

- ☛ *PHILOSOPHICAL THOUGHT ON BANKING MODEL OF EDUCATION - A QUEST FOR CRITICAL PEDAGOGY*
- ☛ *METACOGNITION : A FUNDAMENTAL PROCESS FOR KNOWLEDGE CONSTRUCTION*
- ☛ *ATTITUDE OF HEAD-TEACHERS OF ELEMENTARY SCHOOLS TOWARDS EDUCATIONAL ADMINISTRATION IN JAMMU AND KASHMIR*
- ☛ *BEHAVIOURAL AND SOCIAL PROBLEMS OF SCHOOL STUDENTS LEADING FOR COUNSELLING : PERCEPTION OF SCHOOL COUNSELLORS IN KERALA*
- ☛ *A STUDY OF VALUES AMONG THE TECHNICAL AND NON-TECHNICAL UNDERGRADUATE STUDENTS*
- ☛ *A COMPARATIVE STUDY ON RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENTS OF STUDENTS*
- ☛ *DEVELOPMENT OF REACTION TOWARDS MOBILE APPLICATION SCALE FOR THE STUDENT-TEACHERS OF B.ED PROGRAMME*
- ☛ *PSYCHOLOGICAL WELL-BEING AND STRESS COPING BEHAVIOUR OF HIGHER SECONDARY STUDENTS*
- ☛ *ACADEMIC PROCRASTINATION AND SELF ESTEEM OF HIGHER SECONDARY STUDENTS*
- ☛ *USING YOUTUBE TO ENHANCE ACADEMIC ACHIEVEMENT IN SCIENCE AMONG SECONDARY SCHOOL STUDENTS*
- ☛ *A STUDY ON RELATIONSHIP BETWEEN ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN VILUPPURAM DISTRICT*
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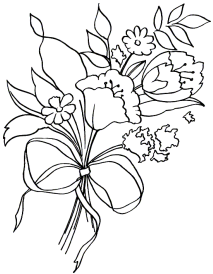
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## THANK YOU TEACHERS

*T*hank you for all the  
*H*ours you spend,  
*A*ttention you give,  
*N*eeds that you tend,  
*K*nowledge you pass on,  
*Y*our special touch,  
*O*ffering guidance,  
*U*ndaunted by much,  
*T*ime you spend planning,  
*E*fforts you make,  
*A*ngles to learning.  
*C*hances you take.  
*H*ere's to our teachers,  
*E*ach one a gem.  
*R*ecognized now; we,  
*S*alute them!



*-Unknown Author*

Dear Readers,  
Greetings,



*With pride and ecstasy, we are hereby presenting the special issue of our Journal 'RRE', as our college celebrates the 70th year of its service to the nation. Starting its journey in 1950 in the southern part of Tamilnadu as one among the five teacher training institutes for secondary teachers with thirty-four candidates, today the college offers UG(BEd), PG(MEd), MPhil and PhD in Education. Opting for preparation of Rural and Dalit prospective teachers, the college leaves no stone unturned to equip them with the necessary skills for teaching-learning including Digi-emotive pedagogy, communicative English, social adaptation through extension activities and thirst for research through social projects. Having gone through the assessment of NAAC and been placed at 3.67 in the last cycle, we are preparing for the fourth; similarly, UGC has conferred Autonomy till 2027-28. I would like to gratefully remember the forefathers, brothers of our religious management, former and present professors, administrative staff, alumni, parents, well-wishers and students for their cooperation and contributions.*

*With all the above feathers in the cap of SXCE, we still experience while we observe the learning styles of our students, a common lacuna that hinders the growth, namely the habit of procrastination. Recently when the UGC announced that final year examinations will be conducted, there was a hue and cry; why is it? Pandemic may be the partial reason but ultimately the readiness of the students counts a lot. In other words, there is a tendency among the students to procrastinate the daily academic schedule which gets piled up, leading to fear, anxiety and stress. Therefore, this bad habit of postponing needs to be tackled at the early stages. It has been estimated that over 70% of college students engage in procrastination (Ellis & Knaus, 1977, Rothblum, 1984). Solomon and Rothblum (1984) examined the possible causes of academic procrastination, as perceived by students. Results indicated that fear of failure and task averseness were the primary motives reported. The treatment for this bad habit could be such as changing the study behaviour, modifying the learning styles, deeper look into time management and reducing the social activities. Footing on the sound analysis of self through SWOC and thus building the self-esteem and a positive outlook, a vast change may be effected in the person in the near future.*

*In this special issue, we have published twelve papers, dealing with issues of higher secondary students, prospective teachers, graduates and teachers. Certainly this would serve as a basis for further research and enlighten us about various problems we are grappling with. Make a slow reading and do profit out of it. As usual a word of feedback will help us to improve our journal publishing.*

*Thanking you in anticipation  
Editorial Board*

## RESEARCH AND REFLECTIONS ON EDUCATION

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### CONTENT

Philosophical Thought on Banking Model of Education - A Quest for Critical Pedagogy

**T. Arockiasamy, Dr. Rev. Lawrence S. Fernandes SJ**

Metacognition : A Fundamental Process for Knowledge Construction

**Anshu Bhardwaj**

Attitude of Head-teachers of Elementary Schools towards Educational Administration in Jammu and Kashmir

**Dr. Asit K. Mantry, Dr. Ravi Vanguri**

Behavioural and Social Problems of School Students Leading for Counselling : Perception of School Counsellors in Kerala

**Rashmi.P.C, Prof.(Dr.) C.Naseema**

A Study of Values among the Technical and Non-technical Undergraduate Students

**Anamika Pandey, Arun Kumar Pandey**

A Comparative Study on Relationship between Emotional Intelligence and Academic Achievements of Students

**Devi, Dr. Madhusmita**

Development of Reaction towards Mobile Application Scale for the Student-teachers of B.Ed Programme

**Somashekhara. M, Jagannath K. Dange**

Psychological Well-being and Stress Coping Behaviour of Higher Secondary Students

**P.Punitha, Dr. M. Antony Raj**

Academic Procrastination and Self Esteem of Higher Secondary Students

**P. Raji, Dr. A. Punitha Mary**

Using Youtube to Enhance Academic Achievement in Science Among Secondary School Students

**Dr. R. K. Parua**

A Study on Relationship between Anxiety and Academic Achievement of High School Students in Viluppuram District

**Dr. G. Santhi**

Counselling and Rehabilitation Programme of Juvenile Delinquents

**Soumya Mary Mathews, Dr. S.Arulsamy**

# PHILOSOPHICAL THOUGHT ON BANKING MODEL OF EDUCATION – A QUEST FOR CRITICAL PEDAGOGY

Research  
Paper

## ABSTRACT

*Paulo Freire in his fundamental work 'Pedagogy of the Oppressed' thoroughly denounces banking model of training, which infers the student's accepting information inactive as empty vessels from the teacher, who should be store house of knowledge and learning, in the traditional teacher focused classroom. This article presents connections of banking method with some other learning speculations and clarifies the socio cultural foundation of banking instruction and, the trouble of supplanting it by other educational developments*

**Keywords :** Paulo Freire, banking model of instruction, post method pedagogy, socio-cultural setting

### Freire and Banking Model of Education

Banking model of education named by Paulo Freire is in no way, shape or form a constructive idea. In the scholarly period at whatever point it is cited, it generally makes negative implication.

Freire's position is, obviously against the faithful nearness of the educator in the classroom. Customary educator understudy relationship uncovers it's on a very basic level of character. This relationship comprises of instructor as a describing Subject and understudies listening Objects. The task of the educator is to 'fill' the students with the essence of his illustration, which drives the students to remember precisely the described matter. This procedure transforms them into 'compartments' and 'repositories' to be filled by the instructor. According to Freire it is a misinformed framework.

Freire also states "in the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing" It is, he opines, an ideology of oppression. He shows some attitudes and practices in banking education which mirror the oppressive society as a whole:

- (a) The teacher teaches and the students are taught;
- (b) The teacher knows everything and the students know nothing;
- (c) The teacher thinks and the students are thought about;
- (d) The teacher talks and the students listen-meekly;

- (e) The teacher disciplines and the students are disciplined;
- (f) The teacher chooses and enforces his choice, and the students comply;
- (g) The teacher acts and the students have the illusion of acting through the action of the teacher;
- (h) The teacher chooses the program content, and the students (who were not consulted) adapt to it;
- (i) The teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students;
- (j) The teacher is the Subject of the learning process, while the pupils are mere Objects.

In a similar spot, Freire shows the outcome of banking instruction "the more the student community work at taking away the system depended to them, the less they build up the basic cognizance, which would result from their intercession on the transformers of the world. The more totally they acknowledge the inactive job forced on them, the more they tend just to adjust to the world for what it's worth and to the divided perspective on reality saved in them." So, banking model of learning is a digressive practice

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where the students are underestimated and the educator remains at the class being the wellspring of everything required for instructing learning process. Based on the conviction that "the teacher is knowledgeable and the students knowledge less" and that "the instructor is the subject of the learning procedure, while the students are insignificant Objects".

### **Education through Banking model and Dehumanizing of Learners**

Paulo Freire was a Marxist humanist and social lobbyist. In Pedagogy of the Oppressed he demonstrates that there is a nonattendance of refinement in banking training. There stays extreme carelessness to human possibility in this way to deal with instructing. Banking model of training attempts to control thinking and diminish the innovative and basic forces of the understudies and changes them into detached articles. People have the ability to think basically, and Freire keeps up denying people, the chance to reason is an violation of their fundamental mankind. The analogy of the financial model of training focuses towards dehumanizing impacts of instruction. This kind of educating learning framework makes dehumanizing impacts upon the students. The students slowly become latent object of affidavit, a long way from being the dynamic member in the classroom. There creates a division impact among the students. From the Marxist point of view, "Man the architect, who changed the universe of nature and made the universe of culture, is antagonized from his innovative human" Similarly, in banking training a student is 'offended from his innovative human power' and his possibility is denied. In this way, banking model of training is an impression of the refusal of scholarly probability, and it is a dehumanizing system. It tends to be scrutinized through Marxist idea of class-cognizance where the educator has a place with the privileged having a storage facility of learning, and the understudies stay insensible society to get information provided by him.

### **Banking Model of Education and Theory of Deconstruction**

Freire's hatred towards banking system goes parallel to Jacque Derrida's hypothesis of Deconstruction, where he demonstrates this situation against logo centrism. Logo centrism is clear where learning is brought together. Freire

rejects any god-like figure of the teacher in the classroom. This god-like appearance of the instructor being a knowledge repository of learning is a logo centric nearness before the students. Derrida endeavors to wipe out any logo centric closeness in the education field. He states that the combined information must be decentralized, and this procedure is called deconstruction. In the conventional educating learning technique the instructor assumes a powerful job. Subsequently, we can put Freire and Derrida on a similar position of decentralized information. In banking method the teacher involves the central position and information additionally stays incorporated to the student community. Freire rebels against this logo centric position, similar to Derrida.

### **Education through Banking Model and Theory of Tabula Rasa**

Banking model of education shares proximity with the theory of tabula rasa, an empiricist position. John Locke was the major influence on this empiricist view of learning. In the empiricist view of learning a child's brain is considered as a white paper or tabula rasa where knowledge obtained from experiences is stored. Thus, banking education has affinity with empiricist perspective of tabula rasa in teaching-learning process. In both systems learners are shown mere silent knowledge gainers. In traditional teacher-centered classroom this type of pedagogical belief is very familiar. Freire's position is distinct. One-sided knowledge transferring teaching learning process and the belief that students have no prior potentiality has no validity to him.

### **Theory of Learning and Banking Model of Education**

The nativist approach of Freire claims that knowledge is inherently determined to the learning community. Human mind of a new-born child is not tabula rasa at all, but equipped with an internal structure. According to Noam Chomsky, human child is born with a language acquisition device, which fits them for learning. Learning process is actually facilitated on the basis of the learner's inbuilt knowledge, not of the teacher's transferred knowledge in the classroom. Like Freire, Nativist approach to learning puts emphasis on learners' inherent potentiality. APJ Abdul Kalam in his autobiography Wings of Fire states "Your children are not your children, they are the sons and

daughters of Life's longing for itself. They come through you not from you. You may give them your love but not your thoughts. For, they have their own thoughts." The underlying sense of these quoted lines is very significant. Learners have their own thoughts. A teacher's duty is to stimulate them, not to impose his/her own thoughts on them. Freire's grudge against traditional banking education is justified since in banking education the teacher does nothing but imposes his/her own intellectual contents on the learners. There occurs no 'co-creation' of knowledge in the classroom as preferred by Freire.

### **CLT Approach through Banking Model of Education**

Paulo Freire would have been contented if he could see present learner-centered classroom prescribed by Communicative Language Teaching (CLT). In CLT approach the learner has more individuality than earlier. Teacher is never an authority-figure being the depository of knowledge. "One of the obvious features about the development of communicative ability is that it occurs through processes inside the learner. The teacher can offer the kinds of stimulus and experience that these processes seem to require, but has no direct control over them." The teacher is just a co-communicator or facilitator and he/she establishes situations. In contrast, in banking education the teacher possesses direct intellectual control over the learners, and learners' needs analysis is never taken into consideration. But still there is a point of confusion. CLT, a moderate approach to learning though, does not possess practicability to many contexts in the world. For some contextual limitations many prescribed by CLT have no practicability. That is why banking model of education is still being practiced in many countries.

### **Banking Model of Education and Socio-Cultural Structures**

The fundamental way of thinking banking method is profoundly established in social structures. In a customary educator focused classroom, the teacher carries on as having independent power and educational specialist, and students submit themselves to the teacher. In reality, the instructor's routine with regard to power and student's tendency to acknowledge it, even to be reliant on the classroom, it has close relationship with the structures of their social standards. In the event we examine the social setting where banking

instruction is common, we will see that outside the classroom, students are up to date with trusting themselves sub-par compared to their educators. They recognize the expert of their seniors, and this conviction is infused in their oblivious personality. This conviction of poorly makes them eagerly acknowledge the expert of their instructor in the classroom.

### **Should Banking Model of Education be Completely Abandoned?**

It is a muddled point whether we can toss out financial idea of instruction. One hidden way of thinking of banking instruction is profoundly established in socio-cultural structures; it is difficult to relinquish it. In the event that we need to reject banking model of instruction we need to modify the structures of social standards which is almost difficult to do medium-term. The objective of classroom is the student and the student has a socio-cultural foundation where he/she has been raised and sustained. The 'financial enthusiastic condition' can never be overlooked in language instructional method. In a classroom where banking model is predominant both the educator and the students should an unique hypothesis of information in their mind of realizing which is socially planned. In the event that we rule out banking model from claiming training, we need to deny this socio-cultural structure of learning at the same time. "Analysts are of the view that our schematic learning is our socially gained information or foundation information is critical to comprehend unknown dialect since it is this schematic learning or foundation learning through which we translate all that we see, hear or read. Another trouble will excite when banking model of instructing is to be tossed out. That is students' protection from advancement. In conventional method focused classroom students carry on in specific ways with specific convictions of information to which they have been acclimated. At the point when this framework is changed, students will exhibit their obstruction effectively and quietly.

### **Conclusion**

Paulo Freire was a devotee of Marxism, where authenticity and sentimentalism exist together. Likewise, there is both reasonableness and vision in abstaining from banking method. Banking model of instruction is pervasive

Continued on Page 8

# METACOGNITION: A FUNDAMENTAL PROCESS FOR KNOWLEDGE CONSTRUCTION

Research  
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## ABSTRACT

*How we come to know? How we came to know that we know or don't know about something? These both questions are supplementary to each other. First one deals with knowing and second one deals with reflection over the known and knowing process. The objective of this paper is to conceptualize metacognition as the basis of knowledge construction i.e. reflection as the basis of knowing and meaning making process. To develop this paper, Piaget's assimilation and accommodation processes and Flavell's model of metacognition served as the point of reference because these concepts are considered as fundamental for explaining the process of knowledge construction and metacognition respectively.*

### The Construction of knowledge

From last few decades, all most all nations witness the shift from a traditional perspective of teaching and learning where learning is considered as process of modifying or conditioning observable behavior as a result of selective reinforcement of an individual's response to events/ stimuli (Behaviorism) and/ or also from the process of receiving/ acquisition of one aspect of a phenomenon from a source into the student's brain/memory (Cognitivism). Learner's mind is considered as empty vessel/ tabula rosa to be filled and/ or like a mirror that is able to reflect/ represent knowledge that is provided. The teacher plays the role of transferring the prefabricated items of knowledge from their brain into the student's brain (Peschl, 2006). Knowledge is considered to be stable because essential properties of object are knowable and relatively unchangeable (Jonassen, 1991). This knowledge can be represented in symbols that have a fixed and externally determined meaning. However such kind of learning is not really efficient from an intellectual perspective, as the level of understanding is not necessarily very high due to the lack of focus on meaning making dimension rather it is borrowed (since they are the result of the teacher's or another person's cognitive processes).

The learners themselves do not have a chance to learn the deeper meaning of these chunks unless they try to establish some kind of personal meaning that relate the content to their experience. This process of teaching and learning is rather passive and externally driven and, hence, not very satisfying and long lasting.

In contrast to the above, the perspective about knowledge and the process of coming to know is now providing the basis of educational practices. The shift is towards considering learning as construction of knowledge and/ or personal meaning (Constructivism). When a learner comes into contact with the immediate and sometime unpredictable world in which individual operates a kind of 'bridge' is formed between prior knowledge and external conditions because learner deliberately integrates new information into its previously acquired knowledge/ cognitive structures and reorganize and extends existing knowledge base through integration and elaboration (Zanetti, Turrini, Miazza, 2006) which help individuals in the process of construction of new meaning and understanding. It means that the learner is essentially active and knowing an object or an event is not to copy it but act upon it. As Piaget (1970) stated "all knowledge is tied to actions and knowing an object or an event is to use it by assimilating it to an action scheme. This is true on the most elementary sensory-motor level and all the way up to the highest logical-mathematical operations".

Now the obvious question arises- how it happens? What is the basis behind the construction of knowledge? As stated above cognitive structures are tied to action and if a structure fails because it does not lead to the result the individual has come to expect of it, these action schemes/

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cognitive structures provide a feedback in the form of dissonance or disequilibrium (Peschl, 2006). This feedback/dissonance is nothing but the result of cognitive reflection i.e. “the ability of the mind to observe its own operations” (Locke, 1690/ 1961). Flavell (1976) coined the term ‘metacognition’ for this phenomenon which was later elaborated and explained as the cognitive processes and knowledge that monitors, controls and regulates any aspect of any cognitive endeavor as well as learning activities (Flavell, 1979; Brown, Campione and Ferrara 1982).

### **Metacognition**

The above description of metaphor- ‘learning as knowledge construction’ emphasizes the development of learning strategies which includes both process and product of learning where learner is considered as the active information processor who involves in selecting relevant information and interpreting it through its own existing knowledge base and for this the learner requires to be purposeful, goal directed and strategic. To perform these activities also requires that the student must exercise some degree of self-monitoring and self-control. Thus, a cognitively active student must be able to plan, execute, evaluate and modify, if necessary, a cognitive course of action as well as his/her cognitive structures (Garofalo and Lester, 1985; Schoenfeld, 1992; Schraw and Dennison, 1994). In short s/he is indulging in all these processes that are related to what is called metacognition.

Flavell (1979) theorizes the phenomena of metacognition and distinguished four interacting components- metacognitive knowledge, metacognitive experiences, metacognitive goals and metacognitive strategies. ‘Metacognitive knowledge’ refers to stored world knowledge that has to do with people as cognitive creatures and with their diverse cognitive tasks, goals, actions and experiences. It includes three major categories- person, task, and strategy which act and interact in what ways to affect the course and outcome of cognitive enterprises. The ‘person’ category contains everything that one could believe about the nature of herself and other people as cognitive processors. The ‘task’ category refers to information available and demands of the specific cognitive task the person is engaged at the moment and the

‘strategy’ category refers to the cognition or other behaviors employed to achieve goals in various cognitive tasks. Metacognitive experiences’ are any conscious cognitive or affective experience that accompanies and pertains to any intellectual enterprise. Metacognitive goals refer to the objectives of a cognitive enterprise and ‘metacognitive strategies’ comprise the cognition or other behaviors employed to achieve them.

To make the concept of metacognition more application based Brown (1987) divided metacognition into broad categories- Knowledge of cognition that refer to activities that involve conscious reflection on one’s own cognitive abilities and activities; and regulation of cognition that refers to activities used to regulate and oversee learning and includes processes like planning (predicting outcomes, scheduling strategies, and various forms of vicarious trial and error) prior to undertaking a problem; monitoring (monitoring, testing, revising, and re-scheduling one’s strategies for learning) during learning; and evaluating (evaluating the outcome of any strategic action against criteria of efficiency and effectiveness).

All these processes may serve as the basis of knowledge construction as Glasersfeld (1991) acclaimed that there is no constructing unless you have some form of reflection.

### **Metacognition and construction of knowledge**

On the basis of preceding paragraphs and considering the Piagetian concepts of ‘assimilation and accommodation’ as a point of reference, we can construct some assumption where metacognition can be considered as basis of knowledge construction. During the process of knowledge construction an individual tries to ‘assimilate’ the new information into its existing knowledge/ cognitive structure. This assimilation is not incorporating the information from the environment into organism rather it is the process where a cognizing organism fits an information or experience into a conceptual structure it already has, treating the new material as an instance of something known (Glasersfeld, 1995). This occurs only when the individual is able to bring forth the existing knowledge base to conscious level and deliberately identifies those aspects of new information that could be fitted with it and for this one

must know about what one knows as well as also of what one does not know to some extent. This sort of knowing falls under the person category of metacognitive knowledge. Moreover if information/ event or situation is in the form of problem, instead of jumping immediately over it, the individual starts seeking the information regarding what is available in the hand, what desired end is and what is missing. This reflective process falls under the task category of metacognitive knowledge. Further if the individual thinks about the various possible strategies that would be helpful to solve the problem or if the individual plans the strategy according to his/her previous experiences or even s/he is able to recall the earlier strategies which s/he had employed in past then all these aspects of thinking fall under the strategy category of metacognitive knowledge.

Moreover sometimes the individual feels that s/he had encountered the information in the past but s/he is unable to recall at present or s/he had ever encountered or tackled the given problem earlier or not, such feeling is termed as feeling of knowing. Sometimes the individual feels that whether s/he could be able to understand the new information or not, such feeling is termed as ease of learning. Further sometimes the individual feels that s/he can or cannot solve the problem; such feeling is termed as judgment of learning/ performing. All these feeling of knowing, ease of learning, judgment of learning come under the category of metacognitive experiences.

These metacognitive processes help the individual to monitor his/ her cognitive actions and also to act over the information/ problem by identifying the known aspects of information or to allocate those resources that could be useful to handle the information/ problem (if the individual is unable to recall) so that s/he could assimilate the information with previous knowledge base.

During the attempt to assimilate the new information if the organism is unable to do this, there will be a perturbation (Piaget 1976). This perturbation may be either disappointment or surprise. This may lead to all sorts of random reactions, reviewing the information/ event/ situation. This review may reveal the characteristics that were disregarded during the process of assimilation in the form of one or more of the newly noticed characteristics. This may effect a change in the recognition pattern and thus

in the condition that will trigger the activity in the future. Alternatively, if the unexpected outcome was pleasant or interesting, a new recognition pattern may be formed to include the new characteristic, and this will constitute a new scheme. In both cases there would be an act of learning and we would speak of an 'accommodation' (Glaserfeld, 1995).

This perturbation happens because the individual is 'continuously monitoring his/ her cognitive course of actions consciously or sometimes automatically (Brown 1987)' i.e. Cognitive monitoring and also reflecting over the course of action. While reviewing the information the individual deliberately controls his cognitive processes and bring the knowledge base to conscious level or s/he may also allocate the resources externally or moreover the individual can plan for allocating the resource. The Individual can also plan and/ or decide regarding the amount of time and efforts s/he wants to spend on a task. Moreover the individual can also evaluate the outcomes (cognitive and/ or physical) before, during and after the action. These processes fall under control category of metacognition.

These processes help an individual to identify those features of new information/ event or situation which remained unnoticed or disregarded earlier. Taking these new features under consideration the individual tries to modify his previous knowledge base so that s/he will able to assimilate the new information by adjusting his/her assimilatory schemas i.e. accommodations. This modification and adjustment is largely dependent on metacognitive monitoring and control.

From the above discussion it may be concluded that metacognitive processes serve as the basis for the processes of assimilation and accommodation, i.e. the construction of knowledge

### **Implications**

New trends in teaching learning practices are now shifting from "what" of learning to "how" of learning. Children should be prepared for "how" to think systematically and logically to improve their efficiency in learning. Students must be unable to give evidence of understanding of concepts and relationships that are fundamental to subject (NCF 2005). This is possible only when the learners are engaged

in the process of construction of knowledge and meaning. For this students should be prepared to do something and being reflectively conscious of how one does it. NCF(2005) also emphasizes the concept of "learning to learn" which involves bringing the process of learning to conscious level and thus gaining control over one's learning. The processes involved in learning to learn are nothing but metacognitive processes and these processes must be used by teachers in their classroom if they want their students to construct their own knowledge and personal meanings.

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Continuation of Page 4

Research  
Paper

## PHILOSOPHICAL THOUGHT...

before our eyes, in the scholarly time which is a wretched practice. It is drilled in a teacher focused classroom, and, as appeared over, the focal position of the instructor can't be decentralized easily in view of socio-social reality. Thus, to topple this it is sensibly a sentimental proposition, so it is unreasonable to think about abstaining from banking model of educating learning framework.

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Continued on Page 14

## ATTITUDE OF HEAD-TEACHERS OF ELEMENTARY SCHOOLS TOWARDS EDUCATIONAL ADMINISTRATION IN JAMMU AND KASHMIR

### ABSTRACT

*The tone and efficiency of the school depend on largely on the ability, skill, personality and professional competence of the head-teacher. It is undoubtedly accepted that schools become great not because of the magnificent building, but only through professionally trained, committed and dedicated human resources. Central Advisory Board of Education (CABE) remarks that no scheme of educational reconstruction will produce the desired results unless it is administered with vision and efficiency. Administration is a key aspect in the process of elevating the quality of education at school-level. The results of any institution/organization either good or bad must primarily be attached to school administrators. The prime duty of school administrators is to utilize human resources at maximum level, know how to generate and also utilization of funds appropriately, and monitoring teaching-learning process in order to achieve the goals and objectives of the school. Keeping these viewpoints, the investigators made an attempt to assess the attitude of head-teachers towards educational administration. A total of forty head-teachers of government elementary schools were randomly selected for obtaining the requisite data. The study unveiled that 50% of the head-teachers (unfavorable 33%, highly unfavorable 15% and extremely unfavorable 2%) were found to have an unfavorable attitude towards educational administration. The study also established that no significant difference had been found in the attitudes of the male and female head-teachers of elementary schools towards educational administration. It also revealed that no significant difference in the attitude of rural and urban head-teachers and their educational qualifications, but when it comes to the length of the service, it proved significant difference among them. It is a need of the hour to involve the Govt. Organizations/agencies to design some appropriate program/orientations/workshops for imparting positive outlook in head-teachers especially in Jammu & Kashmir. It is also advised through the study that head-teachers are to be provided the opportunity to pursue various courses (degree/diplomas) related to educational administration and also need to keep it as an eligible criteria while recruiting these positions at school-level.*

**Key-words :** Head-teachers, Educational administration, Attitude.

### Introduction

The head-teacher is the fountainhead of the school educational machinery. He/she holds a key position in the school. The tone and efficiency of the school depend on largely on the ability, skill, personality and professional competence of the head-teacher. It is rightly said that schools become great not because of the magnificent building, but only through professionally trained, committed and dedicated human resources. The head-teacher is one of the key human resources who may be described as the

solar orb around whom all the activities including academic and non-academic planets revolve.

While highlighting the position of the head-teacher in the school, the Central Advisory Board of Education

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remarks that no scheme of educational reconstruction will produce the desired results unless it is administered with vision and efficiency. It is the head-master who has a vision and a plan to execute it with full responsibility. The school is aptly called lengthened shadow of the head-master because the character of the school reflects or proclaims the character of the head-teacher. Further, the secondary commission says that the reputation of the school and the position it holds in the society depend largely on the influence of the head-teacher. So, the attitude of a head-teacher pertaining to administration, management of human, financial and material resources, commitment and dedication for catering the societal needs have been highly taken into consideration in order to attain the goals of school education. Therefore, it is an essential to measure the attitude of head-teachers towards school administration.

**Need and Significance of the Study**

Administration is a key aspect in the process of elevating the quality of education at school-level. School administrators - known as head-teachers, head-masters/mistresses, and principals, etc. are the chief personnels who are accountable for achieving expected goals of education in order to generate constructive citizens of the society. The results of any institution/organization either good or bad must primarily be attached to school administrators. The prime duty of school administrators is to utilize human resources at maximum level, know how to generate and also utilization of funds appropriately, and monitoring teaching-learning process in order to achieve the goals and objectives of the school. Every school administrator is expected to keep his/her efforts in the line of making school as a resource for learning for which they are necessary to have not only theoretical knowledge, qualifications, but also their affirmative attitude is highly required towards school administration. Krishnan (2018) stated that “the heads of the schools are the kingpin of the educational system. They occupy the central position and all the activities of the schools revolve around them”. It can be inferred from her viewpoint is that each and every activity of the school would invariably be facilitated and initiated by the head-teacher only. Therefore, it is not exceptional to carry such a big mission without possessing positive tendency towards their duties. Rathee (2017) established that female primary school

teachers had more positive attitudes towards educational administration in comparison to their male counterpart.

The study also established that primary school teachers were good in attitude towards educational administration in comparison to secondary school teachers. In fact the duty of a head-teacher is not only to direct his/her subordinates, but also very significant to lead all the stakeholders to take active participation in various activities of the school. Divya (2014) determined that teachers whose age were above 30 years, having a positive attitude than the age group of less than 30 years towards the educational administration.

At this juncture, prior to peep into the functionalities of the school carried out by head-teachers, it is very essential to measure their attitude towards educational administration so that necessary precautions would be taken to boost them for obtaining expected results. The present research made an attempt to determine the attitude of head-teachers towards educational administration. The study also particularly focused on one of the under-developed districts of Jammu and Kashmir (i.e. Kishtwar).

**Statement of the Study**

The present research is entitled as “Attitude of Head-Teachers of Elementary Schools towards Educational Administration in Jammu and Kashmir”.

**Objectives of the Study**

- 1) To measure the attitude of Head-teachers of elementary schools towards educational administration
- 2) To compare the attitude of Head-teachers of elementary schools towards educational administration with respect to gender.
- 3) To compare the attitude of Head-teachers of elementary schools towards educational administration with regard to their locality.
- 4) To compare the attitude of Head-teachers of elementary schools towards educational administration pertaining to their levels of educational qualifications.
- 5) To compare the attitude of Head-teachers of elementary schools towards educational administration with regard to their length of teaching experience.

### Hypotheses of the Study

- 1) All the Head-teachers of elementary schools do not possess the same level of attitude towards educational administration.
- 2) There exists no significant difference between the attitude of male and female head-teachers of elementary schools towards educational administration.
- 3) There exists no significant difference between the attitude of rural and urban head-teachers of elementary schools towards educational administration.
- 4) There exists no significant difference in the attitude of head-teachers of elementary schools those who possessed various levels of educational qualifications towards educational administration.
- 5) There exists no significant difference in the attitude of head-teachers of elementary schools with respect to their length of teaching experience towards educational administration.

### Delimitations of the study

The present research work was confined to the head-teachers of government elementary schools of district Kishtwar of Jammu and Kashmir.

### Methodology of the Study

The current investigation adopted the descriptive survey research method.

### Population of the Study

All the head-teachers, who are working in the government elementary schools of the Kishtwar District of Jammu Division constituted as population for the study.

### Sample of the Study

A total of forty head-teachers of government elementary schools were randomly selected from the Kishtwar District of Jammu Division, and also taken their consent to be a part of this research. The investigators administered the attitude scale personally and obtained the requisite data from the sample of the study.

### Research Instrument employed for Data collection

The data were accumulated through an attitude scale,

which was constructed and standardized by Sharma, T.R. The attitude scale consisted of five-points having the responses such as 'Strongly Agree', 'Agree', 'Uncertain', 'Disagree' and 'Strongly Disagree'. It comprised twenty items, in which ten items are favorable and ten are unfavorable. The co-efficient of reliability correlation of the scale was 0.91. The data had been collected from the research participants, and their doubts were clarified while answering the tool, and also ensured them to keep their responses highly confidential and exclusively used for research purpose only.

### Statistical Techniques Employed

For analyzing the composed data, the statistical techniques such as Mean, Standard Deviation, t-test, and F-ratio were calculated. The subsequent Table 1 shows the levels of attitude of head-teachers towards educational administration.

**Table 1**  
**Levels of attitude of head-teachers towards educational administration**

S. No.	Levels of Attitude	Number of the Teachers	Percentage
1	Extremely high positive attitude (80-75)	1	2
2	Very high positive attitude (74-70)	5	13
3	High positive attitude (69-65)	4	10
4	Moderate positive attitude (64-60)	10	25
5	Low Negative attitude (59-55)	13	33
6	Very Low Negative attitude (54-50)	6	15
7	Extremely Low Negative attitude (49-45)	1	2
<b>Total</b>		<b>40</b>	<b>100</b>

From the Table 1, it can be observed that 50% of the head-teachers responses were found to have a positive attitude, whereas 50% of them were having negative attitudes towards educational administration. From the total percentage of the positive attitude, 25% were having moderately, 10% higher, 13% very higher and 2% at extreme levels measured respectively towards educational administration. It can also be noticed from the negative

attitude that 33% were identified to have low negative, 15% very low negative, and 2% extremely low negative calculated towards educational administration.

From the analysis of the data, out of the seven levels of the attitude score of the participants, it is understood that 33% of the head-teachers were found to have a low negative attitude towards educational administration. It may be assumed that considering the length of teaching experience while promoting as head-teachers and their lack of awareness regarding school administration may be the probable reasons for this kind of attitude. Twenty-five percentage of the head-teachers attitude was recorded at moderately positive attitude towards educational administration. It indicates that excellency and the interest of some of the head-teachers in the teaching field would be the foremost source for this affirmative attitude towards educational administration. The succeeding Table 2 demonstrates the attitude of the head-teachers towards educational administration.

**Hypothesis 1 :** There exists no significant difference between the attitude of the male and female head-teachers of elementary schools towards educational administration.

**Table 2**  
**Attitude score of head-teachers of elementary schools with respect to gender difference**

Variables		N	Mean	SD	't' - value	Level of Significance
Gender	Male	31	59.94	6.72	1.275	NS
	Female	9	63.11	6.00		

Table 2 illustrates the attitude scores of male (31) and female (9) head-teachers in elementary schools. The means of attitude score of male and female head-teachers of elementary schools is 59.94 (M) and 63.11 (F) respectively, while the Standard Deviation is 6.72 (M) and 6.00 (F) respectively. The calculated value of 't' is 1.275.

The obtained 't' value 1.275 is less than the critical value at 0.05 level (i.e. 1.96). Therefore, it can be said that gender difference has an insignificant impact on the attitude of head-teachers of elementary schools towards educational administration. Hence, it is concluded that there is no

significance difference between the attitudes of male and female head-teachers of elementary school

towards educational administration. Since, all head-teachers were primarily promoted from the teaching fraternity would be the likely reason for this indifference attitude towards educational administration. The present inferred finding was inconsistent with the study of Rathee (2017). The study established that female primary school teachers were found to have a more positive attitude towards educational administration in comparison to their counterparts.

**Hypothesis 2 :** There exists no significant difference between the attitude of rural and urban head-teachers of elementary schools towards educational administration.

**Table 3**  
**Mean, Standard Deviation and 't' value of Attitude score of head-teachers towards educational administration pertaining to their locality.**

Variables		N	Mean	Standard Deviation	Std. Error Mean	t-value	Level of Significance
Locality	Urban	7	61	6.733	2.545	0.152	NS
	Rural	33	60.58	6.713	1.169		

It is evident from the Table 3, that the calculated 't' value is .152 which is less than the critical value at 0.05 levels (1.96). Hence, it can be thought that the locality of the participants has no significant impact on the attitude of head-teachers of elementary schools towards educational administration. For this reason, the formulated null-hypothesis has been accepted. Thus, the investigation concluded that there is no significant difference between the attitudes of rural and urban elementary schools' head-teachers towards educational administration.

**Hypothesis 3 :** There exists no significant difference in the attitude of head-teachers of elementary schools those who possessed various levels of educational qualifications towards educational administration.

**Table 4**

**The Summary of ANOVA score of head-teachers towards educational administration with regard to their educational Qualifications.**

Educational Qualifications	N	Mean	Standard Deviation
B.A., B.Ed.	8	1	1
B.Sc. B.Ed.	9	60.22	2.367
M.A., B.Ed.	20	60.75	1.525
M.Sc. B.Ed.	2	61.5	8.5

**ANOVA**

Variance	Sum of Squares	df	Mean Square	F-ratio	Sig.
Between Groups	364.393	3	1.873	0.039	0.99
Within Groups	3264.58	35	48.209		
Total	1692.92	38			

It is observed from the table 4, that the calculated 'F' ratio is 0.039 which is less than the critical value at 0.05 levels (1.84). Hence, the formulated null-hypothesis has been accepted. It is, thus inferred that there is no significant difference between the attitudes of elementary school head-teachers those who possessed different educational qualifications towards educational administration.

**Hypothesis 4 :** There exists no significant difference in the attitude of head-teachers of elementary schools with respect to their length of teaching experience towards educational administration.

**Table 5**

**The Summary of ANOVA of the score of Length of teaching experience of the elementary school head-teachers towards educational administration.**

Length of Teaching Experience	N	Mean	Standard Deviation
1 to 6 Years	1	66	
7 to 10 Years	6	64.67	5.391
11 to 15 Years	3	66	10.44
Above 15 Years	30	59.13	6.632

**ANOVA**

Variance	Sum of Squares	df	Mean Square	F-ratio
Between Groups	280.3	3	93.433	2.344
Within Groups	1434.8	36	39.856	
Total	1715.1	39		

Table 5 indicates that the obtained 'F' ratio is 2.344, which is greater than the critical value at 0.05 levels (1.84) which is significant at 0.01 level. Hence, the null-hypothesis has been rejected. It is, thus inferred that there is a significant difference between the attitudes of elementary school head-teachers with regard to their length of teaching experience towards educational administration. This finding is corroborated with the study of Divya (2014) who established that the teachers whose age were above 30 years, having a positive attitude than the age group of less than 30 years towards the educational administration.

**Discussion of the findings**

In the light of analysis and interpretation of data, the study inferred that no significant difference has been found in the attitudes of head-teachers of elementary schools with respect to gender, locality, and educational qualifications towards educational administration. These findings were found to be consistent with the reviewed study, i.e. Rathee (2017). On the whole, all these head-teachers have been primarily promoted based on their teaching experience; and no head-teacher was found to have undergone any specific certificate/diploma/degree course related to educational administration except attending a few training programs. At this point, the commonalities of the participants would be the probable reasons to have indifference in attitude towards educational administration in terms of gender, locality and their procured educational qualifications. Therefore, it is advised from the study that some kind of courses related to educational administration is to be pursued by the teachers before promoting as head-teachers. They also must have an opportunity to attend various training programs/workshops which provide the scope to enhance their administrative abilities for accelerating the growth and development of schools. The study revealed that there is a



significant difference in the attitude of head-teachers with regard to their length of experience. This finding is matched with a study conducted by Divya (2014) which disclosed that the more experienced head-teachers were found to have a more positive attitude than the less experienced towards educational administration.

**Major findings of the study**

The following findings have been drawn from the analysis and interpretation of data.

- The study unfolded that 50% of the head-teachers (unfavorable 33%, highly unfavorable 15% and extremely unfavorable 2%) were found to have an unfavorable attitude towards educational administration.
- The study also established that no significant difference had been found in the attitudes of the male and female head-teachers of elementary schools towards educational administration.
- The research revealed that there was no significant difference in the attitude of rural and urban head-teachers of elementary schools towards educational administration.
- The investigation proved that there was a significant difference in the attitude of head-teachers of elementary schools in terms of their length of service towards educational administration.
- The study also disclosed that there was no significant difference in the attitudes of head-teachers of elementary schools with regard to their academic educational qualifications towards educational administration.

**Conclusion**

The development of any society as well as a country highly depends on how children have been nurtured skills and values in the classroom for which the head-teacher holds the key responsibility to monitor effective teaching-learning in the school. The tone and efficiency of the school not only depend on the ability, skill, personality and professional competencies of the head-teachers, but also highly rely on their attitude towards school administration. It can be observed that schools become great not because of the magnificent building, but only through committed head-

teachers and their affirmative behavior towards their duties. From the study, it is estimated that only half of the head-teachers were found to have a positive attitude towards educational administration. It is a need of the hour to involve the Govt. organizations/agencies to design some appropriate program/orientations/workshops for inculcating positive attitude in head-teachers especially in Jammu & Kashmir. It is also advised through the study that head-teachers are to be provided the opportunity to pursue various courses (degree/diplomas) related to educational administration and also need to keep it as an eligible criteria while recruiting these positions at school-level.

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**Continuation of Page 8**

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# BEHAVIOURAL AND SOCIAL PROBLEMS OF SCHOOL STUDENTS LEADING FOR COUNSELLING : PERCEPTION OF SCHOOL COUNSELLORS IN KERALA

Research  
Paper

## ABSTRACT

Adolescence act as a bridge between childhood and adulthood. During this transitional period many problems are faced by them. To improve the mental health of adolescents and to guide them, guidance and counselling facilities are available in most schools. Psycho social counselling is such a programme running in schools under social justice department. The present study is an attempt to find out the problems lead students for school counselling. Survey method was used for the study. 70 psycho social counsellors working in schools were randomly selected for the study all over Kerala. The study revealed that dispute between parents is a major problem that lead school students for counselling. Many counsellors reported that depression, family problems and sexual abuse are the major problems which lead girls approaching for counselling.

**Key words :** Behavioural problems, Social problems, School counselling.

## Introduction

Adolescence is an important stage in the development of an individual. It acts as a bridge between childhood and adulthood. The term derived from the Latin verb *adolescere*, means “to grow up” or “to grow to maturity”. The individual is required to adapt and adjust childhood behaviors to culturally acceptable adult forms (Dusek, 1996). Adolescence is defined by WHO as “the age group of 10-19 years”. Adolescence is a phase that separates early childhood and adulthood. It is a transitional period that requires special attention and protection. In India adolescents constitute 21.4 percent of the population. It is one fifth of the total population. Adolescents face many psychosocial problems during their development. Psychosocial problems include conduct disorders, educational difficulties, substance abuse, hyperactivity, anxiety, depression etc. The number of studies about adolescent psycho social problems are rare in India.

“Most of the epidemiological survey on school going children and adolescents have reported a wide variation (20%-33%) in the prevalence of psycho social problems. Individual studies illustrated the prevalence of psychosocial problems ranging between (10%- 40 %).” (Kakkad, Trivedi, Trivedi & Raichandani, 2014).

## Need and significance of the study

A number of problems are faced by school going children all over the world. The problems are either related

to academic matters or non- academic matters. Students are the future citizens of the country, So every nation has a responsibility to provide a healthy school environment for children. All students are coming from different homes and social environments.

From the previous studies it is clear that depression, anxiety disorders, conduct disorders, substance addiction and educational problems lead school students to seek the help of a counsellor. The problems may arise due to various reasons. “Epidemiological studies suggest that at any one time 8 percent to 10 percent of adolescents have severe depression. The recognition, evaluation and treatment of depression and related suicidal or self- harming behavior are the highest priorities in adolescent mental health.” (Michaud & Fombonne, 2005 ).

For enhancing the self- confidence and improving personal qualities school guidance and counselling programmes are available in almost every school in Kerala. Either a teacher counsellor or psychosocial counsellor is available in the school for students to share their problems. The study is an attempt to find out the behavioural and social problems leading students for school counselling.

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**Objectives of the study**

- 1) To find out the percentage of behavioural and social problems leading students for school counselling as reported by school counsellors.
- 2) To compare the percentage of school counsellors who reported different problems on the basis of gender of students approached for counselling.

**Methodology**

**Sample**

70 psychosocial counsellors working in schools from various parts of Kerala were selected as the sample for the study.

**Tool**

Data were collected using the “Questionnaire on Adolescent Problems (Perceived by School Counsellors) in Kerala” developed by Rashmi and Naseema, 2017.

**Statistical techniques used for the study**

Percentage analysis was used for the interpretation of analyzed data.

**1) Types of problems leading school students for counselling**

In the present study various behavioural and social problems which lead school students for counselling were analyzed. Results of the analysis are presented below.

**a) Behavioural problems**

The details of the behavioral problems reported by school counsellors are presented in Table 1.

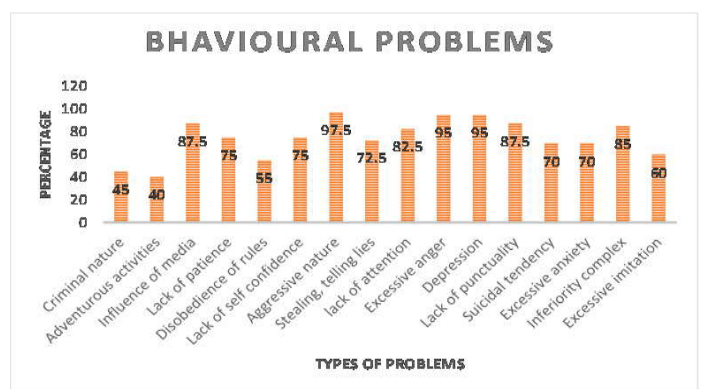
**Table 1**

**Behavioural problems reported by school counselors in Kerala**

Type of problem	Percentage
Criminal nature	45
Adventure activities	40
Influence of Media	87.5
Lack of Patience	75
Disobedience of rules	55
Lack of self confidence	75
Aggressive nature	97.5
Stealing, telling lies	72.5
Lack of attention	82.5

Excessive anger	95
Depression	95
Lack of Punctuality	87.5
Suicidal tendency	70
Excessive anxiety	70
Inferiority complex	85
Excessive imitation	60

**Figure-1**  
**Behavioural problems reported by school counselors in Kerala leading students for school counselling**



From the figure 1 it is clear that 97.5 percent counsellors reported that the most prevalent behavioural problem that lead school students for counselling is aggressive nature of the students. 95 percent of counsellors felt that excessive anger and depression as problems in school children for counselling. 87.5 percent opined that influence of media and lack of punctuality are problems leading for school counselling. 85 percent reported that Inferiority complex in school students also lead them for counselling. 82.5 percent felt that lack of attention and lack of punctuality in school students also lead them for counselling.

Figure 1 also revealed that 75 percent counsellors reported that lack of patience and self -confidence lead school students for counselling. 72.5 percent counsellors felt that stealing and telling lies lead school students for counselling. 70 percent counsellors perceived suicidal tendency and excessive anxiety as problems. 60 percent of the counsellors perceived excessive imitation of students

as a problem for counselling .55 percentage of counsellors perceived disobedience of rules and 45 percentage perceived criminal nature of students as problems leading for counselling. Only 45 percent of counsellors perceived adventurous activities of students as a problem.

**b) Social problems**

Different social problems leading students for school counselling reported by counsellors are presented in Table 2.

**Table 2**

**Social Problems reported by school counselors in Kerala**

Type of problems	Percentage
Socially isolated families	77.5
Antisocial activities	57.5
Loneliness	87.5
Dispute between parents	97.5
Quarrelling with parents	97.5
Divorce parents	92.5
Alcoholism of father	97.5
Mental abuse	77.5
Issues between friends	95
Difficulty in interaction with opposite gender	45
Love affairs	95
Over intimacy of friends leading to problems in schools	62.5
Unhealthy competition between peers.	50
Absenteeism	50
Drug abuse	75
Sexual abuse	52.5
Comparison among siblings/peers	80

**Figure-2**

**Social problems reported by school counselors in Kerala leading school students for counselling**

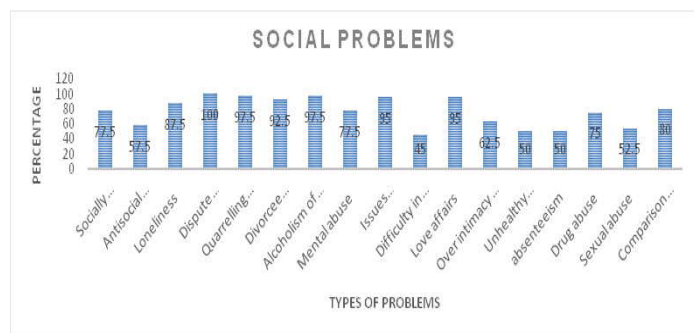


Figure 2 shows that 100 percent of the counsellors perceived dispute between parents as a problem that leads students for school counselling. 97.5 percent reported that alcoholism of father and quarrelling with parents leading students for school counselling. 95 percent perceived that issues among friends or peers and love affair as problems leading for counselling. 92.5 percent reported that divorce of parents leading school students for counselling. 87.5 percent counsellors reported that loneliness from home is a problem leading them for counselling.

From the graph it is also clear that 80 percent of counsellors perceived comparison of children with peers or siblings lead for school counselling. 77.5 percent counsellors perceived mental abuse as a problem. 77.5 percent counsellors felt Students who are coming from socially isolated families approach for counselling. 75 percent of counsellors perceived drug abuse of students as a problem. 50 percent of counsellors perceived unhealthy competition between peers and absenteeism of students as a problem. Difficulty to interact with opposite gender is reported as a problem by only 45 percent of counsellors.

**II) Gender wise comparison of problems**

**Table 3**

**Details of the percentage of counsellors who reported the specific reasons for approaching school counselling – gender wise analysis**

Nature of problems	Boys (%)	Girls (%)
Disobedience of rules	32.86	4.29
Depression	Nil	35.71
Loneliness	4.29	50
Suicidal tendency	1.43	40
Excessive anxiety	4.29	35.71
excessive imitation	11.43	1.43
Alcoholism of father	5.71	35.71
Family problems	Nil	48.57
Sexual abuse	Nil	31.43

Table 3 shows that none of the school counsellors reported that boys approached counselling because of depression, family problems and sexual abuse. 48.57 percentage of counsellors reported that girls approached for counselling because of family problems. 50 percent of

counsellors reported that girls approached for counselling because of loneliness whereas only 4.29 percent reported boys approached for counselling because of loneliness. Table 3 also revealed that 32.86 percent counsellors reported disobedience of rules exhibited by boys. Only 4.29 percent reported girls approached for counselling because of disobedience of rules.

**Table 4**

**Comparison of the percentage of counsellors who reported the specific reasons for approaching school counselling - gender wise analysis**

Nature of problems	Boys (N=70)	Boys (percentage)	Girls (N=70)	Girls (percentage)	CR
Disobedience of rules	23	32.86	3	4.29	1.02
Loneliness	3	4.29	35	50	1.54
Suicidal tendency	1	1.43	28	40	0.54
Excessive anxiety	3	4.29	25	35.71	-1.1
Excessive imitation	8	11.43	1	1.43	0.31
Alcoholism of father	4	5.71	25	35.71	-1.17

Table 4 shows that no significant difference occurs between the percentage of counsellors on the basis of gender of students who approached them for counselling with reasons such as disobedience of rules, loneliness, suicidal tendency, excessive anxiety, excessive imitation and alcoholism of father.

**Findings and interpretation**

The present study examined the various behavioural and social problems leading students for school counselling. The most prevalent behavioural problem reported by counsellors was aggressive nature of students (97.5 percent). 95 percent counsellors perceived excessive anger and depression as problems for counselling.

Loneliness, influence of media, inferiority complex, lack of attention and lack of punctuality, lack of self-confidence and patience, stealing, telling lies etc are some other problems reported by counsellors. Suicidal tendency and excessive anxiety are also reported by counsellors. Criminal nature of students (40 percent) and adventurous activities (45 percent) are perceived as problems leading for counselling.

The most felt problem leads school students for counselling is dispute between parents. 100 percent counsellors perceived it as a problem. 97.5 percent counsellors perceived quarrelling with parents and alcoholism of father is a problem leading students for counselling. Issues among friends or peers, love affairs, divorced parents etc. are some other major problems leading students for counselling. Difficulty in interaction with opposite gender, unhealthy competition between friends are other reasons reported by counsellors leading students for counselling.

From the gender wise comparison, it was found that nobody reported that boys approached for counselling because of depression, family problems and sexual abuse. No significant difference exists in the percentage of counsellors who reported specific reasons such as disobedience of rules, loneliness, suicidal tendency, excessive anxiety, excessive imitation and alcoholism of father.

From the findings it can be concluded that dispute between parents is a major problem that lead students for school counselling. This problem was reported by 100 percent of counsellors. Depression, family problems and sexual abuse mainly affected girls. No one reported that boys approach for counselling with the abuse reasons.

**Educational implications**

- From the study it was found that hundred percent of counsellors perceived dispute between parents as a major problem lead students for counselling. So parents should take care to avoid such situations.
- Familial problems such as alcoholism of father, quarrelling with parents, loneliness at home, divorcee parents etc. lead school students for counselling. Therefore parents or other elder members in the family should be given attention to create a calm, pleasant home environment to school going children.
- Family problems, depression and sexual abuse are mainly reported in girls. So the activities such as counselling programmes in schools for the mental health should be enhanced.

**Continued on Page 26**

# A STUDY OF VALUES AMONG THE TECHNICAL AND NON-TECHNICAL UNDERGRADUATE STUDENTS

Research  
Paper

## ABSTRACT

*The values represent what a person considers important in life. They comprise the individual's philosophy of life. The values which provide the prime motivating force behind man's thought, emotion and action. In this context, the researchers conducted a study on values among the technical and non-technical undergraduate students. "A New Test for Study of Values" by Sashi Gilani (1986) value inventory administered on 200 undergraduate students randomly selected from private universities those located in Bhopal city. The data was analyzed with the help of mean, S.D. and 't' values. The study revealed no significant difference between technical and non-technical undergraduate students in their value perception.*

**Keywords :** Value, Technical, Non-Technical, students.

## Introduction

A value is a belief, a mission, or a philosophy that is meaningful (Bhutia, 2013). Values can range from the commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self-reliance, concern for others and harmony of purpose. Values are the chief determinants of an individual's personality profile. According to John Dewey (1959), the term value has two quite different meanings; on the one hand, it denotes the attitude of praising a thing, finding it worthwhile for its own sake, or intrinsically. This is a name for a full or complete experience. Value in this sense means to appreciate and also judging to evaluate (Bala, 2006). Mahatma Gandhi considers values as an inseparable component in the full flowering and development of personality. In India Education system after secondary education student goes for higher study. Some students choose a technical course. Technical means having special and usually practical knowledge especially of a mechanical or scientific subject. Non-Technical means not having or requiring technical or specialized knowledge or skills.

## Background of the study

Chabra, Sonal and Mishra Mahima (2012) conducted a study on the effect of learning music on the personal value adolescent students. The study was conducted through stratified random sampling method on 400 adolescents studying (class 9-12) in the school of Delhi. The tool used was the Personal Value Questionnaire (PVQ) by Sherry and Verma, 2006. Major findings of the study

was that personal values of the group learning music are better than those not learning music (Chabra & Mishra, 2012).

Navita (2012) made a comparative study of personal values between male and female secondary teacher trainees (B.Ed.) of Delhi. Personal value questionnaire by G.P. Sherry and R.P. Verma's was used on 300 teachers trainees. Male and female teacher trainees showed no significant difference in hedonistic, power and family prestige dimensions.

Panchal, Chirag (2013) conducted a study on values among high school students of Ahmedabad district. The study was conducted through multistage sampling method on 300 high schools (class 8-9). The researcher used a self made tool. Major findings of the study were that there was no effect of sex on value perception of students that secondary school and there was no effect found of category on the perception of the secondary school students of Ahmedabad district (Panchal, 2013).

Laxmi, R. Sahani (2013) conducted a study on of religious value according to the age and gender. The study was conducted on 120, where 60 young and 60 old persons. The researcher used S.S. Tripathi's religious value scale.

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Major findings of the study showed that there was significant difference in religious value due to age and among old age males and females (Laxmi, 2013).

Asthana, Shalini and Asthana, Deepti (2016) conducted a comparative study of values of adolescents studying in different types of educational institutes. It was focused on 400 students by using R.K. Ojha's value test. Most of the aspects of values had significant difference on 0.01 level, but no significant difference found in the religious value between schools directly controlled by central and state government and schools controlled and managed by the Hindu missionaries group (Asthana & Asthana, 2016).

### Significance of the study

In the present study, researchers found that the previous research works had been focused on school students, school teachers or trainee teachers. This study is related to undergraduate students (technical and non-technical) studying in private universities under the environment of Bhopal city. The values established during this period may guide to their future. Further, importance of this study lies on the nature of the course and their belonging area like rural or urban.

### Objectives

1. To study the value difference between the technical and non-technical undergraduate students.
2. To study the value difference between technical and non-technical undergraduate students with respect to area.

### Hypotheses

1. There is no significant difference in values between technical and non-technical undergraduate students.
2. There is no significant difference in values between technical and non-technical undergraduate students with respect to area.

### Methodology

#### Sample

A sample of 200 undergraduate students was taken (100 technical and 100 non-technical) from private universities in Bhopal city. The simple random sampling technique was used to select the sample from the population.

#### Tool

The selection of tool is very important for research. For the purpose of collecting data, researcher used the "A New Test for Study of Values" that was constructed and

standardized by Km. Sashi Gilani (1986). This test was constructed according to the Indian conditions.

Present test of values, measures seven types of values i.e. Aesthetic, Theoretical, Religious, Political, Social, Economical and Hedonistic. Total 70 items (10 items in a single area of value) are in the test. Reliability of the test was assured by adapting two methods Split Half 0.71 and Kunder-Richardson 0.74 coefficient. Validity of the test is 0.84 coefficient (Gillani).

### Procedure and Scoring

The test may be administered individually as well as in a group. First, the respondents were instructed to fill up the personal data top on the answer sheet. For scoring of the test, the responses were scored as follows: If the respondent put (?) mark for the strongly agree, the score is 5, for the agree the score is 4, for the moderate the score is 3, for the disagree is 2 and for the strongly disagree and last alternative the score is 1.

### Data analysis and Interpretation

**Hypothesis-1** : There is no significant difference in values between technical and non-technical undergraduate students.

**Table 1**  
**Comparison of values between technical and non-technical students**

Name of Value	Stream	N	Mean	S. D.	Calculated 't'-value	Remark
Aesthetics Value	Technical	100	37.71	16.16	0.27	NS
	Non-Technical	100	37.26	16.54		
Theoretical Value	Technical	100	38.93	21.68	0.27	NS
	Non-Technical	100	39.76	21.79		
Religious Value	Technical	100	36.24	20.83	1.23	NS
	Non-Technical	100	40.03	20.48		
Political Value	Technical	100	35.64	22.85	0.39	NS
	Non-Technical	100	36.9	20.71		
Social Values	Technical	100	36.76	22	1.34	NS
	Non-Technical	100	41.18	24.81		
Economical Value	Technical	100	37.58	18.97	0.4	NS
	Non-Technical	100	39.12	18.27		
Hedonistic Value	Technical	100	37.29	15.31	0.39	NS
	Non-Technical	100	36.27	21.22		

**S-Significant at 0.05 level, NS- Non significant, S.D.- Standard deviation.**

Table 1 shows the mean, standard deviation and 't' - test values of the seven dimensions of personal values such as Aesthetics, Theoretical, Religious, Political, Social, Economical, Hedonistic values. It is inferred from the above

table 1 that there is no significant difference between technical and non-technical undergraduate students in their values.

**Hypothesis-2 :** There is no significant difference in values between technical and non-technical undergraduate students with respect to area.

**Table 2**

**Comparison of values between technical and non-technical students (Urban)**

Name of Value	Stream	N Area (Urban)	Mean	S. D.	Calculated 't'-value	Remark
Aesthetics Value	Technical	50	37.92	11.67	0.01	NS
	Non-Technical	50	37.08	14.42		
Theoretical Value	Technical	50	39.12	19.41	0.25	NS
	Non-Technical	50	40.02	16.88		
Religious Value	Technical	50	35.8	15.3	1.41	NS
	Non-Technical	50	40.26	16.35		
Political Value	Technical	50	35.84	17.61	0.04	NS
	Non-Technical	50	36.7	14		
Social Values	Technical	50	36.82	16.4	1.43	NS
	Non-Technical	50	41.74	18		
Economical Value	Technical	50	38.44	13	0.23	NS
	Non-Technical	50	39.24	12.67		
Hedonistic Value	Technical	50	38.2	10.51	0.8	NS
	Non-Technical	50	36.58	14.68		

**S-Significant at 0.05 level, NS- Non significant, S.D.- Standard deviation**

**Table 3**

**Comparison of values between technical and non-technical students (Rural)**

Name of Value	Stream	N Area (Rural)	Mean	S. D.	Calculated 't'-value	Remark
Aesthetics Value	Technical	50	37.5	11.51	0.03	NS
	Non-Technical	50	37.44	10.12		
Theoretical Value	Technical	50	38.74	12.58	0.28	NS
	Non-Technical	50	39.5	14.18		
Religious Value	Technical	50	36.68	15.74	1.08	NS
	Non-Technical	50	39.8	12.92		
Political Value	Technical	50	35.44	16.45	0.51	NS
	Non-Technical	50	37.1	15.87		
Social Values	Technical	50	36.7	15.16	1.21	NS
	Non-Technical	50	40.62	17.32		
Economical Value	Technical	50	36.72	15.57	0.77	NS
	Non-Technical	50	39	14		
Hedonistic Value	Technical	50	36.38	12.3	0.15	NS
	Non-Technical	50	36.78	15.15		

**S-Significant at 0.05 level, NS- Non significant, S.D.- Standard deviation.**

Table 2 and 3 show the mean, standard deviation and 't' test value of all the seven value dimensions with respect to area. It is inferred from table 3 and 4 that there is no significant difference between technical and non-technical undergraduate students in their value perception in terms of their area of living.

**Educational implications of study**

Value is principles or standards of behavior that judge what is important in life. Education, educational institutes, geographical area and communication technologies like computer, smart phone, television, newspaper and magazine are main aspects not only development but also their amendment of values. On the basis of the present study, it can be said that in the present scenario, stream and area have no significant influence on personal value preference. The environment is shared norms and values that guide the behavior.

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# A COMPARATIVE STUDY ON RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENTS OF STUDENTS

Research  
Paper

## ABSTRACT

*This paper deals with a study of participatory action research amongst students to find out the relationship between emotional intelligence and academic achievements of undergraduate students by employing descriptive survey method. Students belonging to 1st semester streams of arts and science have been surveyed in Kamrup (Metropolitan) area of Assam. The various dimensions of emotional intelligence have been incorporated in the questionnaire for studying the exact relationship between emotional intelligence and academic achievements based on streams as well as gender. The result revealed a significant relationship between emotional intelligence and academic achievement of undergraduate students.*

**Key words :** Academic Achievement, Emotional Intelligence, Emotional Quotient, Intelligent Quotient

## Introduction and Background of the Study

The progress and welfare of a nation depends largely on its individuals who are intelligent, social and well adjusted to any kind of situation they face. The success and progress in an individual's life is also a contributory factor of nation's welfare.

If people try to find out the root of this new concept of emotional intelligence, they will have to travel back to the time of intelligence testing movement in the field of psychology. The former name of Emotional Intelligence was Social Intelligence and this term was coined by the professor of educational psychology, Edward Lee Thorndike of Columbia University Teacher's College back in 1920. As far as his opinion, social intelligence is the ability to understand and manage men and women as well as dealing human relationships in a wisely manner (Thorndike et al, 1920).

The concept of Emotional Intelligence is the ability to perceive, control and evaluate emotions. Emotional Intelligence can be referred to as the potential ability to predict various markers of success. Emotional Intelligence encompasses emotional expansion and regulation, self awareness and empathy.

A higher emotional intelligence will always have a better social relation. Daniel Goleman in the year 1995 realised the importance of Emotional Intelligence and described that EQ is a more effective predictor of outstanding leadership in comparison to IQ (Goleman,

2006). According to him, Emotions play a crucial role in thinking, decision making and the success of individuals in different fields. Daniel Goleman states five components as essential for leadership success. The five components of Emotional Intelligence include personal (self awareness, self regulation and self motivation) and social (social awareness and social skills) competencies.

- a. Self Awareness – Emotional Self Awareness, Accurate Self Assessment and Self Confidence
- b. Self regulation – Self Control, Trust Worthiness, Conscientiousness, Adaptability and Innovation
- c. Self Motivation – Achievement Drive, Commitment, Initiative and Optimism
- d. Social Awareness – Understanding Others, Developing Others, Service Orientation, Leveraging Diversity and Political Awareness
- e. Social Skill – Influence Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration and Cooperation and Team Capabilities.

Academic Achievement refers to the level of proficiency attained in scholastic and academic works. It is the accomplishment or acquired proficiency in the

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performance of an individual in a given skill or body of knowledge. Academic Achievement is the criteria for selection, promotion or recognition in various walks of life. It opens up various avenues for the student to continue and getting themselves established with a sound footing in any sector.

Earlier a general concept was present that if a student has better IQ, his academic achievement will be much higher in rank. But research work conducted all across the globe revealed that Emotional Intelligence is a much more reliable predictor of Academic Achievement than General Intelligence. The researchers concluded that emotions play the most major role in shaping the different aspects of personality, one's well being and imparting the skill to make wise decisions in life. So, we can rightfully tell that there is a very close relationship between Emotional Intelligence and Academic Achievement.

**Significance of the Study**

This study is focused particularly on the relationship between emotional intelligence and academic achievement of students belonging to 1st semester under graduate students from arts and science streams of Gauhati University, Guwahati, Assam. The relationship of emotional intelligence and academic achievement are very important to assess the overall growth of the students. The quality of life and academic standards a student will come across during the succeeding years solely depends upon the role, the emotional intelligence plays in day to day life. This study will be beneficial and helpful to the students in improving their emotional intelligence which will be again useful in student's academic achievements.

**Objectives of the study**

The objectives of the study are as follows,

- 1. To study the emotional intelligence amongst students.
- 2. To study the academic achievement amongst students.
- 3. To study the relationship between emotional intelligence and academic achievement of students.

**Hypotheses**

The hypotheses of the study are as follows;

- 1. There is no significant difference between boys and girls in terms of emotional intelligence.

- 2. There is no significant difference between arts and science students in terms of emotional intelligence.
- 3. There is no significant difference between boys and girls in terms of academic achievement.
- 4. There is no significant difference between arts and science students in terms of academic achievement.
- 5. There is no significant difference in terms of emotional intelligence and academic achievement of boys and girl students in arts and science streams.

**Methodology**

In this research, descriptive survey method was followed. The purpose of the study was to identify the relationship between emotional intelligence and academic achievement of the students. For this study, the researcher rationally used the appropriate methodology for the research work. Survey Method was used in this study.

The researcher used Questionnaire for the study. The questionnaire used by the researcher was a standardized questionnaire developed by Shailendra Singh, (2013), Indian Institute of Management, Lucknow based on the concept developed by Daniel Goleman for collection of Primary Data. In this questionnaire, there are five dimensions to measure Emotional Intelligence namely Self Awareness, Self Regulation, Motivation, Social Awareness and Social Skills. In each dimension, there are 12 numbers of questions relating to the different aspects of emotional intelligence. This questionnaire consists of some questions regarding the emotions which aided in knowing how emotionally literate a person is. The students were asked to answer each question depending upon their own emotional responses. Response category for each question was divided into five responses like,

- A. Describes me very well (5)
- B. Describes me well (4)
- C. Describes me moderately well (3)
- D. Describes me a little (2)
- E. Not at all describes me (1)

Based on the type of response to each question from the students, the 5 point rating scale (A to E) has been

used. For response A, 5 marks have been assigned. Likewise, for B, C, D and E, 4, 3, 2 and 1 have been assigned respectively. This questionnaire also consists of some general questions regarding their academic standard and streams. This questionnaire also includes questions relating to scores secured by the students in Higher Secondary Final Examination in both Arts and Science streams. Secondary Data was taken from books, magazines, journals and internet sources.

Z Score, Chi ‘ $\chi^2$ ’ Tests, Mean difference as well as ANOVA were used for descriptive analysis to examine the relationship between Emotional Intelligence and Academic Achievement of boys and girls in science and arts streams.

For this study, the population consists of all the 1st Semester Students of both Arts and Science students from provincialised Degree Colleges affiliated under Gauhati University, Guwahati. Total number of provincialised colleges in Assam is 189 and total number of provincialised colleges affiliated under Gauhati University is 101. In undivided Kamrup district, there are total 29 degree provincialised affiliated colleges. In Kamrup (M) district, 15 numbers of Arts and Science Degree provincialised affiliated colleges are present. The delimitation of this research work was confined only in Kamrup (M) district. Therefore around 30% of the colleges were selected as a population for the study. Colleges undertaken for the study were -

- a. B. Borooah College, Ulubari, Guwahati, Kamrup (M)
- b. Dimoria College, Dimoria, Sonapur, Kamrup (M)
- c. Pragjyotish College, Bharalumukh, Guwahati, kamrup (M)
- d. Pandu College, Pandu, Guwahati, Kamrup (M)
- e. Handique Girl’s College, Dighalipukhuri, Guwahati, Kamrup (M)

In this context, 5 colleges have been selected in Kamrup (M) district and 200 samples were taken into consideration. Simple random sampling was followed to collect the sample. In each college, 40 undergraduate (first semester) students were selected from both arts and science streams comprising 20 from each of the stream. Out of 200, 100 samples were taken from science background and the other 100 were taken from Arts. Likewise, 100

students out of 200 samples were boys and the rest were girls.

**Analysis of Data**

To analyse the relationship between emotional intelligence and academic achievement, the collected data from the questionnaire were tabulated systematically and statistical analysis was used to interpret the data.

In this study, the first objective was to study the emotional intelligence amongst students. The questionnaire tool was employed to collect the primary data. The questionnaire includes five dimensions and in each dimension, there are 12 questions systematically organized to collect the various answers related to the parameters under emotional intelligence. The five dimensions are Self Awareness, Self Regulation, Motivation, Social Awareness and Social Skills. Each dimension carried 60 points totaling to 300 points in the 5 point rating scale. Average value of Emotional Intelligence amongst all the 200 samples were 236.72

The first hypothesis was proved correct through the application of ‘ $\chi^2$ ’ test and Z score but when various parameters related to varied dimensions of Emotional Intelligence was tested through Mean and Standard Deviation, following differences came into observation,

Mean value of Girls in relation to Self Awareness and Motivation was higher than the boys. Boys secured a greater mean value in terms of Self Regulation, Social Awareness and Social Skill.

**Table 1**  
**Mean and Standard Deviation of Boys and Girls in various dimensions of Emotional Intelligence**

Students	Self Awareness	Self Regulation	Motivation	Social Awareness	Social Skills	Total E I	Mean	SD
Boys	48.04	47.51	47.86	47.75	47.00	238.16	M <sub>1</sub> 4763.2	40.20821
Girls	49.18	47.05	47.89	45.97	45.18	235.27	M <sub>2</sub> 4705.4	157.367
Mean	48.04	47.51	47.86	47.75	47.00			
Mean	49.18	47.05	47.89	45.97	45.18			

Note : E I = Emotional Intelligence. S D = Standard Deviation

As per the second hypothesis, it was observed that though there was no significant difference between arts and science students in terms of emotional intelligence based on different levels of grades attained by students (Excellent

to Below Average) by applying ' $\chi^2$ ' test, it was observed that when we applied Standard Error of difference between means, it was found that there was significant difference between the mean scores of arts and science students in different dimensions of emotional intelligence at 5% level of significance but no such difference has been observed at 1% level of significance. After analysis it was observed that the mean value of arts students in relation to all the five dimensions under emotional intelligence was lower than the science students.

Under the second objective, one hypothesis related no significant difference between boys and girls in relation to academic achievement. With the application of Z-score and ' $\chi^2$ ' test, the hypothesis has been found to be correct. The next hypothesis was related to absence of any significant difference in terms of academic achievement amongst the arts and science students, where no significant difference was found after application of ' $\chi^2$ ' test.

In this study, the 3rd objective was to study the relationship between academic achievement and emotional intelligence amongst the boys and girls of arts and science streams. To analyse the 3rd objective, the researcher studied emotional intelligence and academic achievement of the boys and girls of arts and science streams by applying Analysis of Variance Test (ANOVA). The 5th hypothesis under this objective stressed upon no significant difference in terms of emotional intelligence and academic achievement of boys and girl students of arts and science streams. Academic achievement and emotional intelligence of both boys and girls have been taken into consideration and ANOVA was applied for analyzing the same.

The critical values of 'F' obtained by interpolation are as follows,

Critical value of F= 8.53 at 0.05 level of significance

Critical value of F = 26.12 at 0.01 level of significance

As compound value of 'F' (21.91) is greater than critical value of F at 0.05 level of significance, it can be inferred that there is significant difference between emotional intelligence and academic achievement of boys and girls at 0.05 level of significance but as 21.91 is less than critical value of 'F' at 0.01 level of significance (26.12), we can conclude that there is no significant difference between

Emotional Intelligence and Academic Achievement of Boys and Girls at 0.01 level of significance. Hence, the Null Hypothesis is rejected at 0.05 level of significance but accepted at 0.01 level of significance.

### Findings and Interpretations

The salient findings of this study are given below,

1. 14% of the students secured Excellent (90 to 99.9%), 35.5% students secured High (80 to 89.9%), 34% students secured Above Average (70 to 79.9%), 12% secured Average (60 to 69.9%) and 4.5% students secured Below Average (up to 59.9%) in respect to Emotional Intelligence.
2. 3.5% of the students secured Excellent (90 to 99.9%), 17.7% secured High (80 to 89.9%), 29.5% secured Above Average (70 to 79.9%), 31.5% secured Average (60 to 69.9%) and 18% secured Below Average (up to 59.9%) in respect to Academic Achievement.
3. Mean value of Girls in relation to Self Awareness and Motivation was higher than the boys. Boys secured a greater mean value in terms of Self Regulation, Social Awareness and Social Skill under Emotional Intelligence.
4. 39% of Boys fall under High (80 to 89.9%) category in terms of Emotional Intelligence.
5. 36% of Girls fall under Above Average (70 to 79.9%) category in terms of Emotional Intelligence.
6. 37% of Boys fall under Average (60 to 69.9%) category in terms of Academic Achievement.
7. 31% of Girls fall under Above Average (70 to 79.9%) category in terms of Academic Achievement.
8. Analysis through ANOVA revealed that there is no significant difference between Emotional Intelligence and Academic Achievement of Boys and Girls in both Arts and Science Streams at 0.01 level of significance. It means that there is a significant relationship between Academic Achievement and Emotional Intelligence.
9. Mean value of Girls in relation to Self Awareness and Motivation was higher than the boys. The girls secured higher performance in self awareness and motivation

in relation to their feelings and emotions, clear cut goals in mind, confidence in their decisions and controlling their moods and their performance to be an ideal leader. Boys secured a greater mean value in terms of Self Regulation, Social Awareness and Social Skill under Emotional Intelligence. 39% of Boys fall under High (80 to 89.9%) category in terms of Emotional Intelligence and 36% of Girls fall under Above Average (70 to 79.9%) category in terms of Emotional Intelligence. In case of Academic Achievement, 37% of Boys fall under Average (60 to 69.9%) category and 31% of Girls fall under Above Average (70 to 79.9%) category. After analysis, it has been found that there is a relationship between Emotional Intelligence and Academic Achievement of the students of both arts and science streams.

### Educational Implications

This study in turn will help both the teachers and students to understand that there is a close relationship exists between emotional intelligence and academic achievement. This study minutely observed the various dimensions of emotional intelligence which directly or indirectly affects the academic achievements of the students. With knowing the importance of intimate relationship that exists between emotional intelligence and academic achievement, the teachers will be more conscious in dealing with the student's emotional behavior and their modification. The teachers should employ their expertise in dealing with various emotional dimensions related to students so that both the genders can minimize their weaknesses to become emotionally balanced personality in order to achieve their academic goals.

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Research  
Paper

**Continuation of Page 18**

### BEHAVIOURAL AND SOCIAL...

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# DEVELOPMENT OF REACTION TOWARDS MOBILE APPLICATION SCALE FOR THE STUDENT-TEACHERS OF B.ED PROGRAMME

Research  
Paper

## ABSTRACT

*Reaction towards mobile application the response from student-teachers towards learning through 'Advance Organizer Model (AOM) based mobile application. The paper explores the procedure of developing and validating the scale to measure the reaction towards AOM based mobile application from student-teachers of B.Ed programme. Initial pools of 30 test items were constructed. Validity of the scale was established by the suggestions of experts. Reliability of the scale was established with the help of 'Cronbach's alpha' technique. As a result of the item analysis carried out for item selection, a total number of 14 items were selected for the final form of the scale.*

**Key words :** Advance organizer model, mobile application.

## Introduction

According to behaviorists, for every stimulus there is a response. The response may be in the form of a verbal, non-verbal or in the form of written answer. The response can be defined as the reaction after something is done. A response is also a reaction of an individual to a change in his/her environment. Reaction involves a mental process. This study considered 'reaction' as the response to learning conducted by means of mobile app. Hence, the reaction towards mobile application is the response to learning conducted by means of 'mobile application' (mobile app). Mobile app is a computer program or software application designed to run on a mobile device such as smartphones and tablet. Mobile apps are categorized based on their purpose. Mobile apps used for the purpose of education are considered as educational mobile apps.

Mobile apps can improve classroom experience and increase academic performance among the students. It also helps in developing better teacher-student relationship as the teaching methodology is more students friendly. The adaptability in using the apps among various students and among greater masses in the classroom makes it user friendly (Annet P Benny and Prakasha G S, 2017). Mobile learning applications have become more pervasive. It is necessary to understand the impact of technology used in learning options. Most respondents had high satisfaction and positive attitudes towards the m-learning application (Alqahtani Maha and Mohammad Heba, 2015). Mobile app can be

considered innovative, since it allows simplifying the students' acquisition of information significantly (Gulmira M. Abildinova et.al, 2016). There are thousands of apps available today, choosing the most appropriate educational ones for children is difficult and problematic for both teachers and educators (Stamatios J Papadakis and Michail Kalogiannakis, 2017). With a rapid development of education sector, mobile learning has become a beneficial additive in formal learning. Users are satisfied with mobile learning, but the app is determined by various factors, such as assertiveness of learners' attention, and the limitation of technical function (Gaurav Hans, 2018).

The design and development of mobile learning application with no doubt is a hard process which needs software programming knowledge, graphic design knowledge, instructional design knowledge, content localizing. They permit students to experience high levels of presence, they are interactive and they are autonomous (Hanson & Shelton, 2008). Based on mobile app flexibility some educational institutes, universities or schools started

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to develop specific mobile apps for their students according to their curriculum and particular need. In 2010, Princeton University implemented their mobile learning services. Through this service and students can have “Access documents in multiple formats, post announcements, create threaded discussion posts, upload media as attachments to discussion boards and blogs, create content items within the course map, take tests, and receive push notifications for important course updates or changes” (Alden, 2013). The process of Apps integration can form a bridge between two disciplines: Educational Technology and Computer Science. Collecting and combining knowledge from these two disciplines can be very useful and meaningful during the integration process. Mobile apps integration in education is considered effective, efficient and multidisciplinary for education globally (Prajakta Pahade, Rutuja Akarte, Prachi Kanugo, Sachin Deshmukh, 2019).

On the other hand, some researchers suggested that there must be learning strategy in design and development phase such as active learning, collaborative learning, authentic learning and multiple perspectives (Karagiorgi & Symeou, 2005). Although there are many research in mobile learning, but recent research shows that there are priorities in research which can have effect on better design and development phase. “1) teaching and learning strategies; 2) affordances; 3) theory; 4) settings of learning; 5) evaluation/assessment; 6) learners; 7) mobile technologies and interface design; 8) context awareness and augmented reality; 9) infrastructure and management; and 10) country and digital divide.” (Hsu, Ching, & Snelson, 2014).

By reviewing many studies, it was found that there is a need for developing a scale which measures the reaction towards mobile app. So, reaction towards mobile app scale was developed. The procedure involved in the development of reaction towards mobile app scale is explained below.

**Development of Items:** Initial pools of 30 test items were constructed. These items were examined by the researcher himself. Then, the test comprising the pool of items was given to experts for examination in terms of their validity, the ambiguity of the words used, length of the statement and the appropriateness of the situations taken. Based on their comments and suggestions, 10 items were deleted and those items requiring modifications were

rewritten by the researcher. Thus, a total of 20 items were retained in the test for a tryout. The test containing 20 items was given to an English editor for editing. The distribution of items with respect to the dimensions is as follows.

#### **Learning Aspects**

There were 13 items in this component. It includes the reaction towards the learning aspects which includes meaningfulness of the content, provisions made for learning through the mobile app, meaningful assimilation of information and the learning outcome, the suitability and appropriateness of opportunities made for learning through the mobile app.

#### **Technical Aspects**

There were 07 items in this component It includes the reaction towards technical aspects which includes model used in the mobile app, the flow of content, images, audiovisuals, discussion platform used in the mobile app, overall design and layout of the mobile app.

#### **Format and nature of items**

Since the study is ‘effectiveness of advance organizer model based mobile app’, student-teacher’s reaction towards advance organizer model based mobile app had to be studied. The best way of doing this is to study the behavior of student-teachers representing the reaction towards technical and learning aspects of the mobile app. So, the researchers decided to present those statements in the form of items constituting a test to which student-teachers would respond. While choosing the statements for item construction, student-teacher’s own environment was taken into consideration as they are more sensitive to and take an interest in the statements which concern them. Therefore, Student-teacher’s own experiences in using the advance organizer model based mobile app was taken into consideration and on which items were constructed.

#### **Response Pattern**

The items were provided with four (4) possible alternative responses from which the student-teacher is required to select one response. These four responses represented four degrees of reaction ranging from highest to lowest. They are supreme, most, moderate and least. Each item consists of the statements that student-teacher did not face any ambiguity in understanding the item and got biased to a particular response. Therefore, while fudging

student-teacher’s reaction towards mobile app, his/her reaction on all the components had to be taken into account. While responding to the test items, the respondents had to read the statement properly, think and react to a particular statement given. Then, he/she had to encircle the number against the alternative to which he/she thought as his/her reaction towards the statement. This involved a mental process which included understanding the statement presented, distinguishing between the alternatives and choosing the reaction.

**Scoring Procedure**

It has already been pointed out previously that the four responses represented four degrees of reaction (supreme, most, moderate, and least). These four alternatives were assigned weightage of 4, 3, 2 and 1 respectively as these alternatives appeared in each item. As a result, the maximum score of the test was 80 and the minimum score was 20. With the above guidelines evolved for scoring, the reactions were scored and the total score of each respondent was arrived at.

**Establishing Validity**

The statements on the scale are all related to the area of study and each statement independently focuses on what it claims to measure. This confirms the face validity of the scale. Content validity of ‘reaction towards mobile application scale’ was established by the suggestions of 10 experts, which included research guide, software engineers, educational psychology experts and senior teacher educators. The experts agreed that the statements in ‘reaction towards mobile application scale’ are relevant and worthwhile for collecting the data and by considering the suggestions of the experts, some of the items and responses were modified and rewritten. The experts were satisfied with the relevance of the test items and the scoring procedures. Thus, the content validity of the tool was established. This implies that the ‘reaction towards mobile application scale’ is comprehensive and relevant.

**Establishing reliability**

Try-out of the Tool: To make a selection from the pool of 20 items, tryout was done. This needed student-teachers of B.Ed programme. Therefore, Mythri College of Education, Shivamogga, Karnataka, was selected for tryout purpose. The researcher ensured that the tryout sample and experimental sample were equal in relation to medium of instruction, age, settings of the college, etc. Both

the colleges representing tryout sample and experimental sample follow ‘English’ as the medium of instruction and are affiliated to the Kuvempu University. The age level of the student-teachers in both the situations was almost the same. The sample for the tryout consists of 32 student-teachers of B.Ed programme. During the tryout, student-teachers were given orientation about the purpose of the test. Student-teachers were placed in a comfortable situation and allowed to take their own time to respond to the items.

Cronbach’s Alpha method: Cronbach's alpha is the most common measure of internal consistency (reliability). It is most commonly used when multiple Likert type of questions in a survey/questionnaire that form a scale and to determine if the scale is reliable. The Reliability test of ‘reaction towards mobile application scale’ was found to be 0.541 for the entire 20 items by the use of Cronbach’s Alpha reliability formula.

**Table1**  
**Item-wise analysis of reaction towards mobile application scale**

Sl. No	Items	Corrected item total correlation	Remark
01.	While learning through mobile app, I feel .....	0.139	Not accepted
02.	The provisions made for learning through mobile app .....	0.297	Accepted
03.	Learning through mobile app develops.....	0.155	Not accepted
04.	Learning through mobile app makes me .....	0.459	Accepted
05.	How does the mobile app help in assimilating the information?	0.39	Accepted
06.	How long you will keep the information in your memory when the content is learnt through mobile app?	0.563	Accepted
07.	How would you rate the process of learning through mobile app?	0.373	Accepted
08.	The flow of information in each chapter is.....	0.331	Accepted
09.	If you see an image while learning through mobile app, what would you do?	0.203	Not accepted



10.	If you see a video link while learning through mobile app, what would you do?	0.362	Accepted
11.	The design and layout of mobile app is.....	0.362	Accepted
12.	After the completion of learning through mobile app I find changes in my .....	0.608	Accepted
13.	What reason makes you to learn through mobile app?	-0.025	Not accepted
14.	The information presented on mobile app is easy to comprehend because of	0.307	Accepted
15.	I felt confident while learning through mobile app because.....	0.43	Accepted
16.	I prefer mobile app for learning purpose because...	0.329	Accepted
17.	To what extent the content in the mobile app is well organized?	0.038	Not accepted
18.	Once I start learning with the mobile app.	0.472	Accepted
19.	Would you invest personal time learning to use and installing software that could make these resources available on a mobile phone?	0.11	Not accepted
20.	Do you feel that the use of mobile app for learning would improve overall success in your course?	0.264	Accepted

Selection of Items : Cronbach's Alpha was used to assess the degree of internal consistency among all sets of items and then the task value was calculated. Items with 'r' values less than 0.30 were rejected. According to De Vaus (2004), anything less than 0.30 is a weak correlation for item analysis. As many as 14 items having 'r' value greater than 0.30 were chosen and 6 items having 'r' value less than 0.30 were deleted to form the final tool. It also had construct validity as items were selected having the corrected item-total correlation values more than 0.30. An individual's score on this scale is the sum total of the scores for all the items by the subject (Summated Ratings). The

higher the score in this tool greater will be the subject achievement.

As a result of the item analysis carried out for item selection, a total number of 14 items were selected for the final form of the test. There were 10 items under the dimension 'Learning aspects' and 04 items under the dimension 'Technical aspects'. The Cronbach's alpha reliability score for the total items in 'reaction towards mobile application' scale was 0.759.

**Conclusion**

The validated scale to measure reaction towards mobile app can be used to find out the reaction towards mobile app among B.Ed. student-teachers and to analyze various factors associated, so that necessary steps can be taken to create environment in which the emphasis can be given to enhance reaction towards mobile app among student-teachers in their learning process.

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**Continued on Page 37**

# PSYCHOLOGICAL WELL-BEING AND STRESS COPING BEHAVIOUR OF HIGHER SECONDARY STUDENTS

Research  
Paper

## ABSTRACT

*The study aims to find the psychological well-being and stress coping behavior of higher secondary students for which the investigator has chosen the sample of 400 students from different schools in Tirunelveli and Thoothukudi districts. The stress coping behavior scale constructed and validated by the investigators (2018) and Psychological Well-being Inventory constructed and validated by Jeyanthi and Antony Raj (2015) were the tools used in this study. The investigators have used descriptive survey method. Null hypotheses were framed and tested by the investigators. The investigators found that the psychological well-being and stress coping behavior of higher secondary students are moderate. Further they found a significant relationship between psychological well-being and stress coping behavior of higher secondary students.*

## Introduction

Ancient education aimed at scholastic and mental development only. In a way it was unsuccessful to promote and enhance other aspects of human development. The occurring of deep knowledge was the major concern of traditional concept of education. On the contrary, the modern education is in constant worry on various aspects of human development such as, physical, mental, psychological, emotional, social, spiritual, ethical and democratic and this is called as wellbeing. Thus the modern concept of education lays stress on all round development of individuals which enables them to live a happy and content life. The fundamental purpose of education is not merely to enrich the well being of students through the fullness of knowledge, but also to teach them to lead a stress free life.

## Significance of the study

The present century is full of stress and strain in the life of all human beings because of the enormous development of modern technology. Stress is an integral part of the human beings life. A stress-free life is not possible in today's environment as the world is more competitive. All that one can do is to manage the stressful situation and overcome it. For this by all means the human beings must maintain a good physical, emotional, mental, social, and spiritual health.

The state of good mental and emotional health is called as Psychological well-being. People who are psychologically healthy are free from mental disorders and manage their

stress and it does not interfere with their ability to enjoy life and participate in society.

Psychological well-being is a positive attribute and something all human beings have. By promoting Psychological well-being one can increase one's resilience to cope with life's difficulties. People who are psychologically healthy are free from mental problems and stress.

Adolescence is considered as a stressful period due to physical, psychological, sexual changes and is also influenced by maturity. It is a crucial phase in life course of an adolescent as depression, anxiety, and stress at this stage of life is a matter of concern. Higher secondary students as adolescents face a lot of problems in their life. Since this is the period for deciding their higher studies and carrier in their life high score in the higher secondary examination is the target of today's generation and so automatically they fall in stress. Because of this academic stress, they are not able to cope with the teachers and family members and even with the peers. Students who have psychological well being are free from stress and they manage their stress by adapting a suitable stress coping behaviour so that it does not interfere with their ability to enjoy their academic and

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personal life. So the prime investigator being a higher secondary teacher has chosen the topic “Psychological well-being and Stress coping behavior of Higher Secondary Students”

**Objectives**

1. To find out the stress coping behavior of higher secondary students
2. To find out the level of psychological well-being of higher secondary students irrespective of their stress coping behavior.
3. To find out the relationship between psychological well-being and stress coping behavior of higher secondary students.

**Hypotheses :**

1. There is no significant relationship between psychological well-being and stress coping behavior of higher secondary students.
2. There is no significant relationship between psychological well-being and active stress coping behavior of higher secondary students.
3. There is no significant relationship between psychological well-being and passive stress coping behavior of higher secondary students.

**Methodology**

In the present study survey method is employed. Sample consisted of 400 higher secondary students from Tirunelveli and Thoothukudi district.

**Tools Used**

Stress coping behavior questionnaire developed and validated by the investigators (2018) and the Psychological well-being inventory constructed and validated by Jeyanthi and Antony Raj (2015) are the tools used in this study.

**Statistical techniques used**

Arithmetic Mean, Standard Deviation, ‘t’- test, ANOVA, Chi-square, Pearson Product Moment Correlation are used for data analysis.

**Data analysis**

**Objective**

To identify the stress coping behaviour of higher secondary students.

**Table 1**  
**Identification of the Stress Coping Behaviour**



Stress coping behaviour	Number	Percentage
Active	347	86.75
Passive	53	13.25
Total	400	100

The above table 1 shows that 86.75% of the respondents have active stress coping behaviour and 13.25% of the respondents have passive stress coping behaviour

**Objective**

To find out the level of psychological well-being of higher secondary students with active stress coping behaviour.

**Table 2**  
**Level of Psychological Well-Being of Higher Secondary Students with Active and Passive Stress Coping Behaviour**

Variable	Stress coping behaviour	Low		Moderate		High	
		N	%	N	%	N	%
Psychological well-being	Active	76	21.9	197	56.8	74	21.3
	Passive	10	18.9	32	60.3	11	20.8

The above table shows that among the higher secondary students with active stress coping behaviour 21.9% have low, 56.8% have moderate and 21.3% have high level of psychological well-being. Regarding the students with the passive stress coping behaviour 18.9% have low, 60.3% have moderate and 20.8% have high level of psychological well-being.

**Hypothesis 1 :** There is no significant relationship between psychological well-being and stress coping behaviour of higher secondary students.

**Table 3**  
**Relationship between Psychological Well-Being and Stress Coping Behaviour of Higher Secondary Students**

Variables	df	Calculated 'γ' value	Remarks
Psychological well-being Vs Stress coping behaviour	398	0.487	S

(At 5% level of significance, the table value of 'γ' is 0.098)

It is inferred from the above table that there is a significant relationship between psychological well-being and stress coping behaviour of higher secondary students. **Hypothesis : 2** There is no significant relationship between psychological well-being and active stress coping behaviour of higher secondary students.

**Table 4**  
**Relationship between Psychological Well-Being and Active Stress Coping Behaviour of Higher Secondary Students**

Variables	df	Calculated 'γ' value	Remarks
Psychological well-being Vs Active stress coping behaviour	345	0.3	S

(At 5% level of significance, the table value of 'γ' is 0.098)

It is inferred from the above table that there is significant relationship between psychological well-being and active stress coping behaviour of higher secondary students.

**Hypothesis 3 :** There is no significant relationship between psychological well-being and passive stress coping behaviour of higher secondary students.

**Table 5**  
**Relationship between psychological well-being and passive stress coping behaviour of higher secondary students**

Variables	df	Calculated 'γ' value	Remarks
Psychological well-being Vs Passive stress coping behaviour	51	0.183	NS

(At 5% level of significance, the table value of 'γ' is 0.273)

It is inferred from the above table that there is no significant relationship between psychological well-being and passive stress coping behaviour of higher secondary students

**Findings**

1. The findings reveal that among the higher secondary students 21.3% with active stress coping and 20.8% with passive stress coping behaviors have high level of psychological well-being.
2. There is a significant relationship between psychological well-being and stress coping behavior of higher secondary students irrespective of their coping style.
3. There is a significant relationship between psychological well-being and active stress coping behavior but no significant relationship is found between psychological well-being and passive stress coping behavior of higher secondary students.

**Conclusion**

The results of this study revealed a significant relationship between psychological well-being and active stress coping behavior of higher secondary students. The higher secondary students those who have better psychological well-being are mentally very healthy and so they are able to manage any stress in their life. The psychological well-being enables them to face any stress actively and to deal directly the stress they face. The better coping with stress, in turn, can influence the regulation of health behaviors, thus leading to overall well-being. Research Studies have revealed that people with higher psychological well-being are more likely to live healthier and longer lives. They are also more likely to enjoy a better quality of life. So it is the duty of the higher secondary teachers to foster the psychological well being of students through positive education and they should implement positive psychology's teachings into their classrooms.

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**Continued on Page 40**

# ACADEMIC PROCRASTINATION AND SELF ESTEEM OF HIGHER SECONDARY STUDENTS

Research  
Paper

## ABSTRACT

*The present study is an attempt to investigate the Academic Procrastination and Self Esteem of Higher Secondary Students. The sample consists of 400 higher secondary students from Thoothukudi Educational district. A self-made tool was used to measure the academic procrastination and a self esteem inventory constructed and validated by Ignaciammal and Punitha Mary (2018) was used to measure self-esteem. The survey method was adopted by the investigators to conduct the study. The major findings revealed a significant relationship between academic procrastination and self-esteem of higher secondary students. Further a significant difference was observed between male and female higher secondary students in the dimensions of academic procrastination such as distractions and social factors.*

## Introduction

Procrastination or postponing is a habit of people in general and at the same time it is one of the inherent tendencies of the human beings. Among the different types of Procrastination, academic procrastination is the most common one. This has been defined as tendency prevailed to postpone the academic activities and it is almost always associated with anxiety. In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much one appreciates and like oneself. Self-esteem refers to an overall view of oneself. Self-esteem is referred to as self-worth or self-image. Self-esteem plays a significant role in motivating and bringing success throughout life. Low self-esteem may hold one back from succeeding at school or work because he/she will not believe him/her self to be capable of success. By contrast, a healthy self-esteem can help one to achieve because it navigates life with a positive, assertive attitude and it helps to accomplish ones goals.

## Need and significance of the study

The goal of education is developing the knowledge and behavioural change among the students. Now a days the students are affected with a problem of postponing or delaying the task given to them till the last moment of submission. It affects their academic success. A recent panel study in Germany among several thousand university students found that increasing academic procrastination increases the frequency of seven different form of academic misconduct i.e., using fraudulent excuses, plagiarism, using

forbidden means in exams, copying part of homework from others, fabrication, falsification of data and the variety of misconduct. A student who enjoys the study do not procrastinate. Lack of motivation, fear of failure and fear of success are the main causes of procrastination.

Self-esteem is a word which speaks about a person's self-worth. Self-esteem is often seen as personality trait, which means that it tends to be stable and enduring. Self-esteem is defined as overall evaluation of oneself in either positive or negative way. A person with high self-esteem acts in positive way for all the problem he/she faces in life. A person with low self-esteem faces everything with a negative attitude. Now a days most of the students struggle with low self-esteem. They don't realise their potentialities and waste their knowledge. The effect of self-esteem affects the student's life internally and externally. This study mainly intends to measure academic procrastination and self-esteem of higher secondary students.

## Objectives

1. To find out the level of academic procrastination and self-esteem of higher secondary students
2. To find out the significant difference between (i) male and female and (ii) rural and urban higher secondary

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students in academic procrastination and its dimensions.

- To find out the significant difference between (i) male and female and (ii) rural and urban higher secondary students in self-esteem.

### Null Hypotheses

- There is no significant difference between male and female higher secondary students in their academic procrastination and its dimensions.
- There is no significant difference between rural and urban higher secondary students in their academic procrastination and its dimensions.
- There is no significant difference between male and female higher secondary students in their self-esteem.
- There is no significant difference between rural and urban higher secondary students in their self-esteem.

### Research Method

The investigator has employed survey method for the present study.

### Population and Sample

The population of the present study is higher secondary students of Thoothukudi educational District. Simple random sampling technique was used and 400 higher secondary students were selected as the sample.

### Tools used

A questionnaire prepared and validated by Raji and Punitha Mary (2018) was used to find out the academic procrastination and a self-esteem inventory constructed and validated by Ignaciammal and Punitha Mary (2018) was used to measure the self-esteem of higher secondary students.

### Statistical technique Applied

For analysing the data the investigator used the following statistical techniques: Percentage Analysis and t-test.

### Data Analysis

#### Percentage Analysis

- To find out level of academic procrastination of higher secondary students.

**Table 1**  
Level of academic procrastination of higher secondary students

*Research Paper*

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Academic Procrastination	70	17.5	254	63.5	76	19

It is inferred from the above table that among the higher secondary students, 17.5% have low, 63.5% have moderate and 19.0% have high level of academic procrastination.

- To find out the level of self-esteem of higher secondary students.

**Table 2**  
Level of self-esteem of higher secondary students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Self esteem	59	14.8	287	72	54	13.4

It is inferred from the above table that among the higher secondary students 14.8% have low, 71.8% have moderate and 13.5% have high level of self-esteem.

### Hypotheses Testing

**Hypothesis 1 :** There is no significant difference between male and female higher secondary students in their academic procrastination.

**Table 3**  
Difference between male and female higher secondary students in their academic procrastination

Dimension	Category	N	Mean	S.D.	Calculated t'-value	Remark
Psychological belief	Male	200	14.55	2.248	1.057	NS
	Female	200	14.31	2.291		
Distraction	Male	200	16.51	3.119	5.202	S
	Female	200	14.99	2.732		
Social factors	Male	200	11.63	2.446	3.132	S
	Female	200	10.88	2.309		
Time management	Male	200	9.22	2.44	0.111	NS
	Female	200	9.2	2.044		
Academic Procrastination	Male	200	51.9	7.248	3.581	S
	Female	200	49.37	6.904		

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

It is inferred from the above table that there is no significant difference between male and female higher secondary students in their academic procrastination and its dimensions- such as psychological belief and time management. But there is a significant difference between male and female higher secondary students in their academic procrastination and its dimensions such as distractions, social factors and academic procrastination as a whole. While comparing the mean scores of male (16.51, 11.63 and 51.90) with female (14.99, 10.88 and 49.37) for distractions, social factors and academic procrastination as a whole, the male students have more distractions, social factors and academic procrastinating tendency than female.

**Hypothesis 2 :** There is no significant difference between rural and urban higher secondary students in their academic procrastination.

**Table 4**  
**Difference between rural and urban higher secondary students in their academic procrastination**

Dimension	category	N	Mean	S.D.	Calculated 't'-value	Remark
Psychological Belief	Rural	205	13.9	2.184	4.658	S
	Urban	195	15	2.244		
Distraction	Rural	205	15.4	2.768	2.46	S
	Urban	195	16.1	3.239		
Social factors	Rural	205	10.9	2.294	3.096	S
	Urban	195	11.6	2.466		
Time management	Rural	205	9.58	2.292	3.455	S
	Urban	195	8.82	2.136		
Academic Procrastination	Rural	205	49.8	6.909	2.444	S
	Urban	195	51.5	7.37		

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

It is inferred from the above table that there is a significant difference between rural and urban higher secondary students in their academic procrastination and its dimensions such as psychological belief, distraction, social factors, time management and academic procrastination as a whole. While comparing the mean scores of rural (13.92, 15.39, 10.89 and 49.78) with urban (14.95, 16.13, 11.63

and 51.53) for psychological belief, distractions, social factors and academic procrastination as a whole, the urban students have more psychological belief, distractions, social factors and academic procrastinating tendency than rural. But rural students (9.58) have better time management than the urban (8.82) students.

**Hypothesis 3 :** There is no significant difference between male and female higher secondary students in their self-esteem.

**Table 5**  
**Difference between male and female higher secondary students in their self esteem**

Variable	Category	N	Mean	S.D.	Calculated 't'-value	Remark
Self-esteem	Male	200	95.94	10.799	2.582	S
	Female	200	98.71	10.661		

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

It is inferred from the above table that there is a significant difference between male and female higher secondary students in their self esteem. While comparing the mean scores of male (95.94) and female (98.71) higher secondary students, the female students have higher self-esteem than their counter parts.

**Hypothesis-4 :** There is no significant difference between rural and urban higher secondary students in their self-esteem.

**Table 6**  
**Difference between rural and urban higher secondary students in their self esteem**

Variable	Location	N	Mean	S.D.	Calculated 't'-value	Remark
Self-esteem	Rural	205	96.15	11.446	2.246	S
	Urban	195	98.56	9.971		

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

It is inferred from the above table that there is a significant difference between rural and urban higher secondary students in their self-esteem. While comparing

the mean scores of rural (96.15) and urban (98.56) higher secondary students, urban students have higher self-esteem than their counterparts.

### Findings

1. The percentage analysis revealed that the higher secondary students irrespective of the demographical variables have moderate level of academic procrastination and self-esteem.
2. Male higher secondary students have more academic procrastination tendency than female students.
3. Urban higher secondary students have more academic procrastination than rural students.
4. Female higher secondary students have high self-esteem than male students.
5. Urban higher secondary students have high self-esteem than rural students.

### Conclusion

The level of self-esteem and academic procrastination is found to be moderate among higher secondary students. There is a significant difference between male and female higher secondary students in their academic procrastination and self-esteem and its dimensions. This may be due to the fact that girls are always performing well not only in their academic activities but also in their regular day to day activities. This attitude found among the girl students may stimulate their interest in studies. Boys easily get distracted and so they are unable to complete their work on time.

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Research  
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Continuation of Page 30

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# USING YOUTUBE TO ENHANCE ACADEMIC ACHIEVEMENT IN SCIENCE AMONG SECONDARY SCHOOL STUDENTS

Research  
Paper

## ABSTRACT

*The aim of this study is to investigate the effect of using youtube on students' academic achievement in science. The study was carried out on 64 students studying class 9th in Ranibhole Govt. Girls High School, Baripada, Odisha. All participants were the girls who attended the secondary schools. The samples were selected by the purposive sampling who technique. In the study, Achievement Test on Science (ATS) was used to collect relevant data. The intervention programme for 7 weeks was provided to experimental group students. The analysis was done after the intervention programme and found that the experimental group on which the youtube had used were more academically achieved than the control group students on which traditional method had been used*

**Keywords :** Youtube, academic achievement, secondary school students.

## Introduction

The present day man men have attained the status of e-civilisation, which may have a significant impact on society in general and on students in particular. One of the most significant developments in the world of the Internet is the social networks including Facebook, Twitter, Youtube and others. These social networking sites facilitate the process of active interaction amongst the people by providing instant messaging, videos, chatting, files sharing, e-mails, blogging and more (Sahoo, 2018). One of the most extensively used social networking sites is Youtube and it is used in the classroom as part of the teaching process. Social media sites like YouTube are considered the new technologies that help in the development of educational learning process among students through its dynamic movement of development (Parua and Sahoo, 2018). The spreading of using YouTube by the learner through breaking geographical boundaries bring them together (Si, 2018). It can be used as an educational resource, where the teacher uses the video as a model for classroom activities and discussions.

YouTube videos can be a very powerful learning tool, as it demonstrate complex procedure of gaining knowledge and help in explaining difficult topics. Students can also be particularly entertaining and re-watch as many times as they wish. YouTube provide unlimited opportunities to enhance the students not only using the countless videos but also

creating own to help the audience achieve their learning goals and objectives.

Social networking sites are now being investigated by numerous social science researchers and an increasing number of academic commentators are becoming more and more interested in studying Face book, Twitter, and other social networking services, because of their probable impact on academic performance. In a study by Memon, Saif and Malik (2018) revealed that youtube has significant effect on the achievement of students of university of Jordan in the geography course.

A study by Helou (2014) majority of university students agreed that social networking sites had a positive impact on their academic performance. Social networking sites were considered as an ideal source that helps us to widen our knowledge. Recent survey says that millions of people are accessing social networking sites for their educational requirements. Thus, the field of education has undergone a drastic shift and hence gained a new dimension of digital technology in the field of education. So it is important to assess impact of social networks like YouTube on the academic achievement among secondary school students.

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The aim of this study is to find out the effect of youtube on the academic achievement on science among secondary school students

significance. Final form of the test consisting of 40 items

**Objectives of the study**

1. To prepare a teaching module on video and uploaded in the YouTube.
2. To study the effectiveness of using YouTube on academic achievement on science among secondary school students.

**Hypothesis of the Study**

1. There exists a significant effect of using YouTube on academic achievement on science among secondary school students.

**Method**

**Design of the study**

This research was conducted with 64 high school students of class 9th who were being educated in 2018-2019 academic session. The intervention programme based on Youtube learning is applied in ‘Science’ subject. There are two groups, experimental groups comprised of 32 secondary school students and 32 students for control groups. The lessons were carried out in the experimental group by using youtube and traditional method in the control group. The achievement test on ‘Science’ is applied before and after the intervention programme to both the groups.

**Tools used**

In the study, Achievement Test on Science (ATS) contained 40 questions was applied as pre- and post-test to determine concept on Science. The items of the test were developed by the researcher himself. Open ended questions were on the form of correct and wrong. The score of both the items were same. Students were awarded 1 mark for each correct answer and 0 for wrong answer. The total score for the test was 40 points. The pilot study was done on 50 students and Cronbach alpha reliability coefficient was calculated. The reliability was found as 0.65. In the study, concept achievement test is used as pre-test and post-test in relation with the general properties of motion while the validity of the test was rased by the experts opinion. Scores were compared with each other using a t-test. All the results were compared at both .01 and .05 level of

**Analysis and interpretation**

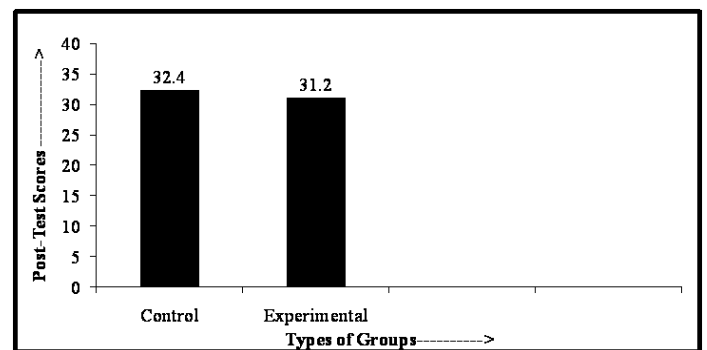
**Table 1**

**Significance of difference between control and experimental groups of students on science Achievement Test in pre-test**

Test	N (No. of Samples)	Mean	SD	S.Ed.	t-ratio	Level of Significance
Control	32	32.4	3.96	1.44	0.82	Not Significance
Experimntal	32	31.2	3.97			

It is revealed from the table No-1, the mean scores of control and experimental group students in pre-test science achievement test is 32.4 and 31.2 respectively with SDs 3.96 and 3.97. The t-ratio between the two groups is found 0.82, which is not significant at any level of signficance. That means there is no significant difference exists between the groups of students in science achievement test before the intervention progmmme i.e teaching through Youtube. .

The mean scores of control and experimental groups are depicted in the following column graph.



**Fig-4.3. Mean of Control and Experimental groups on science achievement test in Pre-test**

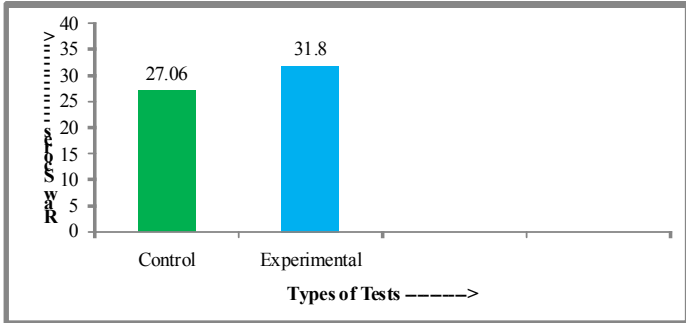
**Table 2**

**Significance of difference between Control and experimental group students in science on post-test**

Groups	N	Mean	SD	S.Ed.	t-ratio	Level of significanc e
Control	32	27.06	4.96	1.15	4.12	0.01
Experimntal	32	31.8	3.94			

It is revealed from the table 2, the mean scores of control and experimental group is found to be 27.06 and 31.80 respectively with standard deviation 4.96 and 3.94. The 't'-ratio between the two groups is found 4.12, which is significant at 0.01 level of significance. That means the teaching through YouTube videos has a significant effect on the achievement in science among secondary school students. Thus the hypotheses that 'there exists a significant effect of YouTube on academic achievement among secondary school students' is retained

The mean of Pre-Test and Post-Test scores are depicted in the following Column graph.



**Fig-1 :** Mean scores of control and experimental groups of students on science achievement test in post-test

**Discussion and Conclusion**

The implementation of YouTube in education has been a priority trend of educational reform today. So, there should be an active participation, initiative and good will of the schools and the government institutions to enhance YouTube learning implementation at school. The findings of the study revealed that the positive effects of using YouTube on academic achievement in science among secondary school students. Students those were taught through youtube had more mean scores than the students taught through traditional method of teaching. These findings resonate with earlier studies (Memon, Saif and Malik, 2018;) which claimed that YouTube videos made the lesson more exciting and stimulating and enhance achievement among students.

This youtube learning enables the students to make relationships between the daily events and different concepts on science. This type of studies should also be conducted in other topics and presented to teachers for their use. Prior knowledge of the students should be awared by the teachers for effective teaching. Since the teachers are poor to develop

youtube learning, they should be given in-service training to make up for these deficiencies. Since this teaching through youtube is efficient, it can be emphasized more in the curriculum.

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**Continuation of Page 33**

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# A STUDY ON RELATIONSHIP BETWEEN ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN VILUPPURAM DISTRICT

Research  
Paper

## ABSTRACT

*The present study aims to study the relationship between anxiety and academic achievement of high school students in Viluppuram district. This study was carried out on 100 boys and 100 girls from the government high schools in Viluppuram district. The samples were selected by using simple random sampling techniques. By using survey method the data were collected. They were analyzed by using mean, standard deviation, t-test and correlation. The findings revealed no significant difference in the academic achievement and anxiety of high school students in Viluppuram district in terms of gender, type of family and religion. But a significant difference was noticed between rural and urban students in their anxiety. Also this study indicated a negative correlation between anxiety and academic achievement.*

**Key words :** Anxiety, Academic Achievement, High school students.

## Introduction

21st century can be indicated as the century of competition. Everywhere there is a race and tough competition. Education is one of the best processes of development. To survive in this competitive world, students always have some pressure and tension in academic field as the academic achievement is important for taking decision in future life. The challenge of dealing with anxiety is not unique to adolescents only, but is one among a variety of common unpleasant emotional experiences that every human being encounters in different magnitudes at one time or another in life. This type of pressure and tension in academic field create uncontrollable nervousness, stress and fear among students, it is called as anxiety. When it became extreme, adrenal gland get more active and a biochemical change starts in body and mind. As a result, students have psycho-physiological symptoms like headache, hypertension, and insomnia. On the other hand, academic achievement could be defined as the capability of reading, writing and the mathematical functioning. Academic achievement is the students' performance in school, measured by grade reports, teachers' observation and self-perception. It is the outcome of education and determines the level to which a student or institution can achieve their educational goals. So for good academic achievement, stress free learning environment is needed. Both teachers and parents agree that there is a lot of pressure on students before and during examination to get academic success.

A notable anxiety always creates negative learning environment for the students. So there will be some relationship between anxiety and academic achievement.

## Need and significance of the study

In the present scenario, education is very competitive. The current technological advancements have increased the competitive nature among students. For the survival in the competitive world, the academic achievement is important and it plays a vital role to prove oneself to be competitive. The competitive nature creates so many psychological problems among the learners. It leads to stress, anxiety, frustration and depression. To avoid these psychological problems teachers should provide a positive environment in the classroom. They should develop an anxiety-free educational environment. Because anxiety may create negative impact on the students. In this regard, the researcher proposed to study the academic achievement and anxiety of high school students in Viluppuram district.

## Objectives of the study

1. To find out the significant difference if any in the anxiety of the government high school students in terms of gender, locality, type of family and religion.

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2. To find out the significant difference if any in the academic achievement of the government high school students in terms of gender, locality, type of family and religion.
3. To find out the significant correlation if any between anxiety and academic achievement of the government high school students.

9. There is no significant relationship between anxiety and academic achievement of government high school students.

**Methodology**

Using the method of survey the researcher collected the needed data from the government high school students in Viluppuram district. The sample consisted of 100 boys and 100 girls. The Anxiety Scale for children was used to collect the data related to anxiety. The students' term end test marks were collected and used as Academic Achievement score. The 't' test and Karl Pearson's product moment correlation were used to analyse the data.

**Hypotheses of the study**

1. There is no significant difference between boy and girl students of government high schools in their anxiety.
2. There is no significant difference between boy and girl students of government high schools in their academic achievement.
3. There is no significant difference between rural and urban students of government high schools in their anxiety.
4. There is no significant difference between rural and urban students of government high schools in their academic achievement
5. There is no significant difference between nuclear and joint family students of government high schools in their anxiety.
6. There is no significant difference between nuclear and joint family students of government high schools in their academic achievement.
7. There is no significant difference among government high school students belonging to Hindu, Christian and Islam religions in their anxiety.
8. There is no significant difference among government high school students belonging to Hindu, Christian and Islam religions in their academic achievement.

**ANALYSIS AND INTERPRETATION OF THE STUDY**

**Hypothesis-1 :** There is no significant difference between boy and girl students of government high schools in their anxiety.

**Table 1**

**Significant difference between boy and girl students of government high schools in their anxiety**

Variable	Gender	Mean	S. D	Calculated 't' Value	Remarks
Anxiety	Boys	57.5	11.705	0.259	NS
	Girls	57.5	11.705		

The table-1 shows that the calculated 't' value 0.259 is less than the table value 1.96 at 5% level, Hence the null hypothesis is accepted. Therefore it is concluded that there is no significant difference between boy and girl students of government high schools in their anxiety.

**Hypothesis-2 :** There is no significant difference between boy and girl students of government high schools in their academic achievement.

**Table 2**

**Significant difference between boy and girl students of government high schools in their academic achievement**

Variable	Gender	Mean	S. D	Calculated 't' Value	Remarks
Academic Achievement	Boys	418.4	53.8	0.111	NS
	Girls	418.4	53.8		

The table-2 shows that the calculated 't' value 0.111 is less than the table value 1.96 at 5% level, Hence the null hypothesis is accepted. Therefore it is concluded that there is no significant difference between boy and girl students of government high schools in their academic achievement.

**Hypothesis-3 :** There is no significant difference between rural and urban students of government high schools in their anxiety.

**Table 3**  
**Significant difference between rural and urban students of government high schools in their anxiety**

Variable	Locality	Mean	S. D	Calculated 't' Value	Remarks
Anxiety	Rural	56.29	10.809	2.845	S
	Urban	63.52	10.23		

The table 3 shows that the calculated 't' value 2.845 is greater than the table value 1.96 at 5% level, Hence the null hypothesis is rejected. Therefore it is concluded that there is a significant difference between rural and urban students of government high schools in their anxiety.

**Hypothesis-4 :** There is no significant difference between rural and urban students of government high schools in their academic achievement.

**Table 4**

**Significant difference between rural and urban students of government high school in their academic achievement**

Variable	Locality	Mean	S. D	Calculated 't' Value	Remarks
Academic Achievement	Rural	415.3	55.816	1.563	NS
	Urban	432.9	42.836		

The table 4 shows that the calculated 't' value 1.563 is less than the table value 1.96 at 5% level, Hence the null hypothesis is accepted. Therefore it is concluded that there is no significant difference between rural and urban students of government high schools in their academic achievement.

**Hypothesis-5 :** There is no significant difference between nuclear and joint family students of government high schools in their anxiety.

**Table 5**

**Significant difference between nuclear and joint family students of government high schools in their anxiety**

Variable	Type of Family	Mean	S. D	Calculated 't' Value	Remarks
Anxiety	Nuclear	57.55	10.824	0.464	NS
	Joint	59	12.252		

The table 5 shows that the calculated 't' value 0.464 is less than the table value 1.96 at 5% level, Hence the null hypothesis is accepted. Therefore it is concluded that there

is no significant difference between nuclear and joint family students of government high schools in their anxiety.

**Hypothesis-6 :** There is no significant difference between nuclear and joint family students of government high schools in their academic achievement.

**Table 6**

**Significant difference between nuclear and joint family students of government high schools in their academic achievement**

Variable	Type of Family	Mean	S. D	Calculated 't' Value	Remarks
Academic Achievement	Nuclear	421	52.203	0.722	NS
	Joint	409.89	60.529		

The table 6 shows that the calculated 't' value 0.722 is less than the table value of 1.96 at 5% level, Hence the null hypothesis is accepted. Therefore it is concluded that there is no significant difference between nuclear and joint family students of government high schools in their academic achievement.

**Hypothesis-7 :** There is no significant difference among government high school students belonging to Hindu, Christian and Islam religions in their anxiety.

**Table 7**

**Significant difference among government high school students belonging to Hindu, Christian and Islam religions in their anxiety**

Variable	Source of Variation	Sum of Squares	df	Mean Square	Calculated 'F' value	Remarks
Anxiety	Between	20.546	2	10.273	0.083	NS
	Within	12052.844	97	124.26		

The table 7 shows that the calculated 'F' value 0.083 is less than the table value 3.02 at 5% level, Hence the null hypothesis is accepted. Therefore it is concluded that there is no significant difference among government high school students belonging to Hindu, Christian and Islam religions in their anxiety.

**Hypothesis-8 :** There is no significant difference among government high school students belonging to Hindu, Christian and Islam religions in their academic achievement.

**Table 8**

**Significant difference among government high school students belonging to Hindu, Christian and Islam religions in their academic achievement.**

Variable	Source of Variations	Sum of Squares	df	Mean Square	Calculated 'F' value	Remarks
Academic Achievement	Between	2280.586	2	1140.293	0.391	NS
	Within	282561.41	97	2913.004		

The table 8 shows that the calculated 'F' value 0.391 is less than the table value 3.02 at 5% level, Hence the null hypothesis is accepted. Therefore it is concluded that there is no significant difference among government high school students belonging to Hindu, Christian and Islam religions in their academic achievement.

**Hypothesis-9 :** There is no significant relationship between anxiety and academic achievement of government high school students.

**Table 9**

**Significant relationship between anxiety and academic achievement of government high school students.**

Variable	Calculated 'γ' value	df	Table value	Remarks
Anxiety and Academic Achievement	0.185	98	0.1946	NS

The table 9 shows that the calculated "γ" value 0.185 is less than the table value 0.195 at 5% level, Hence the null hypothesis is accepted. Therefore it is concluded that there is no significant relationship between anxiety and academic achievement of government high school students.

**Findings**

1. Statistically no significant difference was observed between boys and girls of government high schools in Viluppuram District in their anxiety and academic achievement.
2. Statistically no significant difference was found between rural and urban students of government high schools in Viluppuram District in their academic achievement. But significant difference is noticed between rural and

urban students of government high schools in Viluppuram District in their anxiety. Urban students had more anxiety than rural students.

3. Statistically no significant difference was observed between nuclear and joint family students of government high schools in Viluppuram District in their anxiety and academic achievement.
4. Statistically no significant difference was noticed among government high school students belonging to Hindu, Christian and Islam religion in Viluppuram District in their anxiety and academic achievement.
5. Statistically no relationship was found between anxiety and academic achievement of government high school students in Viluppuram District.

**Conclusion**

Anxiety is a hindrance factor of academic achievement. High anxiety reduces the efforts of students and it leads to low academic achievement. Therefore the teachers should motivate the students to excel in their academic achievement. The study found no notable anxiety difference between the high school students of Viluppuram district in terms of gender, type of family and religion. But a significant difference was found between rural and urban students. The anxiety may affect the academic achievement and mental health of students. The study also indicated no relationship between anxiety and academic achievement. So it can be concluded that anxiety do not always badly impact the students' academic achievement.

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**Continued on Page 49**

# COUNSELLING AND REHABILITATION PROGRAMME OF JUVENILE DELINQUENTS

Research  
Paper

## ABSTRACT

Many children, especially those who behave disruptively, are not receiving the services they need to avoid lives marked by serious delinquency and criminal offending. The idea behind rehabilitation is that people are not born criminals, thus should be given a chance to be restored back into the society. Rather than punishing them as a criminal, rehabilitation seeks, by means of education or therapy, to make the juvenile in conflict with law a healthy citizen of the society. Juvenile counselling provides support and guidance to troubled youngsters between the ages of 5 and 17 and their families. Juvenile counselling is provided to young people dealing with issues that lead to behavioural problems. Cognitive-behavioural therapy (CBT) is an approach that is used on its own or as part of another program. It uses exercises and instruction that are designed to alter the dysfunctional thinking patterns exhibited by many offenders e.g., a focus on dominance in interpersonal relationships, feelings of entitlement, self-justification, displacement of blame and unrealistic expectations about consequences of antisocial behaviour. There are other rehabilitation methods there to rehabilitate the child delinquencies. This paper deals with CBT and focus specially on how it deals with the modification of dysfunctional behaviour.

**Keywords :** Rehabilitation, Counselling Therapy, Cognitive-Behavioural Therapy Approach, Juvenile Delinquents.

## Introduction

Every child is born innocent and if nurtured with loving care and attention will blossom with skills, personal, mental, moral and religious into an individual of outstanding stature. On the opposite edge, unhealthy surroundings, neglect of basic needs, wrong company and alternative abuse might flip a juvenile to a delinquent.

A juvenile may be breaking the regulation and may justify it. Therefore the speed of delinquency is raising in no time everywhere the globe and therefore the subsequent mental disorder may increase the risk of delinquent behaviour.

The rehabilitation process is strong enough to prevent them from coming into conflict with law again. The idea behind rehabilitation is that people are not born criminals. They should be given a chance to be restored back into the society. It also prevents them from becoming recidivists. Rather than punishing them as a criminal, rehabilitation seeks, by means of education or therapy, to make the juvenile in conflict with law a healthy citizen of the society.

## Rehabilitation programmes for juvenile delinquents

### 1) Juvenile Counselling

Now-a-days drug addicts, social isolates, aggressive persons, and youngsters showing misbehavior, and anti-social behaviour are involved in various types of socially unacceptable conducts, petty thefts, throwing stones at innocent people and bystanders, sadistic tendencies, eve teasing and many other characteristics of juvenile delinquency.

Juvenile counselling provides support and guidance to troubled youngsters between the ages of 5 and 17 and their families. Juvenile counselling is provided to young people dealing with issues that lead to behavioural problems. Children and adolescents who can benefit from juvenile counselling include those struggling with poverty, substance abuse, a lack of positive role models, parental neglect, abuse or abandonment, or mental disorders. Such problems can interfere with a child's education and prevent the child from

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becoming a happy and healthy adult. The goal of juvenile counselling is to support children and set them on a path to becoming a productive citizen. The juveniles should be regularly counselled by well experienced counsellors. Counselling is also very important for children to change their mental state. It is an absolute requirement to strengthen their confidence and remove the stigma and other demoralizing effects on their mind.

Juvenile counselling helps a child cope with their situation in life and offers them concrete advice for dealing with problems. Juvenile counselling provides these youngsters with the opportunity to relate to an adult on a deeply personal level, and encourages troubled youth to follow a more positive course in life. Juvenile counselling also provides case management and up-to-date, accurate record-keeping of documents including narratives, research, records and reports.

The counselor only shows the mirror to the client to see his own self, his suppressed, repressed and unconscious guilt feelings which are the basic cause of his anti-social behavior and illegal activities. Counsellors offer life advice by teaching children how to overcome problems, change their unhealthy behaviors and thought processes, and channel their energies into a more constructive direction. These counsellors are also responsible for providing case management services (i.e. notating progress, developing case studies, and documenting counselling sessions). This documentation is placed in the juvenile's file for later review.

Understanding the behavioral counseling based on the theory of learning, behavior modification and therapy behavior are approaches to counseling and psychotherapy to deal with changes in behavior. It includes the systematic application of principles learned at changing behavior towards ways that are more adaptive. In accordance with the above statement, then behavior can be changed or developed from a low social behavior into a higher social behavior counseling strategies in behavior approach used to develop assertive behavior on the client.

**2) Cognitive Behavioural Therapy**

Cognitive Behavioural Therapy (CBT) is a treatment that focuses on patterns of thinking and the beliefs, attitudes and values that underlie thinking. It is reliably effective with a wide variety of personal problems and behaviors, including

those important to criminal justice, such as substance abuse and anti-social, aggressive, delinquent and criminal behaviour. CBT is a form of psychotherapy that treats problems and boosts happiness by modifying dysfunctional emotions, behaviors, and thoughts.

CBT rests on the idea that thoughts and perceptions influence behavior. Feeling distressed, in some cases, may distort one's perception of reality. CBT aims to identify harmful thoughts, assess whether they are an accurate depiction of reality, and, if they are not, employ strategies to challenge and overcome them. CBT is appropriate for people of all ages, including children, adolescents, and adults. Evidence has mounted that CBT can benefit numerous conditions, such as major depressive disorder, anxiety disorders, post-traumatic stress disorder, eating disorders, obsessive-compulsive disorders, and many others. Research also indicates that CBT can be delivered effectively online, in addition to face-to-face therapy sessions.

Qualified staff help youth transform negative thoughts into positive ones, and with the emphasis on the connection between thoughts and behaviours, this helps change behaviour as well. The programs, often offered in small group settings, incorporate lessons and exercises involving role play, modelling or demonstrations. Individual counselling sessions are often part of CBT. Clients are given homework and conduct experiments between sessions. A willingness to change is necessary for CBT or any other treatment to be effective in reducing further criminal behaviour.

**Cognitive Behaviour Therapy Techniques**

The cognitive behaviour therapy techniques listed below:

**Cognitive Restructuring Techniques :** Cognitive restructuring is cognitive behaviour therapy techniques aimed at helping people identify thinking patterns responsible for negative moods and ineffective behaviour. There are numerous techniques employed during cognitive restructuring.

**Graded Exposure Assignments :** Exposure is a cognitive behaviour therapy technique that helps people systematically approach what they fear. Generally, fear

causes people to avoid situations. Through systematic exposure, people master feared situations one-by-one, and then tackle increasing difficult exposure assignments

**Activity Scheduling :** Activity scheduling is a cognitive behaviour therapy technique designed to help people increase behaviours they should be doing more. By identifying and scheduling helpful behaviours, such as meditating, going for a walk, or working on a project, it increases the likelihood of their getting done.

**Successive Approximation :** This cognitive behaviour therapy technique works for people who have difficulty completing a task, either due to lack of familiarity with the task, or because the task feels overwhelming for some reason. The technique works by helping people master an easier task that is similar to the more difficult task

**Mindfulness Practice :** Mindfulness is a cognitive behaviour therapy technique borrowed from Buddhism. The goal of mindfulness is to help people disengage from ruminating or obsessing about negative things and redirect their attention to what is actually happening in the present moment.

**Skills Training :** Common areas for skills training include social skills training, communication training, and assertiveness training. Usually skills' training take place through direct instruction, modelling, and role-plays.

**Advantages of CBT include :**

- It may be helpful in cases where medicine alone has not worked.
- It can be completed in a relatively short period of time compared with other talking therapies.
- The highly structured nature of CBT means it can be provided in different formats, including in groups, self-help books and apps.
- It teaches you useful and practical strategies that can be used in everyday life, even after the treatment has finished.

**Disadvantages of CBT to consider include :**

- You need to commit yourself to the process to get the most from it - a therapist can help and advise you, but they need your co-operation.

- Attending regular CBT sessions and carrying out any extra work between sessions can take up a lot of your time.
- It may not be suitable for people with more complex mental health needs or learning difficulties, as it requires structured sessions.
- It involves confronting your emotions and anxieties – you may experience initial periods where you're anxious or emotionally uncomfortable.
- It focuses on the person's capacity to change themselves (their thoughts, feelings and behaviours).

Cognitive behavioural therapy techniques are evidence-based methods to change thoughts, feelings, and behaviours and improve overall life satisfaction and functioning. The tools deployed in CBT—which include learning to identify and dispute unrealistic or unhelpful thoughts and developing problem-solving skills—have been used to treat a broad range of mental health challenges. CBT is now considered among the most efficacious forms of talk therapy, especially when clients incorporate strategies into their daily life.

Other rehabilitative programmes at Observation Homes / Special Homes are:

**Discipline :** Discipline in the juveniles through structured programmes mould them as the responsible citizens of the society. The structured and strict time table helps the children to develop discipline within them.

**Yoga :** Yoga is good for mental and physical growth of a child. Introduction of Yoga practices to the juveniles like; Pranayama, Soorya Namaskar, Halasana, Vajrasana, Thriconasana, Bhujangasana, Padmasana, Dhanurasana, Mudrasana, Vakrasana, Shavasana etc.

**Meditation :** Meditation provides numerous benefits to a person who practices it regularly. Some of the benefits gained by juveniles practicing meditation are; keeps him stress-free, increases attention-span, increases immunity and metabolism, improves brain functioning and emotional stability etc.

**Personality Development :** The child must believe in himself that he can change his life for the better and all

efforts should motivate the children to put their dreams together and move forward.

**Vocational and skill training :** Through close observation and individual assessment of each child, institutions must identify hidden talents and potentials within a child. During a study on rehabilitation of Children in Conflict with the Law by HAQ a database of vocational courses managed by NGOs for children in Homes in Delhi was also prepared. Organizations mostly offer courses on beauty culture, computer courses which include tally, MS Office, MS Excel, Hardware, desktop publishing, etc, and cutting and tailoring courses which include dress making, sewing, fashion designing. Thereby the child can earn some income.

**Bala-Panchayat :** Weekly Bala-Panchayat (Child self-governance) should be conducted by the children with their peer-mates at institutions. It develops “we” feeling among the children. Bal-Panchayat inculcates self-discipline, improves self-confidence, motivates them in team building and methodological thinking, gives clarity about their goal and aim and enables them to deal with their problems.

**Computer Education :** In this fast moving era, we depend on computer for everything. Computer is an integral part in all the fields of work. Through the computer education juveniles get an opportunity to enrich themselves with technical knowledge.

**Development of short term courses :** Poverty and lack of job opportunities are other factors which draw children to crime. With development of short term courses, institutions can help in eradicating illiteracy; ignorance and poverty by helping the children develop their skill and find employment for them.

**Art and craft therapy :** Art and craft activities helps the children to relax, feel sense of accomplishments, to discover pride, to improve their motor-skills, to develop a meaningful and life-long hobby, to maintain an alert mind etc. Various art forms should be introduced within the home such as music, dance, painting as the healing properties of the artistic activities are well known.

**Spoken English :** English as a universal language and has become the key tool of globalization. English is the medium of communication in and around the world. Spoken English class should be included in institution’s curriculum.

**Cultural Gathering :** Weekly cultural gatherings should be part of the institutions child-friendly life style.



It helps to bring forth the hidden talents of the children. It also inculcates moral values and strengthens their skills, increases their knowledge and builds a better and positive attitude.

**Dance and drama practice :** To enrich the juveniles in the cultural front, the artistic skills of juveniles would be identified and classes for these are arranged to bring out their talents in the open.

**Farming, Gardening and Animal Husbandry :** Farming, gardening and Animal Husbandry help in development of the entrepreneurship skills among the juveniles, thereby enabling them to be independent once they are released and are on their own.

**Sports & Games :** “All work and no play make Jack a dull boy” this proverb is true to every child. They need to be physically exerted to forge their routine and get refreshed. Therefore regular sports and games should be conducted without compromising the security of the juveniles.

**Recreation :** Television programme and indoor games are useful tools to have some extracurricular activities in their daily routine. This helps to remove their boredom and monotony from their lives.

**Individual care plan :** As per sec.39 of JJ Act an individual care plan for every juvenile must be developed for rehabilitation and social integration. It helps to effectively identify and address all their needs. The individual care plan should be reviewed at regular intervals.

**Rehabilitation through professional course :** The studies have shown that poverty is often the reason for children getting into crime but not the only reason. Financial empowerment holds key in sustained development of children.

## Conclusion

The empowerment of children by ensuring their human rights and dignity provides an opportunity to change, the change which is required for the growth and development of our country. The way we deal with our children speaks volumes of our own character and ensures in laying a

concrete foundation for the future generations to follow. For rehabilitation to be successful and to sustain the livelihood of the children regular follow-up becomes necessary.

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**Continuation of Page 44**

**A STUDY ON RELATIONSHIP...**

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