defined as the open mindedness and trust between the members of the team. Leaders can work to ensure that there is proper bonding within the team, and personal differences if any are promptly resolved. Trust doesn't just refer to trust within the team members, but also the trust of the leadership on the team. Today's world is driven by innovation leading to constant change and success of an organization depends on its teams.

Communication Skills:

Communication is the mechanism we use to establish and modify relationships. The attitudes you bring to communication will have a huge impact on the way you compose yourself and interact with others. Choose to be honest, patient, optimistic, sincere, respectful, and accepting others. Be sensitive to other people's feelings and believe in others' competence. Developing advanced communication skills can be practiced in everyday settings and range from the social to the professional. New skills take time to refine, but each time you use your

communication skills, you open yourself to opportunities and partnerships. Therefore communication may be defined as an exchange of facts, ideas, opinion or emotions between two or more persons to create common ground of understanding. Communication is an indispensable element in human relationships. It is the ability to communicate effectively that has enabled people to build organizations and societies for survival and better living. We communicate when we speak, write or act. There is communication when we read a book or watch a film or listen to a piece of music. Research says that the components of communication consist of 7% words, 38% tone of voice and 55% body language.

Ethics & Integrity Leading to Personal Excellence:

Personal excellence is not about being a perfectionist but rather it is about pushing yourself hard in order to surpass people's expectations and to excel in everything that you do. Experience tells us that people possess the necessary skills and knowledge for success. It is their attitude that lets them down. Most of them find it difficult to tap into and fully utilize their potential due to dysfunctional beliefs, passive attitudes, weak skills and misplaced priorities.

Personal excellence is a principle in ethics and integrity and it encompasses all good qualities, but the only difference is that if you strive for excellence, you are able to utilize such qualities at a level that is above the standards. It enables you to follow a Code of Ethics, High Standards & Credibility, to be Trustworthy & Confidential which leads one to be Accountable, Respectful, and Responsible, committed, courageous, and mature to live with wisdom

Leadership:

Bevelas, (1969) draws a distinction between leadership as a process and as a personal quality. Leadership is defined as influence, the art or process of influencing people so that they will strive willingly toward the achievement of group goals. This concept can be enlarged to imply not only willingness to work but also willingness to work with zeal and confidence. Leadership is communicating and convincing the people about their strengths, potentials and worth in such a manner that they can clearly see them within themselves and feel motivated to tap their resources fully. A leader is a coach, a mentor, a communicator, a

champion, a good actor, a motivator, a team player an achiever, a powerful personality, a self confident person, a charismatic individual and above all an integrated human being.

Self Awareness and Developing Behavioral Mastery:

Our behavior towards others is not made up of random acts. It is purposeful and is guided by our values, beliefs and attitudes, and by the assumptions we make about our self, others and the situation, and by the assumptions we make about the way all these elements relate to each other. In other words we need to be reflective, dependable, insightful, self-reliant, and resourceful, mature and genuine, having a positive self esteem, sense of self and aware of weakness and willing to invest in personal growth. Our awareness of self is closely linked to our ability to read the behavior of others, construct courses of action and deliver an effective performance. People who have a high level of self awareness understand how their own values and beliefs influence what they see and do. Our approach to perceiving others affects both our reading of their behavior and the way we behave towards them. **Furnham (1990)** notes that individuals who are high self-monitors appear to be better able to regulate their presentation of self to fit with what they perceive to be a desirable and appropriate pattern of behavior than people who are low self-monitors.

Interpersonal Skills:

Interpersonal skills include not only how we communicate with others, but also our confidence and our ability to listen and understand. Problem solving, decision making and personal stress management are also considered interpersonal skills. People with strong interpersonal skills are usually more successful in both their professional and personal lives. They are perceived as more calm, confident and charismatic - qualities that are often endearing or appealing to others. **Interpersonal skills include everything from communication and listening skills to attitude and deportment. Good interpersonal skills are a prerequisite for many positions in an organization.** The term refers to character traits possessed by an individual rather than skills that can be taught in a classroom. Within an organization, employees with good interpersonal skills are likely to be more productive than those with poor interpersonal skills, because of their propensity to project a positive attitude and look for solutions to problems.

Self knowledge is an Interpersonal skill that enables you to recognize your weaker areas and take corrective action.

Maintaining control: Is your tendency to overreact or under react? While the occasional outburst can be attributed to simply being human, if your pattern is more extreme—if you are perceived as becoming overly upset or shutting down—you are undermining your leadership effectiveness.

Maintaining Motivation: Motivation is a combination of optimism and perseverance. Studies have shown that we have a biologically biased “set point” for optimism—some of us look at the glass as half empty, some half full.

Importance of Life Skills

Life skills is the sum total of human skills needed, to add value and quality to our life. We ourselves are the source of all power that is creative but we need to realize the hidden potential in us .Life skills can be helpful in comprehending the complexities about how to bring an overall balance in our life. Thus, we need to understand and develop, own and master the skills that help us become the best that we can, with all that we have. The more you focus on knowing who you are, the better your life will work. Today, it is not enough to have educational or academic excellence; we also require other skills such as individual, reflective, and social skills to maintain a balance in our professional and personal life. For today’s professional functioning, life skills are quite important for maintaining a balance between work and family life

Emotional Intelligence of Daniel Goleman:

Emotional intelligence is not about being nice all the time. It is about being honest. Emotional intelligence is not about being “touchy-feely.”• It is about being aware of your feelings, and those of others. Emotional intelligence is not about being emotional. It is about being smart with your emotions. It is the ability to identify, understand and manage emotions; EQ helps to manage stress in a positive manner. EQ is all about **Perceiving Emotions, Reasoning with emotions, Understanding emotions and Managing emotions.** EQ helps to relieve stress in a **positive** manner. It also helps an individual to communicate effectively, empathize with others. EQ equips one with the ability to diffuse conflict and overcome challenges in life.

Professional Benefits of Emotional Intelligence include:-

Effective leadership skills, improved communication, less workplace conflict, Better problem solving skills, **self-Awareness Competencies**• **Emotional self awareness**: Reading one's own emotions and recognizing their impact, **Accurate self assessment**: Knowing one's strengths and limits. • **Self confidence**: Having a sound sense of one's self- worth and capabilities.

Self-Management Competencies : Emotional Self Control: Keeping disruptive emotions and impulses under control. **Transparency**: Displaying honesty, integrity, and trustworthiness. • **Adaptability**: Demonstrating flexibility in adapting to changing situations or overcoming obstacles. • **Achievement**: Having the drive to improve performance to meet inner standards of excellence. **Social Awareness Competencies**: These Capabilities determine how we manage relationships• **Empathy**: Sensing others' emotions, understanding their perspectives, and taking active interest in their concerns. • **Organizational awareness**: Reading the current, decision networks, and politics at the organizational levels

Characteristics and Attributes of EQ :

- Self awareness
- Motivation
- Self-regulation, Social skills, Empathy and confidence to look at the realities of life

Why is EQ more important than IQ ?

- It makes us aware of our own and others' emotions.
- It gives empathy, compassion and motivation
- It gives us the ability to respond skillfully to pleasure and pain.
- People with high EQ are comfortable with themselves, outgoing, and have good interpersonal relationship.

Five Key Skills to Develop EQ :

- The ability to use humour and play to deal with challenges
- The ability to resolve conflicts positively and with confidence
- The ability to recognize and manage your emotions
- The ability to connect with others by using non-verbal communication.
- The ability to quickly reduce stress

Addressing the Skills Challenge :

As skills not just diplomas suggest, the shortage of skills is a wake-up call to reform education and training systems to provide higher quality education with the flexibility for students and institutions to respond to market signals.

Certain Parameters on Academic Excellence & Development of Skills.

- Creation of innovation to develop enterprising minds among students
- Appointing committed and qualified faculty with proper research orientation
- Educational reforms and ability to adopt a sincere work culture
- Granting autonomous status and academic freedom to colleges to raise the bar by setting new benchmarks
- Keeping institutions free from political interference
- Networking with other universities, sharing of resources and expertise
- Creating and offering facilities for faculty exchange & student exchange programs
- Offering relevant courses for a knowledge society and quality of students
- Providing value based education to promote leadership among the youth.
- Job oriented curricula & pedagogy that focuses on experiential learning
- Effective institutional management & alumni relations

Conclusion: Can we together make a difference? Can we help our students and teachers or colleges to grab the global opportunities to move ahead and to take our country to next possible higher level in this fierce global competition scenario? Management of the education sector needs to shift from managing inputs to managing for results and skills.

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Green Education as Dynamic Tool for Building Socio-Academic Environment in Schools/Colleges for Excellence

Archana Nath, Kanak Tara & Ritesh Kumar

Abstract

Education is the key to the development process of any country. Education provides means for an integrated development of personality through training of head, hand and heart. In India, the system of education has always been the subject of discussion. India, even after 65 years of independence, is struggling for providing education for all. The elementary school level education that lay the solid and firm foundation is very much neglected even today and this has been a cause of worry for India. The aim as envisaged in the Constitution with respect to education in India has still not been achieved. Though the expansion of educational units has taken place, internal transformation and qualitative improvement in education is still a distant dream. Secondary and higher education is also facing problems but of different nature which put a big question mark for India's future. The crisis in ethical values in an individual raises doubt in the quality of education being imparted in the country.

In this paper, authors through SAP Equilibrium Model of Green Education suggest reconstruction in the education system for building socio-academic environment in schools/colleges to groom individual personality in the interest of the nation.

Key Words : Education, green education, socio-academic environment, schools/colleges, SAP Model

Introduction

Education means the process of receiving and/or giving systematic instruction especially at a schools/colleges level. Education in India has covered a long distance since independence but the very purpose of education i.e. to prepare a person for everyday life is still a dream for independent India. Education today does not prepare a person for facing the normal problems of life. This means the system needs a change. Education form has been changing continuously since independence. Initially, it started with education for all. Later on, it was felt that value was somewhere missing from the society and so value teaching was

stressed in our education other than the academic. Once again it was realized that the value was not properly implemented and so it was decided to make education as the value-based education rather from simply education or value education. Last sixty five years, we have been changing the form of education from education, value education to value-based education. We have failed to realize the need for bringing change in ourselves which alone would be enough to establish the purpose of education in the society.

Education system in India is going through a severe social, ethical and academic crisis. Recent seminars and conferences on education all over country in various colleges are but a reflection of the above statement. The talk and rising debate on value education and value based education in every nook and corner of the country proves this crisis situation even stronger. Technology may have taken front seat nowadays but certain basic things that lay strong foundation for strong character can be taught and accepted by the human faces only and it is these faces that constitute a society and their goodness make the society worth living [1-2].

In the present paper authors have stressed more on human factors in education and suggest the use of a simple model in the schools/ colleges environment to provide a supportive school environment that will enable incorporation of socio-academic culture and thereby make it a place of excellence.

2.0 Education System in India

The education system of India [3-5] can be studied under three different headings as shown in the Figure 1. The salient features of each of them are briefly outlined below.

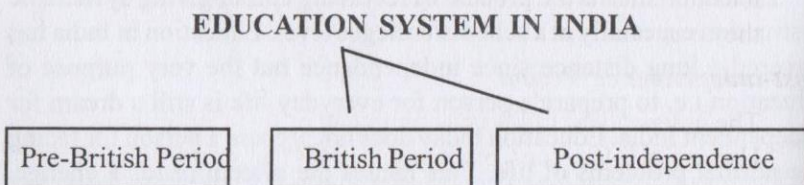


Figure 1: Education System in India

Pre-British Period

- (i) The ancient education system has been a source of inspiration to all educational systems of the world. The ingredients, which our present system lacks and which were the predominant facets of our ancient system relate to admission policies, monitorial system, low teacher pupil ratio, healthy teaching surroundings, free schooling and college education, sympathetic treatment, role of punishment in discipline, regulation governing student life, infusion of a spirit of piety and religiousness, formation of character, development of personality, development of civil and social values and preservation and spread of national culture.
- (ii) With the advent of Buddhism and Jainism, education was started being imparted in the common language of the people irrespective of caste, creed or sex.
- (iii) Universities like Nalanda, Taxila supports the existence of higher education in ancient times.
- (iv) The Mughal period did not have much to say on development of education as this was a period of war and instability.

British Period

- (i) The development of education was determined by the needs of the British powers and accordingly shaped the educational policies of India.
- (ii) British period marked the spread of English language and culture as it saw this spread as political benefits.
- (iii) The British introduced modern education in India to reduce expenditure on administration, encourage the study of English language, expand market for English goods and spread Christianity.
- (iv) British during their rule tried every possible way to curtail the growth of education and curb the growth of nationalism restricting it to Christian children and select Indian community from whom they can take work.

Post-independence Period

- (i) The independent India saw coming up of two Commissions, viz. University Education Commission (1948) that stressed on orienting our educational system towards achieving economic independence and attainment of values to ensure effective democracy and Secondary Education Commission (1953) that stressed on an

urgent need to improve productive efficiency to increase the national wealth and thereby to raise appreciably the standard of living of the people.

- (ii) 1968 marked the formulation of National Policy on Education under the chairmanship of D. S. Kothari wherein stress was made on reconstruction of the Indian Education System through internal transformation, qualitative improvement and expansion of educational facilities in order to realize the constitutional goals and to meet the various problems facing the country in different sectors. Expansion was proposed for adult literacy, primary and secondary & higher education.
- (iii) More stress was laid on transforming education to relate it to life, needs and aspirations of the people. It was believed and that such transformation can make education a powerful instrument of social, economic and cultural transformation necessary for the realization of our national goals.

3.0 What education means today?

Education of today is only imparting theoretical knowledge, is more academic, more examination oriented than providing chance to learn and develop new skills and is producing only money making machines rather than a perfect human being. It is just trying to keep students occupied. The rural education in India is going through a very bad time. Schools/colleges are struggling to have the basic infrastructure requirement and good teachers and faculty in quality and quantity compared to urban schools/colleges where situation is somewhat better. However, in general teaching-learning environment and social and ethical values are missing from the teaching.

4.0 What education should be?

The true aim of education is to prepare a person to play his part well as an enlightened member of the society. The education being imparted to the students should be such that it trains them at all three levels i.e. head, hand and heart. The education should also have the flare of socialness in the teachings. After all, we live in a society and we are to prepare ourselves for the betterment of the society. The education should enable one to think, learn team work, appreciate nature, gain social, moral and ethical values and become a complete human being.

5.0 How can one achieve socio-academic environment in schools/colleges?

School/colleges are the place of worship where students learn the art of making oneself academically, socially and ethically strong and become valuable assets for the society. Indian education, however, has suffered since independence due to faulty/incomplete education system. Academic environment has been given all importance and the social, moral and ethical teachings have been missing from the schools/colleges.

The current education situation in the country can be studied under two different headings. In the first instance, have a close look of the society from economic status of the people. In India, on economic ground population can be said to fall under poor, middle or high income group. Table 1 summarizes the key characteristics of Indian population on the basis of economic condition. In the yet another instance have a close look of the society on the basis of region. Table 2 summarizes the regional (urban or regional) situation and the status of education.

Table 1: Key Characteristics of Indian Population on the Basis of Economic Condition.

Class Category	Poor	Middle	High
Social Values	Bears mostly strong social values	On an average bears some social values	Social values are mostly missing
Academic Values	Either negligible or in most of the cases missing	Good academic values	Academic values either strongly present or missing completely
Personal Values	Their personal values not respected in the society	Treated on average level in society by the ruling class	Always carry high personal values and are mostly selfish

Table 1 show that none of the section of the society possesses all the three. A society without social values is just like a jungle and if personal values of an individual are hurt then those persons are less likely to contribute positively in the society. Thus, all three elements are equally important in life of an individual to shape a perfect human being. Education system and schools/colleges now is expected to incorporate all three elements of green education as it promises to build a socio-academic environment. Table 2 points out some of the important differences between the schools/colleges environment in the urban and rural regions.

Students crave for a supportive environment in school/colleges and when they find it they are bound to give positive outcomes. Students develop the sense of connectedness, belongingness or community [6-8] under such supportive environment. Such characteristics make them influential members of the society. Such students learn and carry all the three elements of green education viz. social, academic and personal values in a balanced state. In rural schools/colleges it is missing totally.

Table 2: Characteristics of Education in schools/colleges of Urban and Rural Regions.

Urban	Rural
1. Schools/colleges do have infrastructural facilities.	1. Basic infrastructural facilities absent from the schools colleges environment.
2. Level of education is far advanced in urban region as compared to basic level taught in rural region.	2. Lack of adequate number of quality teachers/faculty.
3. Apart from the course curriculum urban schools/colleges are able to involve students in other activities like sports, co-curricular activities and competitions.	3. At many places one teacher/faculty teaches all the subjects.
	4. Frequent absenteeism of teacher/faculty.
	5. Lack of learning environment.
	6. Extra-curricular activities including sports and competition missing from schools/colleges environment which has very important role in grooming one's personality at the personal and the social level other than the academic level.
	7. Computer training is very rare in the rural regions.

5.1 The SAP Equilibrium Model of Green Education

Figure 2 is the SAP Equilibrium Model of Green Education that shows how reconstruction in education system can be achieved to build socio-academic environment in schools/colleges for achieving excellence. The authors suggest Green Education as an alternative dynamic tool to the present system of education to achieve socio-academic environment in schools/colleges. This green education works on three pillars that will provide strong foundation to the education and stability to the society and the nation in the long run. These three pillars are the three elements of green education. What we have failed to achieve in the past after independence, may be, using this innovative tool we can succeed. This SAP Equilibrium Model of Green Education suggests maintaining equilibrium between social, academic and the personal values in schools/colleges in an individual life whether such individual is a teaching staff, non-teaching staff or students. It is expected that this equilibrium will go a long way in inculcating social, ethical, moral and academic values and providing satisfaction at the personal level. This will ultimately help in building socio-academic environment in school/colleges.

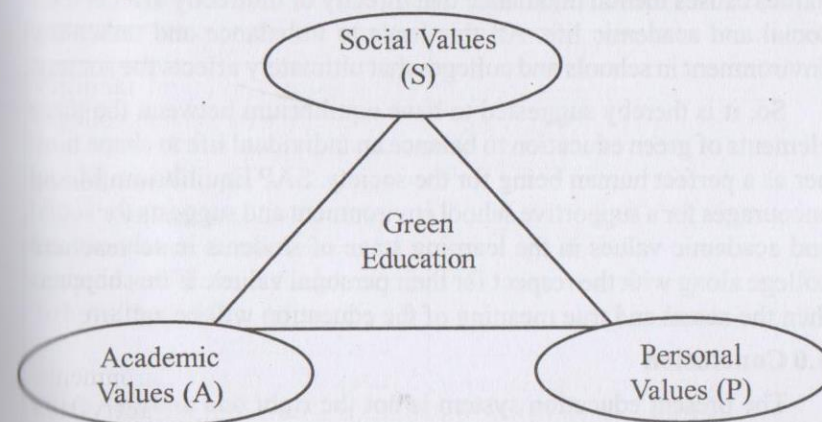


Figure 2: SAP Equilibrium Model of Green Education for Building Socio-academic Environment in Schools/Colleges for Excellence

Social Values (S)

Education play an important role in every individual life and so it should contain in its teaching social values which will allow students to

acquire it as they move ahead with the learning process. Such addition of social values in ones' life will enable an individual to have respect for others in the society. This will help in developing bond between individuals and lay the foundation of a strong society.

Academic Values (A)

Academic development helps in developing understanding of the things. Education as stated earlier trains our heart, head and hand. It allows us to differentiate between the good and bad. Academic values should be encouraged in the students with the power of self-reflection. It is vital to realize the importance of knowing the subject in depth for a successful academic career. High academic values will enable an individual to achieve aims in life, improve living conditions and enriching him/her with the divinity of knowledge.

Personal Values (P)

Every individual (whether teaching, non-teaching or student) living in a society in school and college environment has personal values and they crave for the respect accordingly. Any untoward harm to personal values causes mental imbalance that directly or indirectly affects their social and academic life. All this leads to imbalance and unhealthy environment in schools and colleges that ultimately affects the society.

So, it is thereby suggested to have equilibrium between the three elements of green education to balance an individual life to shape him/her as a perfect human being for the society. SAP Equilibrium Model encourages for a supportive school environment and suggests for social and academic values in the learning stage of students in schools and college along with the respect for their personal values. If this happens then the actual and true meaning of the education will be achieved.

6.0 Conclusion

The present education system is not the right one and this every one of us now realizes as social and ethical values are strongly missing from it. Even the academic environment is not what it should be. Many reasons can be accounted for this which only looks as an excuse. The authors here suggest and give a model for coming out of this crisis situation. The SAP Equilibrium Model allows us to maintain equilibrium between the social, academic and personal values. In other words, it is the supportive school environment that will help us in properly implementing SAP equilibrium model in our education system.

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Building Socio-Academic Environment in PTEC, Gurwa Through Sahchar: A System for Effective Learning

Dr. (Fr.) S. Jayaraj Maria Louis, S.J.

Abstract

The main aim of modern education is the over all development of the students. In achieving this aim, group interaction plays a critical role. The teacher trainees have a greater responsibility on themselves to make sure that they grow integrally, as they will be educating the students after the training.

Sahchar is an activity held in the Primary Teachers Education College, Gurwa, Sitagarha. This is as an attempt to help the teacher educators to inculcate values in the students and to accompany them in their growth for integral development. Two hundred trainees have been divided into 10 groups. To each group, a staff guide is allotted. Two periods in a week are allotted for this activity. The reason for introducing this activity in the college was the expectation of the Jesuit Education to accompany the students in their integral growth. As the students were in large number, often they could not share their problems easily and freely with staff members and some felt lost in the institution. So, the Sahchar system was started about 15 years ago and it has grown over the years and its potential is being recognized more and more by the staff guides.

The group guides meet the students of his/her group in common and from time to time individually too. The guide is given freedom to decide how to spend the time. Rarely the agenda is fixed. Important activities and programmes are evaluated. The difficulties of the students are listened to and feedback is given. Experiences are shared. Their suggestions are asked for. Each guide guides the students of his/her group in his/her own way.

The impact of Sahchar on the students are self confidence, reflective nature, better group living, personal growth, creative thinking and development of leadership qualities. The challenges facing the guides are: tendency to share certain confidential matters of the students with others; tendency to mix up personal guidance with official work; lack of structure to discuss common concerns; inadequate training of the staff and hesitation from the part of the students to be transparent to the guides.

The following are suggestions for the better functioning of the sahchar groups: Have common discussions among the staff guides on the experiences they go through; After every sahchar, a brief written report may be given to the principal for information and follow up; make sure that the guides meet the trainees individually from time to time; Have group and common evaluation on the functioning of the Sahchar groups.

Introduction

The main aim of modern education is the overall development of the students. In achieving this aim, group interaction plays a critical role. The teacher trainees are residing in the hostels. The hostel system helps them to learn many things through group interaction. Along with hostel system, the Sahchar system helps them to learn in groups. This paper points out the ways in the students are strengthened socially and academically through the systems present here. The teacher trainees have a greater responsibility on themselves to make sure that they grow integrally, as they will be educating the students after the training.

Social Environment:

The environment in which the individuals are able to mix and relate with another meaningfully and lead a joyful life.

Academic environment:

The environment through which the members are able to grow academically.

Socio Academic environment:

The environment in which the persons are able to grow socially and academically.

What is Sahchar?

Sahchar is a mentoring system existing in the Primary Teachers Education College, Gurwa, Sitagarha. Sahchar is a Hindi word, combination of *Sah* (saath/together) and *char* (charna/grazing) ie grazing together (accompaniment or being together). This is an arrangement made to help the teacher educators to inculcate values in the student teachers and to accompany them in their integral growth. The two hundred teacher trainees have been divided into 10 groups. To each group, a staff guide is allotted. Two periods in a week are allotted for this activity. At one stage, instead of sahchar, the term 'counseling

groups' was used. But the staff said that they were not trained in counseling and the students were also not feeling free with this word and the counseling approach. Even the students had questioned the staff who enquired about the family affairs. Ever since, the term 'Sahchar' is being used.

The reason for introducing this activity in the college was the expectation of the Jesuit Education from the college to accompany the students in their integral growth. As the students were in large number, often they could not share their problems easily and freely among themselves and with staff members and some even felt lost in the institution. So, the Sahchar system was started about 15 years ago and it has grown over the years and its potential is being recognized more and more by the staff guides.

What happens in Sahchar?

Each staff guide meets the students of his/her group in group and from time to time individually too. The guide is given freedom to decide how to spend the time. Rarely the agenda is fixed. Important activities and programmes are evaluated in Sahchar groups. The difficulties of the students are listened to and feedback is given. Experiences are shared in the groups. Suggestions are asked for. Each guide guides the students of his/her group in his/her own way.

Method used:

Survey method was used to collect the data.

Tools used:

- (i) **Interviews:** From 2004 onwards upto now every year at least twice 20 trainees have been interviewed for guidance.
- (ii) **Questionnaire:** 198 trainees were given a questionnaire to be filled in. The observations have been incorporated in this paper.

The ways Sahchar helps in creation of socio academic environment :

The following are the ways by which socio academic environment is created in the college with the help of Sahchar:

- (i) **Self confidence:** When the trainees join the training, many do not know how to speak in public. They feel diffident. But they see the staff and the senior students and learn from them to speak, to articulate and gain knowledge in all ways.

- (ii) **Reflective nature:** The trainees learn to reflect on matters as they are given regular chances for evaluation. They are also given feedback regularly by the Sahchar staff guide.
- (iii) **Better group living:** Sahchar helps to grow in their inter-personal relationships. They come to know one another more by regular sharing among themselves. They support one another as they recognize one another's difficulties.
- (iv) **Personal growth:** A trainee was found to be very quiet in the group. When the group members in the feedback told him that they were interested in listening to him, but they were disappointed by his quiet nature, he became aware of himself and became more alive in the group and much more growth was found in him since then.



- (v) **Creative thinking:** The trainees see how the others go about various works and start learning from the others.
- (vi) **Development of leadership qualities:** Among the 20, four become leaders every six months. And over the two years many get chance to become leaders.
- (vii) **Better academic performance:** The students for whom personal attention has been given through Sahchar, their academic performance has improved.

The challenges facing the guides are:

- (i) **Tendency to share certain confidential matters of the students with others:** The staff members among themselves have very close interaction. They do spontaneously share with one another about the students. There are occasions when certain matters which

are communicated as personal, are also shared with the other staff members so that the other staff also communicate to others about the students.

(ii) **Tendency to mix up personal guidance with official work:**

There are certain matters which are concerned with office and these matters seem to be discussed with the Sahchar and the students seem to do certain things as per the suggestion given by the Sahchar guide. At times, the suggestion given by the Sahchar guide seems to be going against the office regulations.

(iii) **Lack of structure to discuss common concerns:** Every Sahchar discusses matters in its groups. The important concerns spontaneously are shared at times with the other staff members. But there is no platform for the sharing of important matters among the staff along with the principal.

(iv) **Inadequate training of the staff:** The staff does lack professional training for guidance. Even when they get opportunities, they are not well utilized.

(v) **Hesitation and lack of openness from the part of the students to be transparent to the guides:** The sad part is, some students are not transparent to the teachers. They tell some good things in the Sahchar, hiding the negative and as a result, there is no growth taking place in the group as well as individuals. A student had decided to leave his wife due to the pressure put on him by his parents. The reason for pressurizing the son to abandon his wife was to get the son married with another girl after the training so that the son will get more dowry. But this matter had not been revealed by the son to the Sahchar guide. But when he came to know about this through a social worker, he talked to him and advised him on the value of keeping his wife with him and taking responsibility for her. The son started reflecting on this issue and got the co operation of the other social workers too in convincing and reconciling the parents to keep the wife with him. The son-student is doing the training more happily now.

Findings:

- (i) A few students feel uneasy about the fact that when matters told confidentially to the group and its incharges, these matters are discussed in public.
- (ii) A person who is limited in some way is laughed at by the Sahchar group when he/she shares something in the group, rather than being sensitive to the person and sympathizing with him/her and encouraging him/her.
- (iii) At times some feel that there is not sufficient matter for discussion during the Sahchar.
- (iv) Some sahchar incharges seem to question the individual students in presence of others.
- (v) A few sahchar incharges seem to give more importance to some students.
- (vi) Some sahchar incharges seem to restrict the students' freedom.
- (vii) A few sahchar incharges seem to find out about other matters during the Sahchar.
- (viii) Some sahchar incharges do not seem to meet the students individually.
- (ix) A few students do not feel at home with gender mixed groups.
- (x) A few students feel that rotating the Sahchar staff incharges will help the students in order to learn more.
- (xi) Lack of students' initiative: Some students seem to think that the running of Sahchar is the responsibility of the staff guide and therefore they think that they have nothing to do from their part for the welfare of the Sahchar group.
- (xii) Lack of planning from the part of the staff: Some Sahchar guides ask just before the Sahchar, about the topics to be dealt with. This shows that they have not reflected sufficiently on the topic to be dealt with the students well in advance.
- (xiii) Lack of staff motivation: The staff seems to be limited in their thinking and vision. They even seem to give secondary importance to the Sahchar activity.

Suggestions

The following are the suggestions for the better functioning of the sahchar groups:

- (i) Have common discussions among the staff guides on the experiences they go through regularly at fixed intervals.
- (ii) After every Sahchar, a brief written report could be given to the principal for information and follow up.
- (iii) Make sure that the guides meet the trainees individually from time to time.
- (iv) Have group and common evaluation on the functioning of the Sahchar groups.
- (v) The principal could meet the staff regularly individually and discuss with them the matters concerning the individual students.

Conclusion

The Sahchar system has helped many trainees to grow integrally. It has the potential of helping many more trainees, if staff is given more accompaniment by knowledgeable and experienced people. The administration needs to do more supervision. More training is to be given to the staff. The teacher trainees, who have been helped in their integral growth through the Sahchar, will be able to help the students in schools in turn by running similar programmes.

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Soft skills competency for prospective teachers' in enhancing socio-academic environment in schools.

Ku. Kali Clara Anand

Abstract

Soft skills is a sociological term relating to person's E.Q., the cluster of personality traits, social graces, communication, language, personal habits, friendliness and optimism that characterize relationship with other people. It is also known as 'people skills' or behavior competencies. Prospective teachers are given multiple activities, which enable them to improve their behavior to enhance socio-academic environment in their future profession of education. This can become strong moral strength for developing an emotional bond between the individuals in the society. The purpose of this study is to explore prospective teachers' perceptions of soft skills. Participants were prospective teachers in Lohardaga dist. Six soft skills competencies- communication skills, leadership skill, interpersonal skill, time management skill, teamwork skill and problem solving skill were used to see the level of soft skills in prospective teachers., Mean, SD and t-test were used for data analysis.

Introduction

The keystone in education edifice is doubtless the teacher. On him depends much more than any other, the progress and prosperity of children? Nobody can effectively take his place or influence children in the manner and to the degree it is possible, for him alone to do. It is strongly believed to be a teacher is to be the member of a holy order.

The secondary education commission (1953) defined that 'we are however, convinced that the most important factor In the contemplated educational reconstruction is the teacher-his quality, his educational qualifications, the professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it.' 'Schools are the nurseries of the nation and teachers are the Architects of the future.' Are no more figurative expression but truthful statements, as significant as they are suggestive, Victorious are won, peace is preserved, progress is achieved, civilization is built up and the history is made in the educational institutions, which

are the seedbeds of culture, where children in whose hands quiver the destiny of the future, are trained and from their ranks will come out when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of land. Thus the teachers' role is important as his responsibility is onerous.

'The good teacher must enlighten by his example, show wisdom in his discourse and restrain by his silence; he must help the willing with a welcoming encouragement; overcome the recalcitrant with a patient determination and check the exhibitionist with a reasonable superciliousness. What he stand for, important for all times, in of paramount importance in the deepening blackout of the spiritual values by which our age is oppressed'

- C.E.M.Joad.

Soft skills is a sociological term relating to person's E.Q. ,the cluster of personality traits, social graces, communication, language, personal habits, friendliness and optimism that characterize relationship with other people. It is also known as 'people skills' or behavior competencies which include, proficiencies such as communication skills, leadership skill, interpersonal skill, time management skill, teamwork skill, problem solving skill.

The teachers' pleasant privilege is to shape the children of the nation into useful citizens of tomorrow. To do this a teacher is expected to be a good person, competent in her or his subject and full of enthusiasm with meaningful social relationships. Love of pupil is the first essential quality of a successful teacher, which adds a glow to her or his personality. To be a teacher it is enough to have a good academic qualification, to be a good teacher one needs to apply soft kills along with the academic qualification. Dr. S. Ramakrishnan's life as a teacher inspired everyone and he has been a shining example who proved that a teacher can rise to unexpected heights in life. As the teachers are the torch bearers in creating social cohesion, national-integration and a learning society they should enhance soft skills to their personality and career which can be a help to achieve their goals.

Prospective teachers are given multiple activities, which enable them to improve their behavior to enhance socio-academic environment in their future profession of education. This can become strong moral strength for developing an emotional bond between the individuals in the society.

Since the time immemorial, our country has looked upon the teacher not just as an instructor but a molder of human personality. Teacher is not only a transmitter of knowledge but also as an innovator, agent of change and a social engineer. The soft skills as ethical values which they impart live an indelible imprint upon students.

The importance of soft skills in promoting the social, ethical and emotional growth of an individual in education are :

- Soft skills help in the application of knowledge, attitudes and values.
- Promote self confidence and help in assessment of behavior pattern in others.
- Soft skills help in change of social atmosphere.
- Develop interpersonal, intrapersonal and group skills.
- Provide responsibility towards society.
- Help equip ourselves for modernization, urbanization and globalization.
- Promote social cohesiveness.
- Create peaceful lifestyle.
- Promote international understanding.
- To communicate effectively.
- To take appropriate decisions.
- To handle interpersonal relations.
- To have good impression and impact.
- To gain professional development.

Objectives

- To know the level of soft skills in the prospective teachers.
- To know whether there is any significant difference in the level of soft skills between male and female prospective teachers.

Hypothesis

The hypothesis formulated for the study were:

- There is no significant difference between the level of soft skills in prospective teachers.

- There is no significant difference between the Mean scores of soft skills of male and female prospective teachers.

Methodology

Survey method was employed for the study. The investigator developed questionnaire for collecting information about the present status of soft skills in prospective teachers.

Sample

For collecting relevant data, the investigator used random sampling technique. Present study contains 93 prospective teachers from 2 different B.Ed. Colleges of Lohardaga district, Jharkhand.

Tools used for the study

A self developed questionnaire from six competencies of soft skills was used.

Statistical Techniques

To test this hypothesis 't' test was used.

Table-1: Significance of the difference between Mean Scores on Various Dimensions of Soft Skills for Male and Female Prospective Teachers

S.No.	Dimensions	Male N=46		Female N=47		"t" Value
		Mean	SD	Mean	SD	
1	Communication Skill	62.95	7.34	64.25	6.83	0.88
2	Leadership Skill	66.43	7.34	67.19	9.56	0.43
3	Interpersonal Skill	53.13	6.45	54.82	6.45	1.28
4	Time Management Skill	56.69	5.59	59.08	6.41	0.98
5	Team Work Skill	56.17	7.88	60.42	6.81	2.78**
6	Problem Solving Skill	66.58	7.26	69.61	6.46	2.12**

(At 5% level of significance the table value of 't' is 1.96)

(At 1% level of significance the table value of 't' is 2.58)

Results and Discussions

- It is inferred from above table that the Calculated t - ratio between male and female prospective teachers in development communication skills is 0.88 which is less than the table value of t-ratio 1.97 at 5% level of significant. Therefore null hypothesis is accepted. Hence there is no significant difference in communication skill of prospective teachers on the basis of gender.
- It is inferred from the above table that the Calculated t - ratio between male and female prospective teachers in development leadership skills is 0.43 which is less than the table value of t-ratio 1.97 at 5% level of significant. Therefore null hypothesis is accepted. Hence there is no significant difference in leadership skill of prospective teachers on the basis of gender.
- It is inferred from above table that the Calculated t- ratio between male and female prospective teachers in development of Time management skills is 0.98 which is less than the table value of t-ratio 1.97 at 5% level of significant therefore null hypothesis is accepted. Hence there is no significant difference in time management skills of prospective teachers on the basis of gender.
- It is inferred from above table that the Calculated t- ratio between male and female prospective teachers in development of team work skills is 2.78 which exceed the table value of t-ratio 2.58 at 1% level of significance therefore null hypothesis is rejected. Hence there is significant difference in team work skills of prospective teachers on the basis of gender. This difference occurs in gender because of behavioral aspect in male and female prospective teachers. As team work develops the strong sense of Commitment and responsibilities, it also develops qualities like respecting the thoughts and opinions of others in the group. The female prospective teachers show better team work.
- It is inferred from above table that the Calculated t- ratio between male and female prospective teachers in development of problems solving skills is 2.12 which exceed the table value of t-ratio 1.97 at 5% level of significance, therefore null hypothesis is rejected. Hence there is significant difference in the problems solving skills of prospective teachers on the basis of gender. Once again the female prospective teachers show better problem solving skills than the male prospective teachers.

Conclusion

Prospective teachers have a great responsibility in developing the society with values and good culture. They are the transmitters of socio-economic environment in the schools. To transmit this environment in society soft skills are needed at different levels. The prospective teachers who are able to acquire these skills not only work well in the career of choice but they also experience stronger and happier relationships in their personal lives. The teacher education has to respond positively, rationally and creatively to face the challenges of enhancing soft skills in prospective teachers.

Suggestions

As the teachers are the transmitters of knowledge, Attitudes and behaviors to the society of learners, there is need to train the teachers, who can respond to these needs.

- To love and care the pupils.
- To understand them within social, cultural, political and economical environment.
- To be receptive and constantly searching for knowledge in theory and practice.
- To own responsibility towards society and work to build a better world.
- The teacher education programme must make conscious efforts to generate deeper understanding of soft skills with hard skills and conceptual skills,

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A study on use of abusive language among school children in relation to their adjustment problems

Mussarat Jahan

Abstract

Though languages are beautiful system of spoken or written communication used by humans, the use of abusive words make it ugly & unbearable. The study was conducted on a purposive sample of 150 male senior secondary school students of a missionary school of Gaya District. The objective of the study was to see the relationship between use of abusive language and student's adjustment problems regarding their health, home, emotion and social components. The findings revealed that the use of abusive language to a great extent was high among students who have greater adjustment problems. Students having greater adjustment problems differed significantly on adjustment inventory in different areas of adjustment than those who have less adjustment problems. This study wants to seek attention towards this growing socio-academic problem and discuss possible prevention and interventional strategies as it has yet not received the attention it deserves and remains virtually absent from the research.

The abusive language used by School children is the new upcoming socio-academic problem. The students use abusive language just as the part of their mother tongue. But very few studies have been done on this aspect of child behaviour.

According to Dr. Sean Neill of the institute of Education at the university of Warwick (2006) in his research work "Extent of sexually abusive language aimed at teacher and pupils", nearly one in five primary teachers and two thirds of secondary teachers have been subjected to sexually abusive language by the students. Slightly more than a fifth of primary teachers and nearly two third of secondary teachers describe the language as sexist bullying. One in five teachers had experienced sexually abusive language directed at them and one in twenty said it happened at least once a week. One in 10 of the 190 teachers, responding to the seaway said that they had experienced sexual harassments from pupils at some stage in their careers.

Nearly one in five primary teachers and two-third of secondary

teachers have been subjected to sexually abusive language by pupils according to research by Steve Sinnott (2009) for the National Union of teachers carried out by the university of Warwick.

In India it became shocking news when six girls of a reputed school were suspended in 2011 for abusing one of their classmates. So many other incidents go unnoticed in schools every day. No research work has been done in this area of child behavior.

Dave Arnold Brownstown, Elementary school Illinois writes about use of abusive language in school and for correction he led a strategy to join those students in Church services and got a very positive result. James Lehman a psychiatrist in his research about "Mouthy and abusive kids" says that fresh language and abusive language are found on a continuum. He calls it the "Inappropriate verbal response continuum". They are triggered by the child's emotions, primarily frustration, anger and a need to get back at others when he thinks something is unfair. On one end of continuum is abuse. The intent of abusive language is generally a personal attack upon another person. It's meant to hurt the other person and make them feel small and afraid. Verbal abuse often includes foul language and disturbing threat of violence designed to intimidate the other person to get them to give in.

Young school children swear because they are exploring the language. They might be testing a new word to understand its meaning. When school children swear, it's usually to vent some negative feelings. It's response to something painful upsetting or frustrating.

Children may also swear to fit in socially. They might be trying to be part of the group or to stand out by being funny or adding shock value to their talk. Children might also be imitating others when they swear. The result shows that 42% of swearing occurs in children aged 5-8, and 69% of 9-17 year olds.

The present study is aimed at investigating the use of abusive language among school children in relation to their adjustment problems. In the light of existing evidences and research reports it was hypothesized that abusive children have low adjustment power than the Normal children.

Objective

To find whether there is any significant difference in adjustment of abusive and non abusive children with respect to social adjustment, emotional adjustment, health adjustment and home adjustment.

Null Hypotheses:

1. There is no significant difference in adjustment of abusive and non abusive children with respect to their social adjustment.
2. There is no significant difference in adjustment of abusive and non abusive children with respect to their emotional adjustment.
3. There is no significant difference in adjustment of abusive and non abusive children with respect to their health adjustment.
4. There is no significant difference in adjustment of abusive and non abusive children with respect to their home adjustment.

Method

Sample:

The study was conducted on a purposive sample of 150 senior sec. School students of Std. XI drawn from 3 schools of Gaya District.

First on the basis of teacher's observation and cross checking from students of the same class whole class was divided into two groups of children who don't use abusive language and children who use abusive language. Then The Adjustment Inventory by Hugh M. Bell was administered on them.

Tools Used:

1. Personal data sheet.
2. List of children who use abusive language and those who don't on the basis of teacher's observation.
3. Cross checking of the students.
4. Bell Adjustment Inventory (1934), (Student form) Leland Stanford Junior University.

Procedure:

First three tools were used to identify the abusive children and non-abusive children in a class.

Then Bell adjustment inventory was administered on both the group.

Data Treatment:

In this study two groups were identified. Those who rated low in different dimensions of Bell inventory are having less adjustment problems and those who rated high in Bell adjustment inventory are

having high adjustment problems.

In this study, 30% top scorers on Bell adjustment inventory (N=75) and 30% bottom scorers on Bell adjustment inventory (N=75) were regarded as having high adjustment problem and low adjustment problems respectively.

Mean and SD of the scores obtained on the dimensions of social adjustment, emotional adjustment, health adjustment and home adjustment were taken out. t-ratio was taken out to find out whether the two groups differed significantly or not.

Results and Discussion

The findings have been presented in tables.

Table1: Comparison of abusive children and non-abusive children in terms of their scores in social adjustment on Bell Adjustment Inventory.

Group	N	Mean	SD	t-ratio
Abusive Gr.	75	14.56	6.71	6.03
Non-abusive Gr.	75	8.81	3.32	

t-value at 1% level of significance=2.58

Since, calculated t-value(6.03) in table1 is more than the table value of t-ratio (2.58) at 1% level of significance hence, there is significant difference in social adjustment of abusive children and non-abusive children. From Table 1 it is evident that the two groups differed significantly in respect to their social adjustment as the two means differed. The abusive group showed very high adjustment problem.

Table2: Comparison of abusive children and non-abusive children in terms of their scores in emotional adjustment on Bell Adjustment Inventory.

Group	N	Mean	SD	T-ratio
Abusive Gr.	75	15.02	6.90	3.96
Non-abusive Gr.	75	11.32	6.24	

t-value at 1% level of significance=2.58

Since, calculated t-value(3.96) in table 2 is more than the table value of t-ratio (2.58) at 1% level of significance hence, there is significant difference in emotional adjustment of abusive children and non- abusive children. From Table 2 it is evident that the two groups differed significantly in respect to their emotional adjustment as the two means differed. Again the abusive group had high emotional adjustment problems.

Table3: Comparison of Abusive children and non-abusive children in terms of their scores in health adjustment on Bell Adjustment Inventory.

Group	N	Mean	SD	T-ratio
Abusive Gr.	75	20.43	8.82	2.80
Non-abusive Gr.	75	16.70	9.79	

t-value at 1% level of significance=2.58

Since, calculated t-value (2.80) in table 3 is more than the table value of t-ratio (2.58) at 1% level of significance hence, there is significant difference in health adjustment of abusive children and non-abusive children. From Table 3 it is evident that the two groups differed significantly in respect to their health adjustment as the two means differed. The abusive group has high health adjustment problems.

Table4: Comparison of Abusive children and non-abusive children in terms of their scores in home adjustment on Bell Adjustment Inventory.

Group	N	Mean	SD	T-ratio
Abusive Gr.	75	8.23	4.32	12.41
Non-abusive Gr.	75	1.90	1.01	

t-value at 1% level of significance=2.58

Since, calculated t-value (12.41) in table 4 is more than the table value of t-ratio (2.58) at 1% level of significance hence, there is

significant difference in health adjustment of abusive children and non-abusive children. From Table 4 it is evident that the two groups differed significantly in respect to their home adjustment as the two means differed.

It is also clear from table1, 2, 3, and 4 that children using abusive language are having low social adjustment, health adjustment, Emotional adjustment and home adjustment than those of non – abusive children. Hence the findings support the hypotheses that there is a significant difference between the social, emotional, health and home adjustment of abusive children and non-abusive children.

Conclusion:

On the basis of the finding it may be concluded that students using abusive language have high adjustment problems than those who don't use abusive language. On all the four dimensions of social, emotional, health and home on The Adjustment Inventory the abusive children scored high that means they have very low adjustment power. But a very interesting aspect of them is that most of them are having high I.Q. Since very little research has been done in this area especially in India it was very difficult to find any Indian research work. As this topic is directly related to our values and has a very adverse effect both on abusive child as well as the child who is being abused it becomes the duty of teachers and parents both to look into the problem seriously.

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Effect of stress on secondary students and prospective teachers in relation to their non – cognitive variables

Dr. Preeti Sinha

Abstract

"The birth right of every individual is a disease – free body, a quiver free breadth, a stress free mind, a sorrow free soul, an ego which embraces everything" Sri Sri Ravi Shankar.

Is there a real way of avoiding stress?

The dictionary meaning of stress is pressure, tension, strain anxiety, distress, worry, hardship etc.

In 1946, Hans Selye, defined stress : as the non specific response of the body to any demand made upon it to adapt, whether the demand produces pleasure or pain. After 30 years of researching the concept Selye both broadened and simplified his definition "Stress is essentially the rate of wear and tear on the body".

Walter Gmelch and others defined stress as, "any characteristic of the job environment that poses a threat to the individual either excessive demands or insufficient recourses".

All words and definitions definitely do not have a favorable interpretation nor a healthy sign. Ironically low degree of stress has positive effect. As a positive influence it can create awareness and an exciting new perspective. It works as a motivator, adds anticipation and excitement to life. But going beyond your optimal stress level results in negative influence. Beyond some point, "stress" becomes "distress". It can lead to distrust, rejection, anger and depression, which in turn can lead to health hazards like headache, upset stomach, asthma, rashes, insomnia, ulcers, high blood pressure, stroke etc. In worst case it also leads to suicides.

Any variable that is related to socio-emotional factors can be explained as non-cognitive variables. Non-cognitive variables are very strong predictors of engagement in risky behavior.

This study was conducted with the intention of studying the level of stress in relation of non-cognitive variable so that empathy may be developed to help the students to cope with stress with the social and institutional support.

Objectives:

1. To find out whether there is any significant difference between secondary school students and teacher training college students in their level of stress.
2. To find out whether there is any significant difference between male and female students of secondary school and teacher training colleges in their level of stress.
3. To find out whether there is any significant difference between students of government institutions and private institutions in their level of stress.
4. To find out whether there is any significant difference between urban and rural students in their level of stress.
5. To find out whether there is any significant difference between students of nuclear families and those of joint families in their level of stress.

Hypotheses :

1. There is no significant difference between secondary school students and teacher training college students in their level of stress.
2. There is no significant difference between male and female students of secondary school and teacher training colleges in their level of stress.
3. There is no significant difference between students of government institutions and private institutions in their level of stress.
4. There is no significant difference between urban and rural students in their level of stress.
5. There is no significant difference between students of nuclear families and those of joint families in their level of stress.

Method :

Survey method was used to collect the data.

Population - IX and X class students of Government and private institutions, prospective teacher of Government and private institutions.

Sample :

The sample consisted of 227 students of secondary classes studying in government and private schools and 207 prospective teachers studying in government and private institutions of Patna. Purposive sampling technique was used.

Tool :

The stress inventory of Seema Rani and Dr. Basant Bahadur Chaudhary was used to collect the data.

Statistical Technique

Mean, Standard Deviation, t - Test .were used to analyse the data.

Results and Discussion:

Table - I - (Grade)

The first hypothesis was there is no significant difference between secondary school students and teacher training college students in their level of stress.

	Number	Mean	SD	t - Ratio	Level of Significance
Secondary School Students	227	106.17	16.33	1.26	NS
Teacher Training college students	207	104.25	15.65		

Table I reveals that the t - ratio is 1.26 is not significant, thus the null hypothesis is accepted. Hence there is no significant difference between secondary school students and teacher training college students in their level of stress..

The second hypothesis was that there is no significant difference between male and female students in their level of stress.

Table – II – (Gender)

	Number	Mean	SD	t - Ratio	Level of Significance
Male	193	101.52	14.56	4.55	0.01
Female	241	108.42	16.44		

Table II reveals that the t-ratio of 4.55 is significant at 0.01 level, thus the null hypothesis is rejected. In Other words the male group was significantly less stressed than the female group.

The third hypothesis was that there is no significant difference between students of govt. institutions and private institutions in their level of stress.

Table – III – (Type of Institution)

	Number	Mean	SD	t - Ratio	Level of Significance
Government	181	109.31	16.97	4.49	0.01
Private	253	102.275	14.79		

Table III reveals that the t-ratio of 4.55 is significant at 0.01 level, thus the null hypothesis is rejected.

It shows that the students of government institutions are more stressed than students studying in private institutions. A reminder that government institutions will have to be more student friendly.

The fourth hypothesis was that there is no significant difference between students of urban and rural backgrounds in their level of stress.

Table – IV –(Place of residence)

	Number	Mean	SD	t - Ratio	Level of Significance
Urban	331	105.58	15.84	0.688	NS
Rural	103	104.31	16.54		

Table IV reveals that the t-ratio is 0.688 is not significant, thus the null hypothesis is accepted. It means that there is no significant difference between students of urban and rural backgrounds in their level of stress.

The Fifth hypothesis was that there is no significant difference between students of nuclear family structure and joint family structure in their level of stress.

Table – V – (Family Structure)

	Number	Mean	SD	t - Ratio	Level of Significance
Nuclear	285	105.49	16.95	0.29	NS
Joint	149	105.04	14.27		

Table V reveals that the t-ratio is 0.29 is not significant, thus the null hypothesis is accepted. It goes to say that there is no significant difference between students of nuclear family structure and joint family structure in their level of stress.

Conclusion:

In the light of results obtained it may be said that the social environment has to be made more conducive for education of the female so that they remain less stressed for better achievements in academics. At the same time it also reflects that there is a need for the government institutions and its authorities and teachers to adopt means such as exercise involving the whole body, time management to reduce pressure, to set goals, eliciting social support and ways and means of relaxation like excursion, music, dance, dramas etc in a position to cope with stress.

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Relationship Between Self-Control And Academic Achievement

Durga Sharma & Madhumita

Abstract

The present paper examines the relationship between self-control, and academic performance, as measured by grades. These relationships are important because they could form the basis of studies to investigate how students might increase their grades, and how to work on self-control for better academic and eventually better personal achievement. This could be important to increase the competitiveness of B.Ed students selected as a sample by using purposive sample technique, which may at later stages act as an agent to benefit the school students. In this paper we used survey technique to verify the importance of the self-control in relation to the academic performance. A standardised questionnaire prepared by Duckworth, Quinn and Goldman was used for collecting the data from the students of B.Ed. (2012-13) enrolled at Patna Women's College, Patna University to estimate the correlations between these variables. The findings of the study indicate that there is a positive correlation between self-control and academic achievement.

Introduction

Self-control is conceived of as a core feature of an individual, leading to success and happiness in life. People who control or regulate desires, behaviours, performance and responses, achieve better in various domains. Modern psychology views human behaviours from a bio-psychosocial perspective (Ceci, 1996; Dai & Stenberg, 2004; Gottfredson, 2001; Maker, Rogers, Nielson, & Bauerle, 1996; Neisser et al., 1996; Stenberg & Grigorenko, 2004). That is, actions cannot be explained in the absence of social and biological contexts. The social cognitive theorists believe that behaviours are influenced through social learning, observing others, and are subject to perceptions or how a situation is perceived. That is, considered an important trait associated with achievement is whether we have control or surrounding events govern the situation. Julian Rotter distinguishes between external and internal control, where external control refers to the perception of outside

forces and events that control destiny and that of an internal control of destiny (Burger, 2004). Researchers reported that an internal control is more successful at school and in work (Myers, 2010). The reasoning is that an internal self-control has the ability to suppress an instant gratification towards a lasting outcome of desires. Indeed, the self's capacity to inhibit its antisocial impulses and conform to the demands of group life has been proposed to be the hallmark of civilized life (Freud, 1930). Even today, the vast majority of social and personal problems seem on theoretical grounds to involve a substantial component of deficient self-control (Baumeister, Heatherton, & Tice, 1994). With elevated self-control and persistence, excellence is achieved.

Educational researchers refer to self-control within academia as self-regulated learning. Anecdotal impressions and assorted research findings suggest that substantial individual differences exist in people's capacity for self-control. Some people are much better able than others to manage their lives, hold their tempers, keep their diets, fulfil their promises, stop after a couple of drinks, save money, persevere at work, keep secrets, and so forth. These differences seemingly ought to be associated with greater success and well-being in life. One goal of the present investigation was to provide some direct evidence that individual differences in self-control would effectively predict positive outcomes across a variety of life domains.

Purpose of the Study

The researchers of the present study investigated the correlationship between self-control and academic achievement of Teacher trainees. The teacher occupies the pivotal role in an effective and efficient education system. In order to perform their responsibilities efficiently, the teachers should themselves have self-control and self-discipline in them. If the teacher's behaviour manifests self-control his/her power to influence the student increases tremendously towards right direction. Effective and productive learning on the part of the students can be achieved by employing teachers with desirable attitudes, values and ability of self-control for shaping the behaviour of the students in desired direction. The present study is very important as it examines how a teacher who performs his duty is much dependent on his/her self-control. In the light of above context, the investigators have decided to study self-control of prospective teachers.

Methods

Sample : Purposive sampling technique was adopted to select the sample. The sample consisted of 100 B.Ed. Trainees from self-financed Patna Women's College of Patna district.

Tools used : The following tools were used by the investigators:

- Self-Control Scale developed by Tangney et.al (2004):

This test is self-administering with reliability 0.87. The test consists of 35 items with five alternative answers, 1,2,3,4 and 5. 1 stands for not at all like me and 5 stand for very much me. Question no. 2,3,4,6,8,9,10,11,12,14,16,17,19,20,21,23,25,28,29,31,32,33,34 and 35 are reversed items, Questions broadly assess self-control on four measures, inclination or impulsiveness, health-habits, self-regulation and reliability of the individual.

- Mid-term Examination Scores:

Mid-term Examination scores of all the subjects of the individuals were gathered to assess their academic achievement.

Objective : To find whether there is any significant relationship between self-control and academic achievement of B.Ed. trainers.

Null Hypothesis : There is no significant relationship between self-control and academic achievement of B.Ed. Trainers.

Statistical Techniques

Once the scoring of the self-control questionnaire test was done, A Pearson product moment correlation between self-control questionnaire scores and mid-term examination scores was obtained to draw inferences.

Table 1: Correlation between mid- term scores and self-control scores

Sl.No.	Measures of Self-Control	Correlation Coefficient
1	Inclinations	0.30
2	Healthy-Habits	0.05
3	Self-regulation	0.32
4	Reliability	0.37
5	Overall Scores	0.37

Result

As indicated in the table I that there exist low positive correlation (0.37) between self-control and academic achievement scores of the

teacher trainees. From the present finding it can be stated that self-control significantly correlates at 1% level of significances with the academic performance of the sampled trainees. But further generalisation requires more elaborate and systematic study. Observation of the table I reveals that different measures of self control viz. Impulsive or inclined behaviour, self regulation and reliability of an individual also reflect significant correlation with academic achievement (0.30, 0.32 and 0.37 respectively) while adopting reality habits was not significantly correlated.

Educational Implications

1. Knowledge about self-control enables students to maximize their potential by overcoming their weakness.
2. Allows teachers to implement better intervention programs to encourage struggling students to persist and complete their educational studies.
3. College administrators and instructors should focus on developing interventions to instill a healthy sense of self-control in students and teach them how to manage their time effectively.
4. Interventions in the form of learning how to learn courses and/or workshops should be designed specifically for students to provide them with helpful adjustment strategies.
5. Equipping students with self-control strategies and positive motivational beliefs earlier on in their studies will prepare and sustain their motivation for more demanding, upper level courses as they progress through their academic career.

Limitation

The study looks only at a non-probability sample of Patna women's College, Department of Education, so the results cannot be confidently generalized to any larger group, such as all university students, without further investigation. Nor would the findings of this study be perfectly representative of the Patna University student population.

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Teacher Effectiveness Of In-Service And Prospective Teachers In Relation To Their Leadership Skills.

Sushil Kr. Singh & Dr. Madhu Singh

Abstract

An effective teacher does not only have a deep content knowledge but also possesses many other skills. A teacher is the leader of the class and so he should have leadership skills. Leadership skills help in creating a warm classroom climate, to promote enthusiasm, motivation and an interactive teacher-student relationship. Teacher with specific leadership skills have potential to produce outstanding student growth.

The purpose of this study was to investigate the relationship between teacher effectiveness and leadership skills of in-service and prospective teachers. The sample consisted of 60 in-service teachers and 90 B.Ed trainees. Purposive sampling technique was used to select the sample. Kumar and Mutha 'Teacher Effectiveness Scale' was used to measure the teacher effectiveness and 'Leadership Quality Scale' by Dr. Muthumanikum was used to measure the leadership skills. Product moment correlation and t-test were used to analyze the data. The study revealed that there was significant relationship between teacher effectiveness and leadership skills of in-service teachers and prospective teachers. Significant difference was also found between In-service and Prospective teachers in their leadership skills and teacher effectiveness. In-service teachers have better leadership skills and teacher effectiveness.

Keywords : *Teacher effectiveness, leadership skills, in-service teachers and prospective teachers.*

Introduction

Excellence in Education and educational organization is the need of the hour. Teacher effectiveness is the essence of a successful educational system. Being an effective teacher means being able to adapt to every situation. For the teaching-learning process to progress in an effective manner, it has to draw the influence of all energizing factors and incorporate the elements of change, (Mathew, 2008). The craft of teaching has so many areas, which need continual thinking, modification, fuelling and inclusion of the standard advancement that

are aimed at the fullest development of all children. The teacher has the responsibility to mould the behavior of their students. So a teacher needs to have such skills which can help him in creating a warm classroom climate, to promote enthusiasm, motivation and an interactive teacher-student relationship.

Leadership at any place or level largely depends on the inherited personal qualities that enable the person to lead. A leader should have all those behaviours that can influence the behaviours of others, intensifying their impulses to love and respect their leader. A leader presents model behaviour and motivates others to present such behaviours that are acceptable to others, (Mathew,2008). A teacher is the leader of the classroom. So specific kind of leadership in the classroom requires some innate qualities of teachers that constantly need to be developed and enhanced. For example, it is very important for students to perceive their teacher as a positive personality carrying an inborn charisma of leadership and encouragement. Those teachers are always enjoyed most who radiates encouragement, inner balance, contentment, and a joyful attitude to life. These teachers usually win their students' hearts easily. This way no pressure or force (internal or external) is needed, because the students are naturally attracted by teachers' behaviour and attitude to life. Moreover, these teachers show their personal and moral qualities more by deeds than by explaining and talking about them theoretically. A teacher's genuine personality or authenticity can serve as a good example for his or her students. As a result, they will be attracted to emulate it spontaneously. (Vilhanova & Walter,2008) So acquisition of leadership skills for a teacher is essential. Hence the investigators felt a need to find out the relationship between teacher-effectiveness and leadership skills of in-service teachers and prospective teachers.

Objectives

The objectives of this study were the following:

- i) To find out whether there is any significant relationship between leadership skills and teacher effectiveness of In-service and Prospective teachers.
- ii) To find out whether there is any significant relationship between leadership skills and teacher effectiveness of In-service teachers.
- iii) To find out whether there is any significant relationship between leadership skills and teacher effectiveness of Prospective teachers.

- iv) To find out whether there is any significant relationship between leadership skills and teacher effectiveness of In-service and prospective male teachers.
- v) To find out whether there is any significant relationship between leadership skills and teacher effectiveness of In-service and prospective female teachers.
- vi) To find out whether there is any significant difference between In-service and Prospective teachers in their leadership skills.
- vii) To find out whether there is any significant difference between In-service and Prospective teachers in their teacher effectiveness.

Null Hypotheses

- i) There is no significant relationship between leadership skills and teacher effectiveness of In-service and Prospective teachers.
- ii) There is no significant relationship between leadership skills and teacher effectiveness of In-service teachers.
- iii) There is no significant relationship between leadership skills and teacher effectiveness of Prospective teachers.
- iv) There is no significant relationship between leadership skills and teacher effectiveness of In-service and prospective male teachers.
- v) There is no significant relationship between leadership skills and teacher effectiveness of In-service and prospective female teachers.
- vi) There is no significant difference between In-service and Prospective teachers in their leadership skills.
- vii) There is no significant difference between In-service and Prospective teachers in their teacher effectiveness.

Method

Sample: The sample consisted of 70 in -service teachers, selected from different schools of Patna, and 55 B.Ed trainees. Purposive sampling technique was used to select the sample.

Tool: Kumar and Mutha 'Teacher Effectiveness Scale' was used to measure the teacher effectiveness and 'Leadership Quality Scale' by Dr. Muthumanikum was used to measure the leadership skills.

Statistical Treatment: Pearson Product Moment Correlation (r) and t-test were applied to analyse the data.

Results and Discussion:

Ho1: There is no significant relationship between leadership skills and teacher effectiveness of In-service and prospective teachers. To study the relationship Pearson 'r' was computed. The result is given in table 1:

TABLE : 1

Pearson Coefficient Of Correlation(r) Between leadership skills and teacher effectiveness of In-service and Prospective teachers.

Leadership skills ΣX	Teacher Effective-ness ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
15574	17257	196812	2408105	2161241	125	0.418*	S

*Significant at 0.01 level

Table 1 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between leadership skills and teacher effectiveness of In-service and Prospective teachers.

Ho2: There is no significant relationship between leadership skills and teacher effectiveness of In-service teachers. To study the relationship Pearson 'r' was computed. The result is given in table 2:

TABLE:2

Pearson Coefficient Of Correlation (r) Between Leadership Skills And Teacher Effectiveness Of In-Service Teachers.

Leadership skills ΣX	Teacher Effective-ness ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
8919	9843	1150481	1397085	1259176	70	0.37*	S

*Significant at 0.01 level

Table 2 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between leadership skills and teacher effectiveness of In-service teachers.

Ho3: There is no significant relationship between leadership skills and teacher effectiveness of prospective teachers. To study the relationship Pearson 'r' was computed. The result is given in table 3:

TABLE:3

Pearson Coefficient Of Correlation(r) Between Leadership Skills And Teacher Effectiveness Of Prospective Teachers

Leadership skills ΣX	Teacher Effective-ness ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
6655	7414	817641	1011020	902085	55	0.42*	S

*Significant at 0.01 level

Table 3 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between leadership skills and teacher effectiveness of prospective teachers.

Ho4: There is no significant relationship between leadership skills and teacher effectiveness of In-service and prospective male teachers. To study the relationship Pearson 'r' was computed. The result is given in table 4:

TABLE:4

Pearson Coefficient Of Correlation(r) Between Leadership Skills And Teacher Effectiveness Of In-Service And Prospective Male Teachers.

Leadership skills ΣX	Teacher Effective-ness ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
7862	8621	996032	1192625	1083863	63	0.57*	S

*Significant at 0.01 level

Table 4 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between leadership skills and teacher effectiveness of in In-service and prospective male teachers.

Ho5: There is no significant relationship between leadership skills and teacher effectiveness of In-service and prospective female teachers. To study the relationship Pearson 'r' was computed. The result is given in table 5:

TABLE: 5

Pearson Coefficient Of Correlation(r) Between Leadership Skills And Teacher Effectiveness Of In-Service And Prospective Female Teachers.

Leadership skills ΣX	Teacher Effective-ness ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
7712	8636	972090	1215480	1077398	62	0.25*	S

*Significant at 0.05 level

Table 5 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between leadership skills and teacher effectiveness of In-service and prospective female teachers.

Ho6: There is no significant difference between In-service and Prospective teachers in their leadership skills. To study the difference t-ratio was computed. The result is given in table 6:

TABLE:6

Significant Difference Between In-Service And Prospective Teachers In Their Leadership Skills.

Teachers	N	Mean	S.D	t- ratio	result
In-service	70	127.41	14.28	2.41*	S
Prospective	55	121	15.14		

*Significant at 0.02 level

Table 6 reveals that the t-value is significant. So the null hypothesis is rejected. It means that there is significant difference between In-service and Prospective teachers in their leadership skills. The mean score of in- service teachers is more than the prospective teachers. So in- service teachers have better leadership skills.

Ho7: There is no significant difference between In-service and Prospective teachers in their teacher effectiveness. To study the difference t-ratio was computed. The result is given in table 7:

TABLE:7

Significant Difference Between In-Service And Prospective Teachers In Their Teacher Effectiveness.

Teachers	N	Mean	S.D	t- ratio	result
In-service	70	140.61	13.74	2.26*	S
Prospective	55	134.80	14.66		

*Significant at 0.05 level

Table 7 reveals that the t-value is significant. So the null hypothesis is rejected. It means that there is significant difference between In-service and Prospective teachers in their teacher effectiveness. The mean score of in- service teachers is more than the prospective teachers. So in- service teachers have better teacher effectiveness.

Findings:

- There is significant relationship between leadership skills and teacher effectiveness of In-service and Prospective teachers.
- There is significant relationship between leadership skills and teacher effectiveness of In-service teachers.
- There is significant relationship between leadership skills and teacher effectiveness of Prospective teachers.
- There is significant relationship between leadership skills and teacher effectiveness of In-service and prospective male teachers.
- There is significant relationship between leadership skills and teacher effectiveness of In-service and prospective female teachers.
- There is significant difference between In-service and Prospective teachers in their leadership skills.
- There is significant difference between In-service and Prospective teachers in their teacher effectiveness.

Conclusions:

From the above results it can be concluded that there is significant

relationship between leadership skills and teacher effectiveness of In-service and prospective teachers. Significant relationships were also found between leadership skills and teacher effectiveness in In-service teachers, Prospective teachers, male teachers and female teachers. There is also significant difference between In-service and Prospective teachers in their leadership skills and teacher effectiveness. In-service teachers have better leadership skills and teacher effectiveness. Hence, it can be concluded that an effective teacher has also good leadership skills. Thus a teacher needs to have leadership skills for making his teaching effective. So leadership training programmes and activities should be organized for teachers and prospective teachers so that they may become effective teachers.

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Correlation of emotional intelligence with the preference for leadership style: A case study

Prabhas Ranjan

Abstract

Teachers hold the position of leadership by natural disposition of their job in the classroom. But the teacher's leadership style depends on their personality and is therefore relatively fixed. The way a teacher carries out his/her leadership functions or roles—the use of authority and power and the approach to the decision-making process is related to the three approaches of leadership styles. They are Authoritarian, Democratic, and Laissez Faire. The Authoritarian Leadership Style is characterized by a teacher who makes all the decisions and passes the directives to students who are expected to carry these out under very close supervision. The democratic style is characterized by a structured but cooperative approach to decision making. In Laissez-Faire Style there are two forms. One is the absence of any real leadership and everyone is free to do as it pleases. Usually, with no goals or direction there is a state of confusion, and lack of confidence in leadership. The other is a proactive refraining from instruction as in A. S. Neill's Summerhill School. This study seeks to establish a correlation of emotional intelligence with the preferences for teacher's leadership styles by a case study of the students of B.Ed.

Keywords : Emotional Intelligence, Teacher's Leadership Style,

Introduction

A good teacher is a good leader. One of the most popular theory Transformational leadership identifies four key components of leadership which are significant part of teacher's performance: Idealized Influence (II), Inspirational Motivation (IM), Individualized Consideration (IC) and Intellectual Stimulation (IS) (Bernard M. Bass, Ronald E. Riggio 2006). Successful teachers are positive role models for students (II). Like transformational leaders, the good teachers have the ability to inspire and motivate students (IM). A good teacher demonstrates genuine concern for the needs and feelings of students. Like transformational leaders his personal attention to each student is a key element in bringing out their very best efforts (IC). Good teachers encourage creative and novel thinking (IS). Hence teachers are more

than subject experts. They ought to have inter-personal skill and emotional intelligence to lead and motivate the students.

Emotional intelligence is the competencies that enable people to demonstrate intelligent use of their emotions in managing themselves and working effectively with others. The term in itself seems to be simple. It embraces the complexity of a person's capabilities. Gardner (1983) conceptualized this arena as constituting intrapersonal and interpersonal intelligence. Salovey and Mayer (1990) first used the expression emotional intelligence and described it in terms of four domains involving knowing and handling one's own and others' emotions. Other conceptualizations have labels such as practical intelligence and successful intelligence (Sternberg, 1996), which often blend the capabilities.

Goleman (1998) defined an "emotional competence" as a "learned capability based on emotional intelligence which results in outstanding performance at work." Thus emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation. As a single construct, the term emotional intelligence might be deceptive and suggest an association with cognitive capability (traditionally defined intelligence or what psychologists often call *g*, referring to general cognitive ability) (Ackerman & Heggestad, 1997; Davies, Stankov, & Roberts, 1998).

In a way this study has emerged out of the investigation's experiences with the teachers trainees at practice-teaching in schools. The investigator observed that the trainees behave differently during their practice teaching. The investigator perceived that many of them behaved authoritatively not because they knew better. They did this to show that they can control the class. In other words they had a poor sense of inter-personal skills. It was also found that they are inefficient in their own management or intrapersonal skills. This study accepts three forms of leadership as defined by Lewin, K., Lippit, R. and White, R.K. (1939). The three types are democratic leadership, authoritarian leadership and laissez-faire leadership.

Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more

participative role in the decision-making process. Researchers have found that this leadership style is usually one of the most effective and lead to higher productivity, better contributions from group members, and increased group morale. Some of the primary characteristics of democratic leadership include:

- Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions.
- Members of the group feel more engaged in the process.
- Creativity is encouraged and rewarded.

Authoritarian leaders, also known as autocratic leaders, provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a clear division between the leader and the followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group.

Researchers found that decision-making was less creative under authoritarian leadership. Lewin also found that it is more difficult to move from an authoritarian style to a democratic style than vice versa. Abuse of this style is usually viewed as controlling, bossy, and dictatorial.

Researchers found that children under delegative leadership, also known as laissez-fair leadership, were the least productive of all three groups. The children in this group also made more demands on the leader, showed little cooperation and were unable to work independently.

Delegative leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation.

Objectives:

1. To find out whether the intra-personal awareness is correlated to the preference for leadership style of the trainee teacher.
2. To find out whether the inter-personal awareness is correlated to the preference for leadership style of the trainee teacher.
3. To find out whether the intrapersonal management is correlated to the preference for leadership style of the trainee teacher.
4. To find out whether the inter-personal management is correlated to the preference for leadership style of the trainee teacher.

5. To find out whether emotional intelligence is correlated to the preference for leadership style of the trainee teacher.

Hypotheses:

1. The correlation between intra-personal awareness and preference for leadership style is not significant at .05 level.(H₁)
2. The correlation between inter-personal awareness and preference for leadership style is not significant at .05 level.(H₂)
3. The correlation between intra-personal management and preference for leadership style is not significant at .05 level.(H₃)
4. The correlation between intrapersonal management and preference for leadership style is not significant at .05 level.(H₄)
5. The correlation between emotional intelligence and preference for leadership style is not significant at .05 level.(H₅)

Method

Major part of the study is constituted by the quantitative study of emotional intelligence and leadership preference. An open ended questionnaire is also used for exploring the laissez-faire but it was evaluated in a qualitative way.

The sample of 50 students randomized with the help of software is taken from the students of the department of Education Patna Women's College, of which 35 were found to be usable.

For the measurement of emotional intelligence Mangal Emotional Intelligence Inventory prepared by Dr. S. K. Mangal and Mrs. Shubhra Mangal has been used. This inventory is constituted of 100 questions divided into four sections. Each section has 25 self-assessment questions. The four sections seek to discover :

1. Intra-personal Awareness (knowing about one's own emotions)
2. Inter-personal Awareness (knowing about others emotions)
3. Intra-personal Management (Managing one's own emotions)
4. Inter-personal Management (managing others emotions)

For the measurement of leadership preference Leadership Preference Scale by L.I. Bhushan has been used. This scale has 30 items to respond on a Likert type five points scale. The limitation of the scale for this study is that it only explores two types of leaderships: democratic and authoritarian. Each tendency of leadership is represented by 15 questions. The denial of democratic tendency and assertion of

authoritarian tendency is marked towards the lower side. Thus the lower score indicates preference for authoritarian tendency whereas a higher score indicates preference for democratic leadership.

A set of open ended questions was asked to explore the preference for the laissez-faire leadership.

The emotional intelligence inventory provides a norm orientated evaluation in the form of percentile ranking that was got by the inventory makers by administering it on a large sample of 2200 students (1050 males and 1150 females) of 16+ years age.

The Leadership Preference Scale did not provide any criterion for evaluating the leadership preference; hence the midpoint of 90 is set. Above that score is considered as democratic preference and below the point was authoritarian preference.

No standardized tool could be found for evaluating the laissez-faire leadership. Hence the open ended questionnaire is expected to explore this preference, but only quantitative data expected was the number of students who would prefer laissez-faire leadership.

The scores and ranks derived from the evaluation of the questionnaire is analysed by correlation test of significance.

Result:

The study seeks to explore whether the preference for leadership style is correlated to emotional intelligence and its components.

The hypotheses were

1. The correlation between intra-personal awareness and preference for leadership style is zero.(H₁)
2. The correlation between inter-personal awareness and preference for leadership style is zero.(H₂)
3. The correlation between intra-personal management and preference for leadership style is zero.(H₃)
4. The correlation between intrapersonal management and preference for leadership style is zero.(H₄)
5. The correlation between emotional intelligence and preference for leadership style is zero.(H₅)

The collected data was found to be normal as depicted in figure 1. The results of the correlation tests has been depicted in table 1.

Findings:

1. (The correlation between intra-personal awareness and preference for leadership style is not equal to zero.(H_1). But the correlation coefficient is not a significant value.
2. The correlation between inter-personal awareness and preference for leadership style is not equal to zero.(H_2) But the correlation coefficient is not a significant value.
3. The correlation between intra-personal management and preference for leadership style is not equal to zero.(H_3) The correlation coefficient is a significant value.
4. The correlation between intrapersonal management and preference for leadership style is not equal to zero.(H_4) The correlation coefficient is a significant value.
5. The correlation between emotional intelligence and preference for leadership style

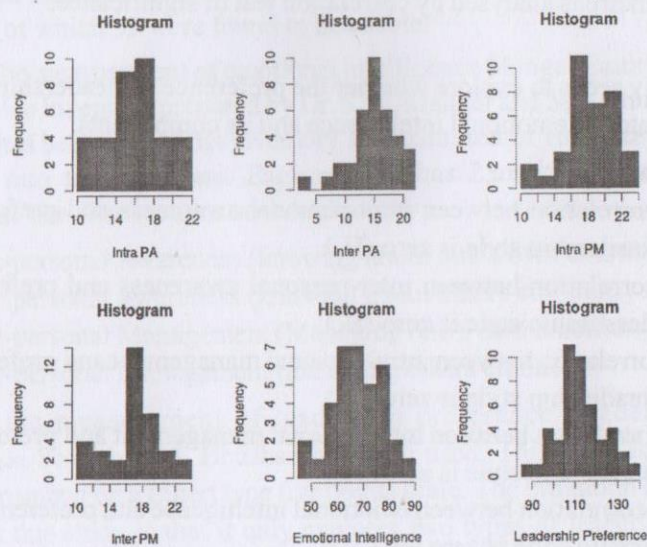


Table 1. Correlation Matrix of the variables of the study

Correlation with Leadership Style Preference				
	95 per cent confidence interval	Sample Estimates (Correlation Coefficient)	p-value	Significance level (df = 33)
Intra.PA	-0.18 to 0.46	0.15	0.372	Not significant (0.05)
Inter.PA	-0.25 to 0.40	0.08	0.621	Not significant (0.05)
Intra.PM	0.03 to 0.62	0.36	0.030	Significant (0.05)
Inter.PM	0.08 to 0.65	0.40	0.015	Significant (0.05)
Emotional Intelligence	0.14 to 0.68	0.45	0.005	Significant (0.05)

Regarding the laissez-faire leadership most of the students would prefer it as a method of self-study but they were not sure about its feasibility in classroom conditions. They are not aware of the experiences of A S Neill's Summerhill school.

Limitation

- The study is a case study of the students of the department of education Patna Women's College. The results may not be generalized.
- Lack of a reliable tool for measurement of laissez-faire leadership is a serious limitation.
- Leadership types are defined on the basis of classification of K. Lewin and R. K. White in 1939. Now more subtle classification of leadership styles are available.
- The study is based on self-evaluating tools which are prone to inaccuracies.
- Though all care has been taken to convince the students about the nature of the study but they may take it as an evaluation by the institution.

Implications and suggestion for further studies:

The study is relevant in context of the changes in educational contexts. Especially the new media and internet has provided vast resources at the disposal of the teachers and students. It would be useful for both teacher and students to adopt democratic attitude.

The study implies that

1. The preference for leadership style is related to emotional intelligence.
2. The study clearly identifies a relation between Intra-personal management and preference for leadership style.
3. The relation between Inter-personal management and preference for leadership style is most established.
4. The study support the proposition that the training for emotional intelligence should be a part of teacher education curriculum.

The study may be treated as base for further study in the field of teacher leadership.

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Emotional Intelligence and Academic Achievement Motivation among Adolescents: A Relationship Study

Babli Roy, Rashmi Sinha & Sapna Suman

Abstract

The present paper is an attempt to examine relationship between emotional intelligence and academic achievement motivation. It also studies the emotional intelligence of students with high, average and low academic achievement motivation. Sample for the study includes 105 students (48 boys and 57 girls) of class XII of Patna. The data were analyzed with the help of product moment coefficients of correlation. The findings of the study reveal positive relationship between emotional intelligence and academic achievement motivation. The study also reveals that students with high, average and low academic achievement motivation differ from one another on emotional intelligence.

Key Word : Emotional intelligence, Academic achievement motivation.

Introduction

The rapid development of the era is challenging the adolescents to face the wave of globalization. Thus, the ability to control the emotions has become important for not being carried away by the flow of negative and evil elements. A high emotional intelligence helps to maintain a state of harmony in oneself and finally be more self-confident in dealing with the challenges of living and learning in educational institutions. Emotional Intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures (Bar-On, 2006). It is that part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviours such as intentionality, persistence, creativity, impulse control, social deftness, compassion, intuition and integrity (Kapp, 2002). Lam and Kirby (2002) are of the opinion that emotional intelligence involves perceiving, understanding, and regulating emotions.

High emotional intelligence can contribute to a student in the learning

process (Goleman, 1996; Elias, Ubriaco, Reese et al., 1992, Svetlana, 2007). Students low on emotional intelligence may find failure more difficult to deal with, which undermines their academic motivation (Drago, 2004). Academic motivation is defined as enthusiasm for academic achievement which involves the degree to which students possess certain specific behavioural characteristics related to motivation (Hwang et al, 2002). It is the orientation to the actions which is important to compel with the perfect standards. Goc (2010) has stated the factors affecting students' achievement motivation as effectiveness of the teacher, friends, the individual's attitude towards school, students' perceptions about their own abilities, past experiences (positive or negative), the importance given to the student's success, parents approaches towards their children and school.

For many years educators, professionals and the public alike have been focusing on the intellectual achievement of individuals. In the past, perceived cognitive potential, more than any other factor has been seen as a predictor of academic achievement. It has, however, been established that despite an individual having the intellectual potential to succeed at institutions of higher education, he/she may experience difficulty dealing with emotional issues, have poor relationships, and be ineffective in his/her decision making (Goleman, 1995). These observations, among others, have led to the realization that individuals from changing populations may require more than intellectual abilities to exist and thrive academically.

Some students experience frustration and failure to achieve their goals. They depend on the strength of fortitude to control their negative thoughts and feelings. If they are able to control emotions, they will achieve the academic goals as well (Dweck, 1996). Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula. Parker et al (2004) in their study found that highly successful students scored higher than the unsuccessful group on emotional intelligence. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills

are key factors in the academic achievement and test performance of high school and college students respectively. A study conducted by Rode et al (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed, requiring high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically. Similarly, a study conducted on children aged 4 years found that controlling the impulses of action have shown their ability in achieving good academic and good social skills when they are in their adolescence (Shoda, Mischel, and Peake, 1990). Contribution of emotional management to academic performance was also supported by research done by MacCann et al (2011). The results suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping. Svetlana (2007) suggests the need to incorporate emotional intelligence training into secondary education curricula, due to a significant relationship between emotional intelligence and academic achievement.

The intent of this study was to examine the relationship between emotional intelligence (EI) and academic achievement motivation among adolescents. Scant research exists on the relationship of emotional intelligence and academic achievement motivation in India. There are two major reasons for this. First, the emotional intelligence [EI] construct is relatively new (Mayer & Salovey, 1990). Second, a century of research on general intelligence and cognitive performance has overshadowed the role of non-cognitive EI factors that may effect academic achievement. This has led to a consensus among educators that cognitive factors, like high scores on intelligence tests, predict student performance in college (Jensen, 1998). Yet, many students still fail to live up to their true potential despite their IQ or previous academic performance. Conversely, some college students with mediocre grades have managed to complete a college or university education. Both of these examples suggest that other factors, specifically non-cognitive EI factors, may be at work.

In essence, the importance of emotional intelligence on academic achievement motivation has been found to be very significant. Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to

academic achievement motivation most especially in country like India, where most researchers are yet to show interest in the construct. Investigations that address the interrelatedness of emotional intelligence and elements of academic achievement at institutions of higher education will strengthen the relationships between these constructs. The research findings may also support the need to incorporate emotional intelligence curriculum into college academic programs.

Objectives:

The objectives of the study were-

1. To study the relationship between emotional intelligence and academic achievement motivation.
2. To study emotional intelligence of students with high, average and low academic achievement motivation.

Methodology:

The sample for the present study consisted of 105 class XII students. Out of which 48 were boys and 57 were girls. Simple random sampling technique was adopted to select the sample. Academic Achievement Motivation Test of Dr. T. R. Sharma and Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Shubra Mangal were used as tools for the study. High, average and low groups of academic achievement motivation were formulated on the basis of the norms set by the Academic Achievement Motivation Test of Dr. T. R. Sharma. Product moment coefficients of correlation were computed for the analysis of the data.

Results and Discussion

Table 1

Values Of Coefficients Of Correlation Between Emotional Intelligence And Academic Achievement Motivation

Groups	Sample Size (N)	Correlation Coefficient (r)
Total	105	0.275
Boys	48	0.225
Girls	57	0.344

Perusal of Table 1 shows that the values of coefficient of correlation

between emotional intelligence and academic achievement motivation for total sample, boys and girls are .275, .225 and .344 respectively. It means that there is low positive correlation between emotional intelligence and academic achievement motivation among total sample and both boys and girls. It may be due to the reason that as they are better motivated to handle, manage and control their emotions, their academic achievement motivation also increases. The above finding draws support from the findings of Mahyuddin, Elias and Noordin (2009). They also found significant correlation between EQ and academic achievement motivation. However, Bissessar (2008) and Drago (2004) found no relationship between emotional intelligence and intrinsic motivation and achievement motivation respectively.

Table 2

Level Wise Values Of Coefficients Of Correlation Between Emotional Intelligence And Academic Achievement Motivation

Groups	Level of Academic Achievement Motivation	Sample Size (N)	Correlation Coefficient (r)
Total	High	25	0.320
	Average	71	0.198
	Low	9	-0.320
Boys	High	17	0.422
	Average	28	0.104
	Low	3	0.127
Girls	High	8	-0.012
	Average	43	0.200
	Low	6	-0.770

Values of coefficient correlation depicted in table 2 reveal that there is low positive correlation between emotional intelligence scores and high and average levels of academic achievement motivation i.e. (= .320 and .198 respectively). Value -0.320 depicts the negative correlation between the emotional intelligence and low level of academic achievement motivation for the total sample. In case of boys, there is

positive correlation between emotional intelligence and high, average and low levels of academic achievement motivation i.e. ($= .422, .104$ and $.127$ respectively). In case of girls, there is negative correlation between emotional intelligence and high and low levels of academic achievement motivation i.e. ($= -0.012$ and -0.770 respectively). Average level of academic achievement motivation is positively correlated with emotional intelligence ($= .200$) for the selected sample of girls.

Conclusions

1. There is low positive correlation between emotional intelligence and academic achievement motivation among both boys and girls that indicates with increase in emotional intelligence, the students are academically motivated.
2. There is low positive correlation between emotional intelligence scores and high and average levels of academic achievement motivation. Emotional intelligence is negatively correlated with low level of academic achievement motivation for the total sample. In case of boys, there is positive correlation between emotional intelligence and high, average and low levels of academic achievement motivation. High and low levels of academic achievement motivation are negatively correlated and average level of academic achievement motivation is positively correlated with emotional intelligence for the selected sample of girls.

Implications

1. Excellent performance in academics is the key target and goal for each student regardless of ethnic group. In order to obtain good results, apart from effective learning techniques, students should be able to recognize themselves in particular of self emotions, so that it does not become a stumbling to success. Hence the need to identify oneself, emotional intelligence should be noted not only for academic interest but also for success in life.
2. The key to obtain success of learning is to give full attention and concentration during the process of teaching learning. High level of emotional intelligence can help calm the mind and thus to increase the absorption of information received. As a result it will contribute to their academic achievement. It is recommended that students' academic achievement should be enhanced with the use of emotional intelligence training.

3. The inclusion of emotional intelligence as part of the curriculum could lead to a variety of positive personal, social and societal outcomes. Increasing emotional intelligence may not only facilitate the learning process and improve career choice and likelihood of success, but could also enhance the probability of better personal and social adaptation in general. The educational experience would be more balanced or holistic as it would focus on educating the whole person. There could also be beneficial effects for the institutions, improving the environment in which the educational experience occurs.
4. Students need the ability to appraise a situation correctly, react appropriately in difficult circumstances and exercise stress tolerance or display impulse control when making judgments about academic decisions. Students need activities and advising sessions that help establish proactive patterns that increase awareness about emotional intelligence. The goal is to foster skills that lead to academic success.

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माध्यमिक विद्यालयों में अध्ययनरत छात्रों के शैक्षिक समायोजन का तुलनात्मक अध्ययन

विजयश्री

Abstract

अनुभव महान शिक्षक होता है। अपने पूरे जीवनकाल के हर पल हम विभिन्न अनुभवों को ग्रहण करते हैं और शिक्षित होते जाते हैं। आजीवन चलने वाली यह प्रक्रिया ही शिक्षा है। गर्भ से लेकर कब्र तक पहुँचने के क्रम में हम हर परिस्थिति के अनुसार खुद को ढालते जाते हैं और समायोजित होते हैं। प्रस्तुत अध्ययन पटना जिला में स्थित सरकारी और गैर सरकारी माध्यमिक विद्यालयों में अध्ययनरत छात्रों के शैक्षिक समायोजन से संबंधित तुलनात्मक अध्ययन है। उद्देश्यपूर्ण प्रतिदर्श चयन विधि से चार माध्यमिक विद्यालयों के 200 छात्रों को चयनित किया गया। सीमा रानी और डॉ० बसंत बहादुर सिंह (आगरा) द्वारा निर्मित शैक्षिक समायोजन परिसूची का प्रयोग प्रदत्तों के संकलन के लिए किया गया। प्राप्त प्रदत्तों की प्रतिशतता के आधार पर सरकारी माध्यमिक विद्यालय के छात्रों का शैक्षिक समायोजन गैर सरकारी माध्यमिक विद्यालयों के छात्रों की तुलना में अधिक पाया गया। साथ ही बालिकाओं में बालकों की अपेक्षा अधिक शैक्षिक समायोजन पाया गया।

मूल शब्द : शिक्षा, समायोजन

अनुभव महान शिक्षक होता है, अपने पूरे जीवन काल के हर पल हम विभिन्न अनुभवों को ग्रहण करते हैं और शिक्षित होते जाते हैं। रेमॉण्ट (Raymont) के अनुसार “शिक्षा मानव जीवन के विकास की वह प्रक्रिया है जो शैशवावस्था से प्रौढ़ावस्था तक चलती रहती है। शिक्षा विकास का वह क्रम है जिससे मानव अपने आपको आवश्यकतानुसार भौतिक, सामाजिक तथा आध्यात्मिक वातावरण के अनुकूल बना लेता है।” शिक्षा व्यक्ति को न केवल समाज के लिए तैयार करती है बल्कि उसके अपने व्यक्तित्व का भी विकास करती है। जॉन डीवी (John Dewey) के अनुसार “शिक्षा अनुभवों के निरन्तर पुनर्निर्माण की प्रक्रिया में जीवन व्यतीत करना है। वह मनुष्य की सभी योग्यताओं का विकास है जो उसे वातावरण पर नियंत्रण प्राप्त करने तथा अपनी सम्भावनाओं को पूरा करने में सहायक होती है।” लेकिन शिक्षा का अर्थ केवल अनुभवों से जोड़ना उचित नहीं है। अनुभव के अतिरिक्त भी शिक्षा के अनेक स्रोत हैं जिनकी अवहेलना नहीं की जा सकती है। वातावरण के साथ सामंजस्य भी करना पड़ता है। सदैव वातावरण पर नियंत्रण करने का प्रयास

व्यक्ति को अनेक परेशानियों में भी डाल सकता है। इसलिए टैगोर ने कहा है कि, “शिक्षा वह है जो जीवन की संपूर्ण सत्ता के साथ समन्वय स्थापित करने की शक्ति देती है।”

हमारा जीवन चुनौतियों एवं संघर्षों से भरा पड़ा है। बचपन से हमें जीवन की कई समस्याओं का सामना करना पड़ता है। मूलभूत आवश्यकताओं के अतिरिक्त हम जीवन में बहुत कुछ चाहते हैं और यही चाह हमें पल-पल संघर्ष करने को प्रेरित करती है। परंतु कई बार ऐसा भी होता है कि जो हम चाहते हैं वो हमें नहीं मिलता और हम असफल हो जाते हैं। जो अपनी असफलता को यथार्थ रूप में ले लेते हैं और जो कुछ उनके पास है, उससे संतुष्ट हो जाते हैं और परिस्थितियों का साहस से बार-बार सामना करते हैं, वे ही समायोजित कहे जा सकते हैं। इस प्रकार एक क्षेत्र में असफलता के बाद दूसरे किसी क्षेत्र का चुनाव करना अपने लक्ष्य की ऊँचीई को अपनी योग्यता और परिस्थितियों के अनुसार घटा देना, ऐसे संशोधित एवं परिवर्तित व्यवहार को ही समायोजन कहा जाता है। एल०एस० शेफर (L.S. Shaffer) के अनुसार “समायोजन वह प्रक्रिया है जिसके द्वारा कोई जीवधारी अपनी आवश्यकताओं तथा इन आवश्यकताओं की संतुष्टि से संबंधित परिस्थितियों में संतुलन बनाये रखता है।” इसलिए हम कह सकते हैं कि समायोजन से हमें अपनी इच्छाओं या आवश्यकताओं तथा इनको पूरा करने संबंधी अपनी योग्यताओं तथा क्षमताओं में संतुलन बनाए रखने में मदद मिलती है। अगर हमारे पास ज्यादा क्षमता और योग्यता होती है तो हम अपनी आवश्यकताओं की सीमा बढ़ाते जाते हैं और अगर कम होती है तो हम अपने लक्ष्य की ऊँचाई या आवश्यकताओं की सीमा में कमी कर देते हैं। समायोजन हमें मनोवैज्ञानिक रूप से अच्छी तरह जीने के लिए उसी रूप में आवश्यक है जैसे कि बदलते मौसम या हालातों में शरीर को जिंदा रखने के लिए वस्त्रों, खान-पान, रहन-सहन में परिवर्तन लाकर अनुकूलन करने की प्रक्रिया। जैसा कि वोनहेलर (Vonhaller) ने भी कहा है - “हम समायोजन शब्द को अपने आपको मनोवैज्ञानिक रूप से जीवित रखने के लिए वैसे ही प्रयोग में ला सकते हैं जैसे कि जीवशास्त्री अनुकूलन (Adaptation) शब्द का प्रयोग किसी जीव को शारीरिक या भौतिक दृष्टि से जीवित रखने के लिए करते हैं।” इसलिए संतुष्ट एवं सुखी रहने की कुंजी समायोजन की प्रक्रिया के हाथों में है और समायोजन की यह प्रक्रिया बालक और उसकी परिस्थितियों के बीच झूलती रहती है। कभी बालक की योग्यता, क्षमताएँ तथा उसे मिलने वाला परामर्श या सहायता परिस्थितियों पर हावी हो जाता है तो कभी परिस्थितियों के आगे घुटने भी टेकने पड़ते हैं। समायोजन ऐसी ही प्रक्रिया और क्षमता का भाव है जो बालक को उसकी अपनी योग्यता और क्षमताओं

के संदर्भ में उसकी अपनी परिस्थितियों के अनुसार उसे आगे प्रगति के मार्ग पर ले जाने में सहायता करती है। बालक के जीवन में यह प्रक्रिया कभी रूकने का नाम नहीं लेती क्योंकि जीवन कभी रूकता नहीं है और परिवर्तनों के साथ-साथ ही समायोजन की प्रक्रिया को भी बदलते रहना पड़ता है। इसी बदलाव और अनुकूलन क्षमता में ही बालक का सर्वांगीण विकास उसकी प्रगति, संतुष्टि तथा खुशी शामिल होती है। धीरे-धीरे बालक पूर्ण रूप से समायोजित व्यक्ति बन जाता है।

एक पूर्ण रूप से समायोजित व्यक्ति के व्यक्तित्व एवं व्यवहार में निम्नलिखित विशेषताएँ पायी जाती हैं :-

1. शारीरिक दृष्टि से समायोजित
2. संवेगात्मक रूप से समायोजित
3. अपनी अच्छाइयों तथा कमजोरियों का ज्ञान
4. अपने आपको पर्याप्त सम्मान देना तथा दूसरों का भी सम्मान करना
5. सामाजिक रूप से समायोजित
6. महत्वाकांक्षा का उचित स्तर
7. मूलभूत आवश्यकताओं की पूर्ति
8. आलोचक तथा दोष निकालने की प्रकृति का नहीं होना
9. व्यवहार का लचीलापन
10. अपने वातावरण संबंधी हालातों से संतुष्टि
11. हालातों से संघर्ष करने की क्षमता

उपर्युक्त गुणों से युक्त होकर जब एक बच्चा अपनी घर की चौखट से बाहर आकर पहली बार विद्यालय के परिवेश में कदम रखता है तो विद्यालय का स्वस्थ वातावरण उसे शैक्षिक समायोजन करने में मदद करता है। अपने सहपाठियों, अध्यापकों और संस्थान के मुखिया के व्यवहार के साथ तथा शिक्षण विधियों, अनुशासन, समय-सारणी, सह-पाठ्यान्तर क्रियाकलापों के साथ बालक की संतुष्टि उसके समायोजन को प्रभावित करती है। शैक्षिक समायोजन शब्द का प्रयोग प्रायः दो अर्थों में किया जाता है। इसका एक अर्थ ‘प्रक्रिया’ से संबंधित है और दूसरा अर्थ बालक के समायोजन की दशा से है। जब बालक अपने विद्यालय के वातावरण से अपना संबंध समरस बनाने का प्रयास करता है, तब वह शैक्षिक समायोजन की प्रक्रिया में लगा होता है। जब इस प्रक्रिया द्वारा समरसता प्राप्त हो जाती है, तब उसे शैक्षिक समायोजन की दशा कहते हैं। दूसरे शब्दों में ‘प्रक्रिया’ का संबंध समय से और ‘दशा’ का संबंध किसी समय-विशेष की स्थिति से होता है। ‘प्रक्रिया’ गतिशील है और ‘दशा’ ‘प्रक्रिया’ द्वारा प्राप्त फल है।

बालक की समायोजन क्षमता बहुत-कुछ उसके ऊपर ही निर्भर होती है। अपनी आनुवंशिकता से प्राप्त तत्त्वों का उपयोग पर्यावरण - संबंधी परिस्थितियों में बालक किस प्रकार करता है, यह उसकी समायोजन क्षमता का परिचायक है। जब बालक अपने विद्यालय की परिस्थितियों से विवश होकर शैक्षिक रूप से समायोजन नहीं कर पाता तो वह कुसमायोजित हो जाता है। इस प्रकार बालक का शैक्षिक समायोजन उसी समय संभव है जबकि विद्यालय पर्यावरण से उसका संबंध समरस होता है। शैक्षिक समायोजित बालक का व्यवहार विद्यालय की मान्यताओं, मूल्यों और आदर्शों के अनुकूल होता है। उसे सब लोग अच्छा मानते हैं क्योंकि उसका व्यवहार विद्यालय के शैक्षिक परिवेश की दृष्टि से उचित होता है। इस प्रकार किसी बालक का पूर्ण शैक्षिक समायोजन तब मानते हैं जबकि वह कार्यकुशल तथा प्रसन्नचित होता है और साथ ही वह यह भी अनुभव करता है कि विद्यालय में उसका एक आदरपूर्ण स्थान है।

समस्या कथन (Statement of Problem)

“माध्यमिक विद्यालयों में अध्ययनरत छात्रों के शैक्षिक समायोजन का तुलनात्मक अध्ययन”

उद्देश्य (Objectives)

1. छात्रों के शैक्षिक समायोजन के स्तर को ज्ञात करना।
2. छात्रों और छात्राओं के मध्य शैक्षिक समायोजन की तुलना करना।

परिकल्पना (Hypothesis)

1. विभिन्न विद्यालयों के छात्रों के शैक्षिक समायोजन के स्तर में सार्थक अंतर नहीं है।
2. छात्रों और छात्राओं के शैक्षिक समायोजन के स्तर में सार्थक अंतर नहीं है।

विधि (Method)

प्रस्तुत अध्ययन के लिए सर्वेक्षण विधि (Survey Method) का प्रयोग किया गया।

जनसंख्या एवं प्रतिदर्श (Population and Sample)

प्रस्तुत अध्ययन के लिए पटना जिला में स्थित चार माध्यमिक (सरकारी व निजी) विद्यालयों में अध्ययनरत 6-14 आयु वर्ग के 200 विद्यार्थियों का प्रतिदर्श के रूप में चयन किया गया। उद्देश्यपूर्ण प्रतिचयन विधि (Purposive Sampling Method) द्वारा प्रतिदर्श का चयन किया गया।

प्रदत्त संकलन उपकरण (Tools for Collection Data)

सीमा रानी और डा० बसंत बहादुर सिंह (2008 आगरा) द्वारा निर्मित शैक्षिक

समायोजन परिसूची (Educational Adjustment Inventory) का प्रयोग प्रदत्तों के संकलन के लिए किया गया। इसके अंतर्गत कुल 30 प्रश्न (Items) रखे गए थे। प्रत्येक प्रश्न के लिए तीन विकल्प - हाँ (Yes), तटस्थ (Neutral) और नहीं (No), दिए गए थे।

प्रदत्तों का आकलन और विश्लेषण (Scoring and Analysis of Data)

शैक्षिक समायोजन परिसूची के माध्यम से प्रत्येक विद्यालय के 50 विद्यार्थियों से सूचनाएँ एकत्रित की गईं। इस प्रकार कुल 200 विद्यार्थियों से सामान्य जानकारी सहित शैक्षिक समायोजन से संबंधित प्रश्न पूछे गए। शैक्षिक समायोजन परिसूची के तीन विकल्पों - हाँ, तटस्थ और नहीं के लिए क्रमशः 2, 1 और 0 अंक निर्धारित किया गया। इसमें किसी विद्यार्थी को अधिकतम 60 और न्यूनतम 0 अंक आ सकते हैं। हाँ, तटस्थ और नहीं से संबंधित अधिक विकल्प आने पर विद्यार्थी क्रमशः शैक्षिक रूप से निम्न, सामान्य और उच्च समायोजित की श्रेणी में आता है। प्राप्त प्रदत्तों की प्रतिशतता मध्यक (Mean) प्रमाप विचलन (SD) और 'टी' (t) ज्ञात की गई।

परिणाम और निष्कर्ष (Result and Conclusion)

परिकल्पना - 1 : विभिन्न विद्यालयों के छात्रों के शैक्षिक समायोजन के स्तर में सार्थक अंतर नहीं है।

तालिका - 1 : छात्रों के शैक्षिक समायोजन का स्तर।

Table - 1 : Level of Educational Adjustment of Student.

क्रम सं० (Sl.No.)	विद्यालय (School)	प्रतिदर्श आकार (Sample Size)	मध्यक (Mean)	प्रमाप विचलन (SD)	'टी' 't'	सार्थकता स्तर Level of Significance
1	सरकारी	100	48.32	5.37	6.79	0.01
2	गैर सरकारी	100	41.45	8.56		

उपर्युक्त तालिका के आधार पर यह कहा जा सकता है कि विभिन्न विद्यालयों के छात्रों के शैक्षिक समायोजन के स्तर में सार्थक अंतर है। अतः शून्य परिकल्पना अस्वीकृत हुई। निष्कर्षतः सरकारी विद्यालय के छात्रों का शैक्षिक समायोजन गैर सरकारी विद्यालय के छात्रों की तुलना में अधिक पाया गया।

परिकल्पना - 2 : छात्रों और छात्राओं के शैक्षिक समायोजन के स्तर में सार्थक अंतर

नहीं है।

तालिका - 2: छात्रों - छात्राओं के मध्य शैक्षिक समायोजन का स्तर।

Table - 2: Level of Educational Adjustment between male and female students.

क्रम सं० (Sl.No.)	विद्यालय (Sex)	प्रतिदर्श आकार (Sample Size)	मध्यक (Mean)	प्रमाप विचलन (SD)	'टी' 't'	सार्थकता स्तर Level of Significance
1	पुरुष	100	31.12	6.52	7.73	0.01
2	स्त्री	100	24.56	5.4		

उपर्युक्त तालिका के आधार पर छात्रों और छात्राओं के मध्य शैक्षिक समायोजन के स्तर में सार्थक अंतर पाया गया। अतः शून्य परिकल्पना अस्वीकृत हुई। निष्कर्षतः छात्राओं के शैक्षिक समायोजन का स्तर छात्रों की तुलना में अधिक है। दूसरे शब्दों में हम कह सकते हैं कि छात्राएँ अधिक शैक्षिक समायोजित हैं।

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बिन्ती सिंह

Abstract

समाज के संदर्भ में विद्यालय का मुख्य उद्देश्य है बालक को सामाजिक सांस्कृतिक कुशलता प्रदान कराके सामाजिक वातावरण से समायोजित करने की योग्यता प्रदान करना। विद्यालय का सामाजिक आधार इस बात पर बल देता है कि शिक्षा के द्वारा बालकों को सुयोग्य, सच्चरित्र तथा परिश्रमी नागरिक बनाया जाना चाहिए। एक संपूर्ण व्यक्तित्व का निर्माण तभी होता है जब व्यक्ति में सामाजिक गुणों के साथ-साथ सांस्कृतिक गुणों का विकास होता है। लोकतांत्रिक व्यवस्था में बालक को शैक्षणिक उपलब्धि हासिल करने के साथ उन गुणों का भी विकास होना आवश्यक है जिससे बालक एक सुसंस्कृत सामाजिक प्राणी के रूप में उभार सके। बालक की शैक्षणिक उपलब्धि से तात्पर्य विद्यालयी विषयों में उसके द्वारा अर्जित ज्ञान और कौशल से है जिसे हम परीक्षा में बालक द्वारा प्राप्त अंक से ज्ञात करते हैं। बालक की शैक्षणिक उपलब्धि मुख्यतः दो बातों पर निर्भर करती है। पहला अनुवांशिकी तथा दूसरा वातावरण। विद्यालय में बालक को शैक्षिक वातावरण प्रदान किया जाता है। आज हमारे देश में तीव्रगति से तकनीकी, राजनीतिक, सामाजिक, सांस्कृतिक परिवर्तन हो रहे हैं। ऐसी स्थिति में प्रत्येक कार्यक्षेत्र में एक ऐसे व्यक्ति की आवश्यकता महसूस की जाती है जिसके पास सकारात्मक सोच हो, स्वः अभिप्रेरित हो, नेतृत्व क्षमता हो एवं संसाधनपूर्ण व्यक्तित्व हो। अतः वर्तमान समय में बालक के सर्वांगीण विकास के लिए विद्यालय में पूर्णतः सामाजिक - सांस्कृतिक वातावरण का होना आवश्यक हो गया है जिससे सभी वर्गों से आने वाले विद्यार्थियों को अपने शैक्षिक, बौद्धिक, नैतिक, सामाजिक तथा सांस्कृतिक विकास का पूर्ण और समान अवसर मिल सके।

परिचय

समाज के संदर्भ में शिक्षा का मुख्य उद्देश्य है व्यक्ति को सामाजिक कुशलता प्राप्त कराके सामाजिक वातावरण से समायोजन करने की योग्यता प्रदान करना। शिक्षा का सामाजिक आधार इस बात पर बल देता है कि शिक्षा के द्वारा बालकों को सुयोग्य सच्चरित्र तथा परिश्रमी नागरिक बनाया जाना चाहिए। जिससे वे समाज की उन्नति में अपना योग दे सकें। वे अपने अधिकारों तथा कर्तव्यों का पालन कर सकें, अपनी जीविका स्वयं कमा सकें तथा अपने पैरों पर खड़े हो सकें।

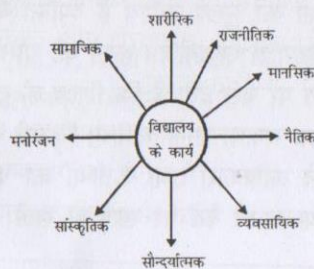
एक संपूर्ण व्यक्तित्व का निर्माण तभी होता है जब व्यक्ति में सामाजिक गुणों का विकास होता है, सतत् शिक्षा के द्वारा व्यक्ति अपना अधिकतम विकास करता हुआ समाज की सामाजिक, आर्थिक या नैतिक आवश्यकताओं को समझता है और उनकी पूर्ति के प्रयास करता है। इस उद्देश्य की पूर्ति के लिए ही विद्यालयों का गठन किया गया है।

विद्यालय सामाजिक सभ्यता और संस्कृति की रक्षा करते चले आ रहे हैं तथा भावी नागरिकों तक पहुँचाते रहे हैं। विद्यालय समाज की जटिलता को सरल रूप में छात्र के सम्मुख प्रस्तुत करता है। समाज के रीतिरिवाजों, परंपराओं, आदर्शों आदि में आवश्यक संशोधन करता है और उनका विकास करता है। जनतंत्रीय व्यवस्था में विद्यालयों का कर्तव्य समाज के प्रति और अधिक हो गया है। लोकतांत्रिक व्यवस्था में बालक को शैक्षणिक उपलब्धि हासिल करने के साथ उन गुणों का भी विकास होना आवश्यक है जिससे बालक एक सुसंस्कृत सामाजिक प्राणी के रूप में उभर सके। वर्तमान समय में बालक के सर्वांगीण विकास के लिए विद्यालय में पूर्णतः सामाजिक वातावरण का होना आवश्यक हो गया है जिससे सभी वर्गों से आने वाले विद्यार्थियों को अपने शैक्षिक, बौद्धिक, नैतिक और सामाजिक विकास का पूर्ण और समान अवसर मिल सके।

बालक की शैक्षणिक उपलब्धि में विद्यालयी सामाजिक समायोजन की भूमिका

बालक की शैक्षणिक उपलब्धि से तात्पर्य विद्यालयी विषयों में उसके द्वारा अर्जित ज्ञान और कौशल से है जिसे हम परीक्षा में बालक द्वारा प्राप्त अंक से ज्ञात करते हैं। बालक की शैक्षणिक उपलब्धि मुख्यतः दो बातों पर निर्भर करती है। पहला अनुवांशिकी दूसरा वातावरण। विद्यालय में बालक को वातावरण प्रदान किया जाता है।

विद्यालय एक ऐसी शैक्षिक संस्था है जिसका अपना वास्तविक अस्तित्व है। यह अपने निर्णयों तथा अभिप्रेरणाओं के अनुसार कार्य करता है। विद्यालय का कार्य बच्चों का पूर्ण तथा खुशहाल जीवन जीने में, परिवर्तनशील वातावरण में समायोजन में, अपनी संस्कृति में उत्तम तत्वों का विकास करने में और भविष्य जीवन में सामाजिक तथा आर्थिक प्रगति प्राप्त करने में सहायता करना है। जो बालक को आधुनिक संसार में अपना स्थान प्रदान करने में और शांति से एकजुट रहने के योग्य बनाता है। विद्यालय द्वारा बालक के व्यक्तित्व के सभी तत्वों का विकास किया जाता है।



वर्तमान समय में विद्यालयी सामाजिक समायोजन एवं बालक की शैक्षणिक उपलब्धि

भारत ने पिछली चार शताब्दियों में शिक्षा के क्षेत्र में पर्याप्त उन्नति की है। नए-नए विद्यालय, महाविद्यालय, विश्वविद्यालय खोले गए हैं। इनमें छात्र-छात्राओं के नामांकन में भी वृद्धि हुई है। पर वास्तविकता यह है कि हमारी शिक्षा की आम स्थिति, उसके प्रकार उसके आदर्श, प्रक्रिया तथा स्तर में गिरावट आई है।

वर्तमान शिक्षा व्यवस्था में छात्र प्रवेश प्रपत्र भरकर योग्यता अथवा पैरवी के आधार पर दूसरी उच्च संस्था एवं कक्षा में प्रवेश प्राप्त कर लेता है। कक्षाओं में छात्रों की संख्या इतनी अधिक होती है कि अध्यापक प्रत्येक छात्र पर समुचित ध्यान नहीं दे सकता है। विद्यार्थियों को भी किसी विशेष अध्यापक के निकट संपर्क में जाने का अवसर नहीं मिल पाता है। अध्यापक भी छात्रों को अपने विशेष गुणों से प्रभावित नहीं कर पाते हैं। अतः अध्यापक के प्रति छात्रों में रुचि और श्रद्धा की कमी तथा अनुकरणीय व्यक्तित्व की प्रभाविता की कमी के कारण छात्रों की मनःस्थिति पर प्रभाव पड़ता है। ऐसी अवस्था में छात्र विद्यालय में समय-यापन करने लगते हैं और इसका उनकी शैक्षणिक उपलब्धि पर प्रभाव पड़ता है।

विद्यालयों में विषय के प्रतिबंध से अपनी अभिरूचि एवं योग्यता के आधार पर विषयों का चयन न कर सकने के कारण भी छात्र निरुत्साहित रहते हैं। अध्यापकों द्वारा मनोवैज्ञानिक परीक्षाओं के आधार पर पथ प्रदर्शन एवं निर्देशन के अभाव के कारण भी छात्रों के शैक्षणिक उपलब्धि पर प्रभाव पड़ता है।

विभिन्न शिक्षण संस्थानों में गंदी दलबंदी एवं गुटबंदी जैसी गलत राजनीति का प्रभाव देखा जाता है, जिससे छात्र भी गंदी राजनीति के शिकार हो जाते हैं।

वर्तमान समय में शैक्षिक विषयों की अनुपयोगिता एवं शिक्षा की उद्देश्यहीनता के साथ-साथ शिक्षा में व्यावहारिक शिक्षा की कमी छात्र को मात्र क्लर्क बनती है, अतः छात्र शिक्षा समाप्त कर नौकरी के पीछे दौड़ता है, नौकरी न मिलने पर वह किंकर्तव्यविमुद्द हो जाता है।

आज का शैक्षिक वातावरण छात्र की वैयक्तिक एवं सामाजिक आवश्यकताओं के अनुकूल नहीं होता है। शैक्षिक वातावरण एवं व्यवस्था की प्रतिकूलता छात्र के शैक्षणिक उपलब्धि को प्रभावित करती है।

वर्तमान शिक्षा व्यवस्था में समुचित सम्प्रेषणीयता का अभाव पाया जाता है। छात्रों के बौद्धिक एवं शैक्षिक विकास में प्रेरणा का महत्वपूर्ण स्थान है। उचित समय पर समुचित प्रेरणा का अभाव भी छात्रों के शैक्षणिक उपलब्धि को प्रभावित करती है।

विद्यालय में सामाजिक शैक्षणिक वातावरण बनाए रखने के आवश्यक तत्व

विद्यालय समाज का एक ऐसा लघु रूप है जिसमें पूर्णतः सामाजिक-सांस्कृतिक वातावरण प्रतिबिम्बित होना आवश्यक है। विद्यालय में ऐसा वातावरण प्रदान किया जाए कि विद्यार्थी अपनी-अपनी जाति, संप्रदाय, भाषा को भूलकर समूह में कार्य कर सकें एवं उच्च शैक्षणिक उपलब्धि को प्राप्त कर सकें। विद्यालय में सामाजिक समायोजन बनाए रखने में निम्न तत्व की भूमिका महत्वपूर्ण होती है -

- विद्यालय में आपसी संबंध यथा शिक्षक-शिक्षक संबंध, शिक्षक-छात्र संबंध, शिक्षक-प्रधानाध्यापक संबंध, शिक्षक-शिक्षकेत्तर कर्मचारी संबंध, प्रधानाध्यापक-शिक्षकेत्तर संबंध छात्र-छात्राओं का आपसी संबंध सौहार्दपूर्ण होना चाहिए।
- विद्यालय का पाठ्यक्रम परिवर्तनशील होना चाहिए। जिससे उसमें स्थानीय परिस्थिति के अनुसार परिवर्तन किया जा सके। इसमें सामाजिक समस्याओं को प्रमुखता दी जानी चाहिए।
- विद्यालय में सामाजिक समायोजन बनाए रखने में पाठ्यसहगामी क्रियाओं की मुख्य भूमिका होती है। जिसके अन्तर्गत समाज के व्यक्तियों को विद्यालय में आमंत्रित किया जाना चाहिए। प्रदर्शनी, गोष्ठी, अभिभावक दिवस, स्थापना दिवस, पारितोषिक वितरण आदि इसके लिए उपयुक्त अवसर होते हैं।
- विद्यालय द्वारा विद्यार्थियों को समूह कार्य के अवसर प्रदान किए जाने चाहिए। विद्यार्थी बिल्कुल स्वतंत्र रूप से समूह में कार्य करने हेतु अपनी-अपनी जिम्मेदारियाँ बाँट लेंगे। इस कार्य में उनके अपने अनुभव साथी विद्यार्थियों द्वारा प्राप्त सहयोग और परामर्श तथा अध्यापकों द्वारा किया जाने वाला मार्गदर्शन उन्हें हर तरह से सहायता प्रदान करने में मदद करेगा।
- विद्यार्थियों को अपने अनुभवों के आदान-प्रदान करने का अवसर प्रदान किया जाना चाहिए।
- विद्यार्थी अपने खाली समय का सदुपयोग कर सकें इसके लिए अध्यापक द्वारा समय-समय पर मार्गदर्शन दिया जाना चाहिए।
- बालको को चिंतन शक्ति के विकास का अवसर प्रदान किया जाना चाहिए।
- विद्यालयी परीक्षा व्यवस्था में बालक की आवश्यकताओं को ध्यान में रखना चाहिए।
- पाठ्यक्रम में श्रम को महत्व दिया जाना चाहिए, क्योंकि श्रम से विमुख शिक्षित युवक आत्मनिर्भरता और आत्मज्ञान से परे रहता है।

- बालको के बौद्धिक योग्यता को दृष्टिगत रखते हुए मनोवैज्ञानिक आधार पर उनके अनुकूल शिक्षण पद्धति अपनाई जानी चाहिए।
- बालको को अपने इच्छानुसार विषय के चयन की स्वीकृति प्रदान की जानी चाहिए। क्योंकि रुचि का संबंध अनुशासन से होता है।
- सृजनात्मकता और बौद्धिक विकास का बहुत गहरा संबंध है। इसलिए बालकों को सृजनात्मकता के अवसर प्रदान किए जाने चाहिए।
- वर्तमान शिक्षा व्यवस्था में विद्यार्थियों को अवसरों की समानता प्रदान करनी चाहिए।
- कक्षाओं में छात्रों की संख्या उचित अनुपात में होनी चाहिए। तभी अध्यापक प्रत्येक छात्र पर समुचित ध्यान दे पाएंगे।
- विद्यालयों में स्व-प्रेरित शिक्षक होने चाहिए। इसके लिए समय-समय पर शिक्षकों को विशेषज्ञों से प्रशिक्षण दिलाया जाना चाहिए। जिससे शिक्षक स्व-प्रेरित होकर बालको को मनोवैज्ञानिक निर्देशन दे सकें।
- विद्यालय को राजनीतिक प्रभाव से दूर रखना चाहिए। ऐसा न होने पर छात्र गंदी राजनीति का शिकार हो सकते हैं। जिसका उनके शैक्षणिक जीवन पर गलत प्रभाव पड़ता है।

निष्कर्ष

इस प्रकार हम देखते हैं कि मानवीय जीवन के लक्ष्यों को प्राप्त करने के लिए शिक्षा एक महत्वपूर्ण साधन है। मानव का वैयक्तिक एवं सामाजिक विकास शिक्षा द्वारा ही संभव है तथा व्यक्ति शिक्षा प्राप्त कर राष्ट्रीय प्रगति में सहायक बन पाता है।

आज हमारे देश में तीव्रगति से तकनीकी, राजनीतिक, सामाजिक, सांस्कृतिक परिवर्तन हो रहे हैं, ऐसी स्थिति में प्रत्येक कार्यक्षेत्र में एक ऐसे व्यक्ति की आवश्यकता महसूस की जाती है। जिसके पास सकारात्मक सोच हो, स्व-अभिप्रेरित हो, नेतृत्व क्षमता हो एवं संसाधनपूर्ण व्यक्तित्व हो।

अतः किसी बालक के सर्वांगीण विकास के लिए विद्यालय को जनतंत्रीय समाज के रूप में संगठित करना आवश्यक है। जनतंत्रीय समाज का अर्थ है शिक्षा की व्यवस्था इस प्रकार की जानी चाहिए कि प्रत्येक बालक को उसकी रुचियों, आवश्यकताओं, योग्यताओं एवं क्षमताओं के अनुसार विकसित होने के अवसर मिल सकें और उसमें अच्छी आदतें, सामाजिक गुण, प्रेम, सहयोग, सद्भावना, कर्तव्यपरायणता आदि जनतांत्रिक गुणों का विकास हो जाए।

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महाविद्यालय के छात्र-छात्राओं में संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच सम्बन्ध

आशुतोष रंजन

Abstract

मनुष्य एक सामाजिक प्राणी है तथा वह समाज में रहते हुए जीवन के विभिन्न क्रियाकलापों को करता है। प्रत्येक व्यक्ति का व्यक्तित्व बहुत हद तक उसके संवेगात्मक बुद्धि से सम्बन्धित होता है जिसके कारण वह समाज से अपना सामंजस्य स्थापित करता है। शैक्षिक समाज में भी शिक्षार्थी का संवेगात्मक बुद्धि उसके इर्द-गिर्द होने वाले प्रत्येक घटनाओं से प्रभावित होता है।

इस अध्ययन का मुख्य उद्देश्य महाविद्यालय के छात्र-छात्राओं के संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच सम्बन्ध का पता लगाना है। 'नल' परिकल्पना के रूप में महाविद्यालय के छात्र-छात्राओं के संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच कोई सम्बन्ध नहीं है तथा सरकारी एवं गैर-सरकारी शहरी महाविद्यालय के छात्र-छात्राओं के संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच कोई अंतर नहीं माना है।

अध्ययन के लिए सर्वे विधि का प्रयोग तथा समग्र (Population) पटना जिला के सभी महाविद्यालय को रखा गया। प्रतिदर्श के रूप में एक गैर-सरकारी तथा एक सरकारी महाविद्यालय को लिया गया। स्वनिर्मित प्रश्नावली का तथा सांख्यिकी तकनीक के रूप में सह-सम्बन्ध तथा टी-टेस्ट का प्रयोग किया गया।

अध्ययन के पश्चात यह पाया गया कि महाविद्यालय के छात्र-छात्राओं के संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच प्रबल सम्बन्ध है। निष्कर्षतः यह कहा जा सकता है कि शैक्षिक समाज में छात्र-छात्राओं के संवेगात्मक बुद्धि का प्रभाव उसके सामाजिक समायोजन पर पड़ता है।

परिचय

प्राचीन काल से ही मनुष्य संगठित हो एक-दूसरे के साथ रहते हुए अपने जीवन के विभिन्न क्रियाकलापों को करता है। जिस प्रकार ईट, सीमेंट, छड़ (सरिया), बालू, पानी, लकड़ी, इत्यादि को मिलाकर एक भवन का निर्माण होता है ठीक उसी प्रकार विभिन्न जाति, समुदाय, वर्ग, धर्म, वेश-भूषा, आदि के मिलने के पश्चात एक समाज का निर्माण होता है। इस समाज में भिन्न-भिन्न प्रकार के लोग सदैव विभिन्न कार्यों में संलग्न रहते हैं। समाज में रहने वाले मनुष्यों का पेशा उन्हें परस्पर जोड़ने में मुख्य भूमिका निभाता है। उदाहरण के तौर पर यह कहा जा सकता है कि जिस

तरह अपनी दैनिक आवश्यकताओं की पूर्ति हेतु हमें एक व्यवसायी की जरूरत होती है, हमारे बीमार होने पर एक चिकित्सक की भी जरूरत उतनी ही होती है, एक नाई की उतनी ही, जितनी की एक बढई की। हाँ, यह अवश्य हो सकता है कि उसके समय, सामर्थ्य, तथा आवश्यकतानुसार विभिन्न जरूरतों को कम या अधिक किया जा सकता है।

एक स्वस्थ एवं विकासशील समाज के लिए ज्ञान में वृद्धि की आवश्यकता होती है जिसके फलस्वरूप मनुष्यों में सामाजिक चेतना का विकास होता है। एक बालक माँ के उदर से ही सीखना प्रारंभ कर देता है तथा सीखने और सामंजस्य की यह प्रक्रिया बाह्य वातावरण के सम्पर्क में आने पर भी निरंतर चलती रहती है। सीखने की विभिन्न प्रक्रिया से ही मनुष्य को ज्ञान की प्राप्ति होती है। इस ज्ञान का मुख्य आधार शिक्षा है। शिक्षा एक ऐसी प्रक्रिया है जो मनुष्य की जन्मजात शक्तियों के स्वाभाविक और सामंजस्यपूर्ण विकास में योगदान देती है, व्यक्ति की व्यक्तिकता का पूर्ण विकास करती है, उसे जीवन और नागरिकता के दायित्वों और कर्तव्यों के लिए तैयार करती है। इसके द्वारा व्यवहार, विचार, और दृष्टिकोण में होने वाले परिवर्तन समाज, देश, और विश्व के लिए हितकर होता है।

शिक्षा केवल वही नहीं जो बालक को स्कूल में मिलती है वरन यह बालक के आस-पास के वातावरण, समाज, अनुभव, आदि से जीवन-पर्यंत प्राप्त होती रहती है। व्यक्ति का व्यक्तित्व बहुत हद तक उसके संवेगात्मक बुद्धि से सम्बंधित होता है जिसके कारण वह समाज से अपना सामंजस्य स्थापित करता है। शैक्षिक समाज में भी शिक्षार्थी का संवेगात्मक बुद्धि उसके इर्द-गिर्द होने वाले प्रत्येक घटनाओं से प्रभावित होता है जिससे उसकी शैक्षिक उपलब्धि में बाधा आती है।

इस अध्ययन के द्वारा अध्ययनकर्ता ने यह पता लगाने का प्रयास किया कि महाविद्यालय में शिक्षार्थी की संवेगात्मक बुद्धि तथा सामाजिक सामंजस्य के बीच का सम्बन्ध विद्यार्थी के शैक्षिक उपलब्धि पर प्रभाव डालता है। खासकर कक्षा-संचालन के दौरान शिक्षक द्वारा छात्रों के संवेगात्मक बुद्धि पर कुठाराघात करने के पश्चात उसके उक्त अधिगम पर व्यापक असर पड़ता है।

सम्बंधित साहित्य का पुनरावलोकन

- Joyce Walsh-Portillo (2011), ने फ्लोरिडा के कालेजों में 'The Role of Emotional Intelligence in College Students Success' शीर्षक के तहत अध्ययन किया और पाया कि - कॉलेज के छात्रों में संवेगात्मक बुद्धि तथा पारंपरिक अकादमिक शिक्षा में सह-सम्बन्ध है।

- Kotreshwaraswamy Surapuramath (2012), ने बंगलौर के शिक्षा महाविद्यालय में 'A Study of Emotional Intelligence of Student-Teacher of College of Education, Bangalore' शीर्षक के तहत अध्ययन किया और पाया कि - विज्ञान के छात्राध्यापक की संवेगात्मक बुद्धि कला के छात्राध्यापको से अधिक है।
- मंजू गहलावत (2011), ने 'A Study of Adjustment Among High School Students in Relation to Their Gender' शीर्षक के अध्ययन से पाया कि there is no significant differences were found in the Emotional, Social, Educational and the total adjustment of students with respects to their gender.
- Mary Beth Farard और Paul A. Haubrich (1981), ने 'Vocational and Social Adjustment of Learning Disabled young Adults : A Follow up Study' शीर्षक के अंतर्गत पाया कि disabled young adults (i) had required additional supportive educational service throughout their schooling (ii) Needed vocational assistance and (iii) were often dependent on family support for social activities.

शल्य-परिभाषा

महाविद्यालय - स्कूली शिक्षा के पश्चात् शिक्षा-ग्रहण करने का स्थान जिसे अंग्रेजी में कॉलेज भी कहा जाता है।

छात्र - इस शब्द से तात्पर्य शिक्षा ग्रहण करने वाले सभी लड़कों से है।

छात्रा - इस शब्द से तात्पर्य शिक्षा ग्रहण करने वाली सभी लड़कियों से है।

संवेगात्मक बुद्धि - जॉन डी. मेयर तथा पीटर सेलोवे के अनुसार 'संवेगात्मक बुद्धि को एक ऐसी क्षमता के रूप में परिभाषित किया जा सकता है जिसमें चार विभिन्न रूपों में संवेगों को उचित दिशा देने में मदद मिले। जैसे संवेग विशेष का प्रत्यक्षीकरण करना, उसका अपनी विचार प्रक्रिया में समन्वय करना, उसे समझना तथा उसका प्रबंधन करना।

सामाजिक सामंजस्य - समाज के बीच ताल-मेल बिठाना।

सम्बन्ध - किसी भी चीज का एक-दूसरे के साथ रिश्ता।

अध्ययन का उद्देश्य

- महाविद्यालय के छात्र-छात्राओं के संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच सम्बन्ध का पता लगाना।
- सरकारी तथा गैर-सरकारी महाविद्यालय के छात्र-छात्राओं के संवेगात्मक बुद्धि में अंतर का पता लगाना।

- सरकारी तथा गैर-सरकारी महाविद्यालय के छात्र-छात्राओं के सामाजिक सामंजस्य में अंतर का पता लगाना ।

नल परिकल्पना

- महाविद्यालय के छात्र-छात्राओं में संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच कोई सम्बन्ध नहीं है ।
- सरकारी तथा गैर-सरकारी महाविद्यालय के छात्र-छात्राओं के संवेगात्मक बुद्धि में कोई अंतर नहीं है ।
- सरकारी तथा गैर-सरकारी महाविद्यालय के छात्र-छात्राओं के सामाजिक सामंजस्य में कोई अंतर नहीं है ।

उपकरण

इस अध्ययन के लिए स्वनिर्मित प्रश्नावली का प्रयोग किया गया ।

विधि

सर्वे विधि का प्रयोग किया गया ।

समग्र

पटना जिला के सभी शहरी महाविद्यालय के छात्र-छात्राएं ।

प्रतिदर्श

पटना जिला के एक गैर-सरकारी तथा एक सरकारी शहरी महाविद्यालय ।

आकड़ों का विश्लेषण

चर	N	सांख्यिकी तकनीक	df	परिणम	सार्थकता का स्तर
संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच सम्बन्ध	50	सह-सम्बन्ध	48	0.421	$P < .01$
सरकारी तथा गैर-सरकारी महाविद्यालय के संवेगात्मक बुद्धि में अंतर	50	टी-अनुपात	48	1.27	NS
सरकारी तथा गैर-सरकारी महाविद्यालय के सामाजिक सामंजस्य में अंतर	50	टी-अनुपात	48	0.87	NS

परिणाम

दत्त संग्रहण के लिए अध्ययनकर्ता ने संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के सम्बन्ध में प्रश्नावली तैयार किया तथा छात्र-छात्राओं का मत लेने के पश्चात सांख्यिकी तकनीक का प्रयोग करते हुए यह पाया कि :-

- महाविद्यालय के छात्र-छात्राओं के संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच धनात्मक सम्बन्ध है ।
- सरकारी तथा गैर सरकारी महाविद्यालय के छात्र-छात्राओं के संवेगात्मक बुद्धि में सार्थक अंतर नहीं पया गया ।
- सरकारी तथा गैर सरकारी महाविद्यालय के छात्र-छात्राओं के सामाजिक सामंजस्य में सार्थक अंतर नहीं पाया गया ।

निष्कर्ष

शोधकर्ता ने अपने शोध-अध्ययन के परिणाम से यह निष्कर्ष प्राप्त किया है कि महाविद्यालय के विद्यार्थियों के संवेगात्मक बुद्धि एवं सामाजिक सामंजस्य के बीच प्रबल सम्बन्ध है । शैक्षिक समाज में यह आवश्यक है कि संवेगात्मक बुद्धि को ध्यान में रखते हुए शिक्षण प्रक्रिया को आगे बढ़ाने चाहिए । जिन छात्र-छात्राओं का संवेगात्मक बुद्धि जितना अधिक होगा वह उस परिवेश में अपने को उतने ही अच्छे तरीके से समायोजित करते हैं । सामाजिक सामंजस्य केवल बुद्धि पर ही निर्भर नहीं करता है बल्कि वह संवेगात्मक बुद्धि से मुख्यतः प्रभावित होता है ।

अतः यह कहा जा सकता है कि शैक्षिक समाज में उन छात्र-छात्राओं के उपबिध अच्छी होगी जिनका संवेगात्मक बुद्धि तथा सामाजिक सामंजस्य के बीच सम्बन्ध अच्छा होगा ।

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