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EDITOR'S Desk...

Dear Readers,

The Editorial Board of **Recent Educational & Psychological Researches** welcomes you to the first issue of the Journal. We hope that the journal will join the academicians in providing additional thoughts and perspectives for those involved in the study of Education and Psychology. The Journal shall serve professionals in the field of higher education and scholars working to advance theory and practice in philosophical thoughts, teaching methodologies, new innovations learning styles and exemplary practices in Education, Psychology and Social Sciences.

The urgent need of the hour is to further improve the research quality, reasoning, knowledge sharing attitude of budding academicians which comes from developing strong philosophical bases and research supported practices. Present journal will help us to create a strong platform for ties among students, researchers and academicians with emerging innovations and needs of the society.

The 'Recent Educational and Psychological Researches' is a quarterly Research Journal and should be seen as a primary source of stimulating and thought provoking articles that will help each professional plot a course for program improvement and this should be the goal of each of us.

Thanks to all the members of Editorial Board and advisory board who have made this dream a reality by giving their precious suggestions. Without their support, it would not have seen the light of the day.

- **Dr. Purnima Srivastava**
Chief Editor

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Judicious Comments / Suggestions / Opinions from our esteemed readers, are solicited.

CONTENT

S.No.	Title	Page
1.	A STUDY OF ADJUSTMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SCHOOLS ORGANISATIONAL STRUCTURE” Purnima Srivastava & S. R. Khankriyal	01-09
2.	A STUDY OF CREATIVITY OF HIGHER SECONDARY LEVEL STUDENTS IN REFERENCE TO ACADEMIC MOTIVATION N. M. Agarwal & Nivedita Yadav	10-14
3.	COMPARISON OF BURNOUT TENDENCY OF SECONDARY SCHOOL TEACHERS BELONGING TO DIFFERENT CATEGORIES OF AGE Praveen Kumar	15-23
4.	COMPARISON OF INTELLIGENCE OF SECONDARY SCHOOL STUDENTS LIVING IN HILL AND PLAIN AREA IN RELATION TO THEIR CULTURE Archana Mittal	24-31
5.	COMPARATIVE STUDY OF PSYCHO-PHYSIOLOGICAL AND PHYSICAL FITNESS OF VOLLEYBALL AND BASKETBALL AT UNIVERSITY LEVEL Hema Pant & Chandra Shekhar Sharma	32-40
6.	CONTRIBUTION OF DR. ZAKIR HUSAIN TO INDIAN EDUCATION Ruma Garg	41-47
7.	IMPACT OF SMART-PHONES ON HIGHER EDUCATION SYSTEM OF INDIA Alka Saini & Anuj Saini	48-55
8.	“विश्वविद्यालयी स्तर की छात्राओं के सशक्तिकरण पर उनकी संवेगात्मक बुद्धि स्तर के प्रभाव का अध्ययन” जया डिमरी एवं मेघा जुयाल	56-61

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A STUDY OF ADJUSTMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SCHOOLS ORGANISATIONAL STRUCTURE

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ABSTRACT

The present study was conducted on 200 secondary school teachers of government and non-government schools of Roorkee Sub-Division of district Haridwar (Uttarakhand). The study was aimed to study the adjustment of secondary schools teachers in relation to their school's Organizational structure. In order to achieve the objective of the study stratified random sampling technique was used. The results of the study, revealed that school's organisational structure influences the adjustment of teachers. Further it came to be known that school's organizational structure has no influence on the adjustment of those teachers, who were serving in government institutions. Whereas type of school and school's Organizational structure does not affect the adjustment of women secondary school teachers.

Introduction

Education and psychology are dependent on each other. It is very clear that modification or improvement is impossible in the absence of anyone of the field. The aim of education is to develop the capacities of the individual whereas the objective of psychology is to study human behaviour. It is an indisputable fact that an individual cannot be developed till full knowledge of his behaviour has been obtained. Educational psychology makes a study of the personality of students and teachers as well as the adjustment problems related to them.

Adjustment is state of person where he tries to keep his need in the way of gratification within the requirements of various situations in his environment. But in no way adjustment should be taken as a one way process. The individual tries to keep balance between himself and his environment by his personality characteristics. In this way adjustment is the interaction between a person and his environment. How does one adjust in a situation depends on one's personal characteristics and it also depends on the characteristics of the situation as well. An individual is adjusted as long as he is adjusted to himself and his environment. So we can say that if a teacher is not well adjusted it is inevitable that he will do injustice towards his students. There are many factors which cause maladjustment among school teachers. These are such as the home, the school, work load, low salaries etc.

School constitutes an integral part of activities for a teacher. School is an organisation and organisation as a structure denotes the pattern of relationships among positions and jobs with the object or accomplishment of enterprises objectives. Organizational structure is the structure of human relationship or the network of horizontal and vertical dimensions designed

to accomplish common objectives. It is a systematic combination of people, function and facilities.

Physical structure of the school as an organisation, particularly means its building, library, playground, classrooms, toilet, common rooms, staffrooms etc. These are visible concrete entities which are needed for teaching learning Human structure of the school as a part of the organisation is still more important. It refers to the people working there in. The principle, the teachers, the students, the management committee of the school and various other persons working in the school all constitute school's human structure. Thus men and material both have been considered as constituents of the structure of the school as an organisation. Organizational structure affects not only the behaviour of individuals but also how organizations themselves interact.

But there is hardly any study conducted showing relationship between variables like teacher's adjustment and school's organisational structure in Roorkee. An important need to study the adjustment of Secondary School teachers in relation to their school's organisational structure emerged in the mind of the researcher.

The standard of education in India as in any other country depends on the quality and the competence of the teachers. Teachers are the important agents of social change. They play a crucial role in realizing the goal of national development. It is true to say that teacher is the heart of every educational institution and the success of any institution in the attainment of educational goals depends largely on the adjustment of teachers. Unless a teacher is not adjusted he cannot be able to develop desirable attitudes, values and work habits. Therefore, an important need of study of adjustment of teachers particularly in relation to their school's organisational structure was felt.

To be specific, the present study is undertaken to make an enquiry in the following question-

'How is the adjustment of secondary school teachers related to their school's organisational structure in Roorkee?

Objectives

1. To find out the adjustment of secondary school teachers in relation to their schools organisational structure in Roorkee.
2. To find out the difference in adjustment of government and nongovernment secondary school teachers in relation to school's organisational structure in Roorkee.
3. To find out the difference in adjustment of men and women secondary school teachers in relation to their school's organisational structure in Roorkee.
4. To find out the difference in adjustment of government men and women secondary school teachers in relation to school's organisational structure in Roorkee.
5. To find out the difference in adjustment of non-government men and women secondary school teachers in relation to school's organisational structure in Roorkee.

6. To find out the difference in adjustment of Government and Nongovernment men secondary school teachers in relation to school's organisational structure in Roorkee.
7. To find out the structure in adjustment of government and nongovernment women secondary school teachers in relation to their school's organisational structure in Roorkee.

Hypothesis

The following hypotheses have been formulated keeping in mind the objective of the study.

1. There exists no significant difference in the adjustment of secondary school teacher's in relation to their school's organisational structure in Roorkee.
2. There is no significant difference in the adjustment of government and non-government secondary school teachers in relation to their school's organisational structure in Roorkee.
3. There exists no significant difference in the adjustment of men and women secondary school teachers in relation to their school's organisational structure in Roorkee.
4. Significant difference does not exist in the adjustment of government men and women secondary school teachers in relation to their school's organisational structure in Roorkee.
5. There is no significant difference in the adjustment of nongovernment men and women secondary school teachers in relation to their school's organisational structure in Roorkee.
6. There exists no significant difference in the adjustment government and non-government men secondary school teachers in relation to their school's organisational structure in Roorkee.
7. Significant difference does not exist in the adjustment of secondary government and non-government women secondary school teachers in relation to school's organisational structure.

Method of Study

Normative Survey Method of research has been used for the present study.

Population

All the teachers of secondary school, managed by Government and Non-Government bodies in Roorkee of Haridwar District.

Sample and Sampling Technique

The sample for the present study comprised of 200 secondary school teachers. Stratified Random Sampling Method was used to select the sample units of the study.

Variables Studied

- (i) **Dependent Variable**
* Adjustment of Secondary School Teachers.

- (ii) **Independent Variable**
* School's Organisational Study.

Tools Used

The following tools were used for measuring the dependent and independent variables-

- (i) Teacher's Adjustment Inventory developed by Dr. Harendra Singh.
- (ii) School's Organisational Structure Questionnaire developed by Dr. J.P. Srivastava and Dr. Jagdeshwar Rao Dubey.

Collection of Data

All instruments, being self-administering instruments, were given in a single booklet. A request was made on the first page of the booklet to seek cooperation of the teachers in obtaining data. The subjects were requested to fill and return the test booklet to the investigator.

Analysis & Interpretation of Data

The total scores obtained from all the subjects on all the variables were computed. The data were carefully analysed employing the appropriate statistical techniques to test the hypotheses. The numerical results obtained were interpreted meaningfully.

Table - 1.01

Table showing Correlation between Adjustment of Secondary School Teachers and their school's Organisational Structure

Variables	Mean	S.D.	N	Correlations
Adjustment	97.7000	19.04873	200	0.427
Organisational Structure	106.3900	34.00957	200	

The Pearsons' Coefficient of Correlation between school's organisational structure and the adjustment is found to be to .427. It is significant at .01 level. It shows that adjustment of secondary school teachers differ significantly with school's organisational structure. Thus the hypothesis 1 is rejected at 0.01 level of significance.

Table 1.02

Table showing analysis of variance for finding out the difference in adjustment of government and non-government secondary school teachers in relation to school's organisational structure

Source	df	SS	MS	F	Level of Significance
Type of Schools	1	1980.250	1980.250	2.656	Insignificant
School's Organisational Structure	1	7551.610	7551.610	10.130	.01
Between Groups	2	14730.27	--	--	--
Within Groups	397	295202.920	745.462	--	--

The first F value (2.656) with df (1,397) is insignificant. This indicates that there is no significant difference between the two types of school. The hypothesis is accepted.

The second F value (10.130) with df (1,397) is significant. It shows that organisational structure significantly differs with the adjustment of teachers. The hypothesis is rejected.

It can be said that out of two F values one is insignificant whereas the other is significant. Thus the hypothesis is partly accepted and partly rejected.

Table - 1.03

Table showing analysis of variance for finding out the difference in adjustment of men and women secondary school teachers in relation to their school's organisational structure in Roorkee

Source	df	SS	MS	F	Level of Significance
Sex	1	15783.064	15783.064	22.114	.01
School's Organisational Structure	1	7551.610	7551.610	10.581	.01
Between Groups	2	27297.347	--	-	--
Within Groups	397	282635.844	713.727	-	--

The first F value (22.114) with df (1,397) is significant. This shows that men and women teachers differ significantly on their adjustment. The hypothesis is rejected.

The second F value (10.581) with df (1,397) is significant even at .01 level. We can say that the school's organisational structure influences significantly the adjustment of secondary school teachers. Thus the hypothesis is rejected.

We can conclude that both values of 'F' are significant at .01 level hence the hypothesis No 3 is totally rejected.

Table - 1.04

Table showing analysis of variance for finding out the difference in adjustment of men and women secondary school teachers in relation to their school's organisational structure in Roorkee

Source	df	SS	MS	F	Level of Significance
Sex	1	1708.458	1708.458	3.561	Insignificant
School's Organisational Structure	1	109.520	109.520	0.228	Insignificant
Between Groups	2	1908.744	-	-	—
Within Groups	197	94044.776	479.820	-	-

The first F value (3.561) with df (1/197) is insignificant even at .05 level. This shows that men and women teachers do not differ significantly on their adjustment. Hence hypothesis is accepted.

The second F value (0.228) with df (1/197) is also insignificant. This also indicates that school's organisational structure does not influence adjustment of the teachers. Thus the hypothesis is accepted.

Both values of 'F' are found to be insignificant hence the hypothesis No 4 is totally accepted.

Table - 1.05

Table showing analysis of variance for finding out the difference in adjustment of non-government men and women secondary school teachers in relation to their school's organisational structure in Roorkee

N = 200

Source	df	SS	MS	F	Level of Significance
Sex	1	19235.641	19235.641	22.224	.01
School's Organisational Structure	1	12640.500	12640.500	14.604	.01
Between Groups	2	42353.269	--	--	--
Within Groups	197	169646.151	865.542	--	--

The first F value (22.224) with df (1,197) is significant. Which shows that men and women teachers of non-government school differ significantly on their adjustment? Hence the hypothesis is rejected.

The second F value (14.604) with df (1,197) is also significant. This indicates that the school's organisational structure differ significantly on their adjustment. Hence the hypothesis is rejected.

It can be concluded that both 'F' values have been found to be significant hence the hypothesis No 5 is totally rejected.

Table - 1.06

Table showing analysis of variance for finding out the difference in adjustment of government and non-government men secondary school teachers in relation to school's organisational structure N = 216

Source	df	SS	MS	F	Level of Significance
Type of School	1	6863.387	6863.387	8.443	.01
School's Organisational Structure	1	11353.500	11353.500	13.966	.01
Between Groups	2	29964.634	-	--	--
Within Groups	213	2714392.00	812.925	-	--

The first F value (8.443) with df (1/213) is significant at .01 level. It shows that men teachers of government and non-government school differ significantly. Hence the hypothesis is rejected.

Whereas the second 'F' value (13.966) with df (1,213) is also found to be significant. This indicates that the school's organisational structure differ significantly on the adjustment of men secondary school teachers. Hence the hypothesis is rejected.

It can be safely concluded that both value of 'F' are significant even at .01 level hence the hypothesis No 6 is totally rejected.

Table - 1.07

Table showing analysis of variance to find out the difference in adjustment of government and non-government women teacher of secondary school in relation to their school's organisational structure in Roorkee

Source	df	SS	MS	F	Level of Significance
Type of School	1	27.899	27.899	0,548	Insignificant
School's Organisational Structure	1	168.677	168.677	0.332	Insignificant
Between Groups	2	500.45	--	--	--
Within Groups	181	91350.913	507.505	--	--

The first F value (0.548) with df (1,181) is significant. It shows that type of school's i.e. government and non-government schools have no impact on women teachers. Thus the hypothesis is accepted.

The second F value (0.332) with df (1,181) is also insignificant even at .05 level. This indicates that organisational structure has no influence on the adjustment of women teachers serving in government and non-government schools. Hence the hypothesis is accepted.

In conclusion we can say that both 'F' values are found to be insignificant hence the hypothesis is totally accepted

Findings

1. School's organisational structure affects the adjustment of teachers.
2. Type of schools and school's organisational structure influence the adjustment of secondary school teachers.
3. School's organisational structure influences the adjustment of men and women secondary school teachers.
4. School's Organisational structure does not affect the adjustment of teachers serving in government institutions.
5. School's Organisational structure shows significant relationship in the adjustment of non-government men and women teachers of secondary school.
6. Type of school and school's organisational structure show a significant relationship in the adjustment of men teachers.
7. Type of school and the school's organisational structure do not influence the adjustment of government and non-government women secondary school teachers.

Implications

Although the present study is confined to a statistical sample of 200 secondary school teachers and is limited to secondary school teachers selected from Roorkee Sub Division of Haridwar district only even then the findings of the present study will serve as basic data for the research scholars of the education and psychology in the undertaken research work related to the adjustment of secondary school teachers with special reference to the school's Organizational structure.

The present study will also serve as a guide to school and college authorities responsible for teacher's in-service training by knowing the influencing factors about the school's organisational structure. Policy makers of government and nongovernment school will be helped in understanding the cause and effect of poor adjustment as well as that of organisational structure.

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A STUDY OF CREATIVITY OF HIGHER SECONDARY LEVEL STUDENTS IN REFERENCE TO ACADEMIC MOTIVATION

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ABSTRACT

The present Study describes about Higher Secondary level Students' Creativity and Academic Motivation. The study tried to find out that are boys and girls similarly motivated at academic level for creativity and Boys and Girls are similarly creative? The sample for the study was 200 students in which 100 boys and 100 girls were taken of class XIth and XIIth from art stream. The finding of this study will be fruitful for teachers, students, educators and education planners. It was found out that Boys and Girls are similarly creative. There should not be any discrimination to give academic motivation to boys and girls.

Introduction

The man having creative attitude tries to solve the problem. Cultivation of human creativity in its proper sense should be made responsibility of the education, as it being the quality which leads to production of something new and desirable. It is one of the objectives of education to assist children become creative and thus helps themselves as well as society to progress.

Creativity is a multi dimensional attribute differentially distributed among people and include chiefly the factors of solving problems fluency, flexibility, originality, personality "Guilford"⁽¹⁾ has drawn attention to the foot that people may think not only in convergent way, that is one correct answer to some lawful and circumscribed problem but also in a divergent way which results in the production of novel and varied answer. Thus creative thinking is the ability of divergent thinking. Creative thinking is often confused with quick wittedness or highly developed verbal skill or such other attributes which Keller has called "pointers of creativity rather than creativity itself" To study academic motivation and creativity of higher secondary students beneficial to individual and society to develop the creativity of children. The creativity of a student is directly governed by parents and society at that time and not only by them but academic motivation is also equally responsible to adjust in a particular situation. The creativity of students on behalf of the academic motivation could be high or low but the variation are expected at the level of academic. Creative youths are the real manpower of a nation. So the problem of the creative students should be solved to make them satisfy with respect to their personality and creativity to be motivated. Each and every effort must be done by the govt. of respective nation to solve the basic motivation needs of creative students to receive their full support in progress of country. The study will be humble attempt to do so. The

investigator has a keen desire to study.

“A study of Creativity of Higher Secondary Level Students in reference to Academic Motivation”

Objectives

- (1) To study the creativity of higher secondary level student in respect of gender & dimension of creativity given following: -
 - (a) To study the difference between fluency of creativity of higher secondary level boys and girls.
 - (b) To study the difference between flexibility of creativity of higher secondary level boys and girls.
 - (c) To study the difference between Originality of creativity of higher secondary level boys and girls.
- (2) To study the difference between academic motivation of higher secondary level girls & boys students.

Hypotheses

- (1) There is no significant difference between fluency of creativity of boys and girls of Higher Secondary level.
- (2) There is no significant difference between flexibility of creativity of boys and girls of Higher Secondary level.
- (3) There is no significant difference between originality of creativity of boys and girls of higher secondary level.
- (4) There is no significant difference between academic motivation of boys & girls of higher secondary level.

Methodology

(a) **Method -**

In the present study Normative Survey method has been used.⁽²⁾

(b) **Population & Sample -**

The student of XI and XII class of Western U.P. were considered as the population of study. But only art stream students were taken to study from the actual population. The 200 students were taken as sample for study, 100 boys and 100 girls were taken for the study.

(c) **Sampling Technique -**

There has been used purposive cum random sample technique.⁽³⁾ The students who had taken art subject were selected to data collection. So sampling technique might be called purposive type. On the other hand the selection was at random without any pre-condition with respect to school class caste race or group of society as well as students.

So sample might be treated as Random. Consequently the sample of 200 students in which 100 boys & 100 girls were selected on the basis of purposive stratified⁽⁴⁾ cum random sampling technique.

Analysis and Interpretation

Table No. 1 :

Showing Significance of differences of mean between Boys and Girls fluency of creativity at Higher Secondary level.

S.No	Group	N	Means	S.D	t-Value ⁽⁵⁾
1	Boys	100	53.15	27.26	0.80
2	Girls	100	50.40	21.09	

Table shows that there was no significant difference in boys and girls to their fluency in creativity at both .05 and .01 level of confidence. Both boys and girls have similar fluency as a characteristic of creativity.

Table - 2

Showing significance of difference of means between boys and girls flexibility of creativity at higher secondary level.

S.No	Group	N	Means	S.D	t-Value
1	Boys	100	39.95	21.00	0.25
2	Girls	100	40.54	10.07	

There was no significance difference in boys and girls to their flexibility in creativity at both 0.5 and 0.01 level similar flexibility as a characteristic of creativity.

Table -3

Showing Significance of difference of means between boys and girls originality of creativity at higher secondary level.

S.No.	Group	N	Means	S.D.	t-Value
1	Boys	100	29.60	5.56	0.69
2	Girls	100	30.44	10.85	

There was no significant difference in boys and girls to their originality of creativity at both .05 and .01 level of significant. Both boys and girls have similar originality as a characteristic of creativity.

Table - 4

Showing significance of difference of means between boys and girls academic motivation at higher secondary level.

S.No.	Group	N	Means	S.D	t-Value
1	Boys	100	162.60	23.81	0.55
2	Girls	100	160.15	36.42	

There is no significant difference in academic motivation of boys and girls at both level .05 and .01 of confidence limits. Thus boys and girls have similar academic motivation.

Discussion of Results

It has been found that there is no significant difference in the fluency, flexibility and originality of creativity and academic motivation in respect of boys and girls both boys and girls have similar creativity and both are motivated equally at academic level. The result of research can guide the school teacher to give students academic motivation by that students can be more creative.

The results are also supported by the research conducted by, Ripple* (1960) Getzels and Jackson *(1958), Afshan* (1991)⁽⁶⁾, Badola Sunita *(1991)⁽⁷⁾

Implication

The results of this study are definitely helpful in creative contribution. The education constructs the future of a society, the student are the product of (future) society. The result of this study can help to enrich the academic motivation to the students creativity, cultivation of students creativity in its proper sense should be made the responsibility of the academic as the student should be motivated at the academic level. It is one of the objective of education to assist children become creative and thus help themselves as the society to progress. The academic is one of the best places who make successful efforts so that more and more students become creative. The creative students may be helpful in the development of a nation. Today we may think about mission 2020 and the base of this imagination is creativity only. There is no doubt that creativity is God gifted and this can be increased among students by academic motivation but at the time of planning of education system we should keep in our mind the creativity of student should be motivated by academic.

The study will be of immense importance to students, teachers, planners and academic and educational administration of the country.

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COMPARISON OF BURNOUT TENDENCY OF SECONDARY SCHOOL TEACHERS BELONGING TO DIFFERENT CATEGORIES OF AGE

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ABSTRACT

This paper deals with the burnout tendency of secondary school teachers belonging to different age categories. The main objective of this paper was to compare the burnout tendency of secondary school teachers belonging to different categories of age. For this purpose a sample of 1051 secondary school male and female teachers was selected through stratified Random Sampling. Secondary School Teacher's Burnout Scale (S.S.T.B.S.) developed by Dr. J.P. Srivastava was used to collect the data. Mean, Standard Deviation and F-test were used to measure and compare the burnout tendency of secondary school teachers belonging to different categories of age. The analysis of data revealed that male teachers of Saraswati Vidya Mandir belonging to the middle age group (37-48 yrs) were most burnout and male teachers of Public/Private secondary school belonging to the age group of 37-48 yrs were least burnout. Female teachers of Government secondary school and Saraswati Vidya Mandir were found to be highly burnout. It was also found that female teachers of Public/Private secondary school and of Saraswati Vidya Mandir belonging to different age categories differ significantly in their burnout tendency. The study recommended that administrative authorities should provide essential facilities such as pay, increments, incentives, medical and other facilities also. Additional monetary benefits should be provided for extra work assigned. The present investigation suggests that educational authorities should concentrate their attention not only on academic qualification but also to the age of the teachers while assigning duties and responsibilities.

Introduction

Teachers are the key factors in education system. It is, therefore, essential for a teacher to be competent enough in his task. But there are so many psychological and non-psychological factors which affect the efficiency of the teachers. It is widely accepted opinion that today most of the secondary school teachers enter into the teaching profession after being rejected, neglected, dejected, frustrated and disappointed. Most of the secondary school teachers may be pent up, alienated or suffering from burnout tendency as they feel exhausted by making of their excessive demand on energy, strength and resources. In this study the difference in the burnout tendency of the secondary school teachers belonging to different categories of age was tried to be investigated.

Burnout is a condition that results from stress, tension and anxiety in victims. There is a great deviation in the personality constitution and responsibility of teachers which influences their professional ethics and efficiency *Frendenberger (1974)* used the term to describe an individual's condition of physical and emotional exhaustion resulting from excessive demands on personal resources. Burnout is defined as a state of physical, emotional and mental exhaustion caused by long-term involvement in situation that is emotionally demanding.

Scholars have described burnout as a state of fatigue or frustration brought about by an individual's devotion to a cause or way of life that has failed to meet expectations.

The concept of teacher burnout was identified as a syndrome of physical and emotional exhaustion containing the development of negative job attitudes and loss of empathic concern for clients (*Maslach and Pines, 1984*). This syndrome involves three different dimensions, called; depersonalization which indicates the development of negative attitudes and impersonal responses towards the people with whom one works, emotional exhaustion references to the feelings of over extension and exhaustion caused by daily work pressures and conflicts with the colleagues, and lastly personal accomplishment means the sense of personal achievement, accompanied by self-esteem. This dimension is inversely related with burnout. Thus, 'Burnout' evokes the image of energy extinguished; enthusiasm dampened and emotionally exhausted individual or professional. It results in the long term gradual erosion of important professional, psychological and social resources.

Many studies have demonstrated different results about the relationship of age and burnout. The most significant positive results and relationships were found by *Metz, O' Conner and Raison et.al.* While no significant relationship was found by *Arrcenich and Costello*. In a study conducted by *Patrick* age was the strongest predictor for emotional exhaustion and depersonalization. *Paciolla* found a significant negative correlation between burnout and age.

It can safely be admitted that there are innumerable researches available about the relationship and comparison between burnout tendencies of teachers belonging to different categories age. But none of the study directly related to the burnout tendency of the secondary school teachers in relation to their age. Therefore, the present study aimed to compare the burnout tendency of secondary school teachers belonging to different categories of age.

Purpose of the Study

The purpose of the study is to compare the Burnout tendency of secondary school teachers belonging to different categories of age. To achieve this purpose, following research objectives were stated.

Objective

1. To compare the burnout tendency of secondary school male teachers of different administrative setups belonging to the different categories of age.
2. To compare the burnout tendency of secondary school female teachers of different administrative setups belonging to the different categories of age.
3. To compare the burnout tendency of secondary school male teachers belonging to different administrative setup.
4. To compare the burnout tendency of secondary school female teachers belonging to different administrative setup.

Hypothesis

1. There is no significant difference in the burnout tendency of secondary school male

- teachers of different administrative setups belonging to the different categories of age.
2. There is no significant difference in the burnout tendency of secondary school female teachers of different administrative setups belonging to the different categories of age.
 3. There is no significant difference in the burnout tendency of secondary school male teachers belonging to different administrative setup.
 4. There is no significant difference in the burnout tendency of secondary school female teachers belonging to different administrative setup.

Method

The present study is an exploratory study dealing with the investigation of secondary school teachers' burnout tendency belonging to different categories of age. The present study is based on 'Normative Survey Method' type of descriptive research.

Sample

For the present study the sample of 1051 secondary school teachers was selected through stratified Random Sampling from Government, Government aided, Public/Private secondary schools and Saraswati Vidya Mandir.

Tool

Burnout tendency of male and female secondary school teachers was measured by Secondary School Teacher's Burnout Scale.

Statistical Techniques

Mean, S.D. and F- test were used to analyze the collected data.

Result and Discussion

In this part, the results or findings of the research are given. ANOVA results can be summarized as follows:

Table - 1 (a)
Mean and S.D. of Burnout Tendency of Secondary School Male Teachers of different administrative setups belonging to the different categories of age

Variable	Administrative Setup	Age Category	N	Mean	S.D.
Burnout Tendency in relation to Age	Government Secondary School	Below 36	49	115.2041	9.0346
		37 to 48	70	118.3714	10.0364
		49 and above	35	119.6286	9.8312
	Government Aided Secondary School	Below 36	70	118.6714	11.9960
		37 to 48	115	118.1130	10.2399
		49 and above	72	116.3061	9.6915
	Public/Private Secondary School	Below 36	82	113.5610	11.4472
		37 to 48	43	115.8140	8.6334
		49 and above	49	115.3061	9.6915
	Saraswati Vidya Mandir	Below 36	17	118.6471	8.5289
		37 to 48	18	121.7778	13.5974
		49 and above	16	115.8125	9.0201

It is evident from the above table that mean burnout score of Government secondary school male teachers below 36 years of age (N=49), teachers from 37-48 years of age (N=70) and teachers in age category of 49 years and above (N=35) is 115.2041, 118.3714 and 119.6286 respectively. These mean scores fall on the lower side of the average score on the burnout scale. Similarly, in case of Government aided secondary school male teachers the mean scores of burnout tendency is 118.6714 (N=70), 118.1130(N=115) and 116.3056 (N=72) for the teachers of all three categories of age i.e below 36 years, from 37 to 48 years and 49 and above respectively. It shows that the means scores fall on the lower side of average burnout score on the burnout scale. The mean scores of public/private secondary school male teachers in lower age category i.e. less than 36 yrs (N = 82) is 113.5610, the mean scores of the teachers from 37 to 48 yrs of age category (n=43) is 115.8140 and the mean scores of teachers from the age category 49 yrs and above (N=49) is 115.3061. The mean scores are on the lower side of the average score on burnout scale. The mean burnout scores of male teacher of Saraswati Vidya Mandir in the Age category of less than 36 yrs (N=17) is 118.6471, the mean burnout score of the teachers from 37 to 48 yrs of age category (N=18) is 121.778 and the mean scores on the Burnout Tendency of teachers in the age category of 49 and above yrs (N=16) is 115.8125. The mean scores indicate that teachers belonging to the age category of 37 to 48 yrs of age are on the higher side of the average burnout scores on the burnout scale where as teachers in the first and third categories are on the lower side of the average burnout score on burnout scale.

Table - 1 (b)

Analysis of variance for comparing the Burnout Tendency of Secondary School Male Teachers of different administrative setups belonging to the different categories of age

Administrative setup	Sources	df	SS	MS	F	Level of significance
Government Secondary School	Between group	2	466.591	233.296	2.489	Insignificant
	Within group	151	14154.473	93.738		
Govt.-Aided Secondary School	Between group	2	224.792	112.396	0.944	Insignificant
	Within group	254	30254.251	119.111		
Public/Private Secondary School	Between group	2	176.310	88.155	0.826	Insignificant
	Within group	171	18253.115	106.743		
Saraswati Vidya Mandir	Between group	2	302.608	151.304	1.314	Insignificant
	Within group	48	5527.431	115.155		

As shown in the above table, the F-values for Government secondary school male teachers, Government aided secondary school male teachers, Public/private secondary school male teachers and male teachers of Saraswati Vidya Mandir belonging to different categories of age at df (2,151), (2,254), (2,171) and (2, 48) are 2.489, 0.944, 0.826 and 1.314 respectively, which are less than the F-table value even at 0.05 level of significance. Therefore, it can be concluded that there is no significant difference in the burnout tendency of male teachers working in Government, Government - Aided, Public/Private secondary schools and Saraswati Vidya Mandir in relation to their age.

Table - 2 (a)

Mean and S.D. of Burnout Tendency of Secondary School Female Teachers of different administrative setups belonging to the different categories of age

Variable	Administrative Setup	Age Category	N	Mean	S.D.
Burnout Tendency is relation to Age	Government Secondary School	Below 36	41	116.1220	7.8810
		37 to 48	32	113.7063	10.7504
		49 and above	24	119.6250	13.6726
	Government Aided Secondary School	Below 36	45	116.7556	12.4228
		37 to 48	34	121.5588	11.5973
		49 and above	22	118.6364	10.5223
	Public/Private Secondary School	Below 36	82	116.1585	15.6035
		37 to 48	49	117.0816	16.0271
		49 and above	45	126.5556	11.2423
	Saraswati Vidya Mandir	Below 36	17	118.2353	8.9550
		37 to 48	12	127.5833	13.1665
		49 and above	12	126.6667	10.2897

It is evident from the above table that Government secondary school female teachers in age category of less than 36 yrs of age (N=41) have a mean score of 116.1220, the mean scores of teachers belonging to age category of 27 to 48 yrs (N=32) is 113.7063 and the mean score on burnout tendency of the teachers in the category of age from 49 and above (N=24) is 119.6250. The mean scores fall on the lower side of the average burnout score on the burnout scale. The mean burnout score of Government Aided secondary school showed that teachers in the age category of less than 36 yrs (N=45) is 116.7556, the mean score of second category (37 to 48 yrs), (N=34) is 121.5588 and the mean scores of teachers in the category of age from 49 yrs and above (N=22) is 118.6364. The mean score of second category are on the higher side of the average burnout score on the burnout scale while the mean scores of rest to age categories (Less than 36 yrs and above 49 yrs) fall on the lower side of the average burnout scores on the burnout scale. The mean scores of Public/Private secondary school female teachers of less than 36 yrs of age (N=82) is 116.1585, the mean scores of the female teachers 37 to 48 yrs of age (N=49) is 117.0816. These two means scores of first and second categories are on the lower side of average burnout score on burnout scale. The female teachers belonging to the age group of 49 and above yrs of age (N=45) have mean burnout score of 126.5556. This mean score is on the higher side of the average burnout score on burnout scale. The mean score of the Female teachers of Saraswati Vidya Mandir belonging to age category of less than 36 yrs of age (N=17) is 118.2353, the mean score of female teachers in the category of 37 to 48 yrs (N=12) is 127.5833 and the mean score of female teachers in the age category of 49 and above is 126.6667. The mean score of first age category of teachers are on the lower side of the average score on burnout scale where as female teachers in the other two age categories (37 to 43 yrs and 49 and above) are on the higher side of the average burnout score on burnout scale.

Table - 2 (b)

Analysis of variance for comparing the Burnout Tendency of Secondary School Female Teachers of different administrative setups belonging to the different categories of age

Administrative setup	Sources	df	SS	MS	F	Level of significance
Government Secondary School	Between group	2	449.823	224.911	2.039	Insignificant
	Within group	94	10366.734	110.284		
Govt.-Aided Secondary School	Between group	2	447.424	223.712	1.618	Insignificant
	Within group	98	13553.784	138.304		
Public/Private Secondary School	Between group	2	3410.316	1705.158	7.843	0.01 level
	Within group	173	37611.724	217.409		
Saraswati Vidya Mandir	Between group	2	791.455	395.728	3.453	0.05 level
	Within group	38	4354.642	114.596		

As shown in the above table, the obtained F-values 2.039 at df (2, 94) and 1.618 at df (2, 98) is insignificant even at 0.05 level of significance. This shows that female teachers of Government and Government-aided secondary schools belonging to different age groups do not differ significantly in their burnout tendency. The obtained F-values 7.843 for the Public/Private secondary school female teachers and 3.453 for the teachers of Saraswati Vidya Mandir belonging to different categories of age are significant at 0.01 and 0.05 level of significance respectively. This indicates that the female teachers of these administrative setups belonging to different age categories differ significantly in their burnout tendency.

Table - 3 (a)

Mean and S.D. of Burnout Tendency of secondary school teachers belonging to different Administrative set-up

Variables	Administrative Set-up	N	Mean	SD
Burnout Tendency of Male Teachers	Government Secondary Schools	154	117.6494	9.7756
	Government - Aided Secondary Schools	257	117.7588	10.9114
	Public/Private Secondary Schools	174	114.6092	10.3213
	Saraswati Vidya Mandir	51	118.8627	10.7982
Burnout Tendency of Female Teachers	Government Secondary Schools	97	116.2577	10.6147
	Government - Aided Secondary Schools	101	118.7822	11.8327
	Public/Private Secondary Schools	177	119.0960	15.2698
	Saraswati Vidya Mandir	41	123.4390	11.3425

It is clear from the above table that the mean burnout score of Government secondary school male teachers (N=154) is 117.6494, the mean burnout score of Government-aided secondary school male teachers (N=257) is 117.7588 the mean burnout score of Public/Private secondary school male teachers (N=174) is 114.6092 and finally the mean burnout score of male teachers belonging to Saraswati Vidya Mandir (N=51) is 118.8627. These mean scores are on the lower side of the average burnout score on the burnout scale. The mean burnout score of Government secondary school female teachers (N=97) is 116.2577, the mean burnout score of Government-aided secondary school female teachers (N=101) is 118.7822, the mean score for

the burnout tendency of public/Private secondary school teachers (N=177) is 119.0960 and the mean burnout score of female teachers of Saraswati Vidya Mandir (N=41) is 123.4390.

The mean scores of female teachers of Saraswati Vidya Mandir fall on the upper side of the average burnout score on burnout scale. While the female teachers of the rest three setups are on the lower side of the average burnout score on burnout scale.

Table - 3 (b)

Analysis of variance for comparing the Burnout Tendency of Secondary School Teachers belonging to the different administrative setups

Administrative setup	Sources	df	SS	MS	F	Level of significance
Burnout Tendency of Male Teachers	Between group	3	1383.365	461.122	4.202	0.01 level
	Within group	632	69359.572	109.746		
Burnout Tendency of Female Teachers	Between group	3	15324.730	508.243	2.949	0.05 level
	Within group	412	71001.229	172.333		

8

As shown in the above table, the obtained F-value 4.202 at df (3,632) is much greater than that of the F-table value. This indicates that the obtained F-value is significant even at 0.01 level. This gives the conclusion that there is a significant difference in the burnout tendency of male teachers working in various setups. The F-value 2.949 at df (3,412) is insignificant at 0.01 level of confidence but significant at 0.05 level. This F-value indicates that secondary school female teachers working in different administrative setup differ in their burnout tendency significantly.

Conclusions

1. No significant effect of age has been found on the burnout tendency of government, government-aided, public/private secondary school and Saraswati Vidya Mandir male teachers. Therefore, it can be said that age does not play any role in increasing or decreasing the burnout tendency of male teachers.
2. Significant effect of age was not found on the burnout tendency of government and government-aided secondary school female teachers. Hence, it can be said that age does not affect their burnout tendency.
3. Female teachers of public/private secondary schools and of Saraswati Vidya Mandir have been found to differ significantly in their burnout tendency. Therefore, it is clear that age affects that burnout tendency of female teachers of public/private secondary school and Saraswati Vidya Mandir. Mean scores reveal that with the increase in age their burnout tendency also increases.
4. Significant difference has been found in the burnout tendency of male teachers belonging to different administrative set-up. It is concluded from the average mean scores on burnout scale that male teachers of Saraswati Vidya Mandir are highest in

their burnout tendency while male teachers of public/private secondary school are at the lowest in burnout tendency.

5. Female teachers belonging to different administrative set-up have been found to differ significantly in their burnout tendency. The average mean scores on the burnout scale indicates that female teachers of Saraswati Vidya Mandirs are on the highest in burnout tendency while the female teachers of public/private secondary school are on the lowest in burnout tendency.

Educational Implications

It is clear from the above finding that male and female teachers of Saraswati Vidya Mandir were more burnout than the teachers of rest of the set-ups. Hence, it is very necessary for the administrative authorities to provide essential facilities such as pay, increments and incentives, medical and other facilities. Additional monetary benefits should be provided for extra work assigned. There should be uniformity in the distribution of work load among teachers. There should be opportunities of promotions and appropriate rewards to the teachers so that they remain satisfied with their jobs. The findings of the study may also impress upon the readers particularly Principals, supervisors and administrators that teachers burnout is an important variable which may be kept in mind while taking decisions in the schools. Teachers' representatives should be made actively involved in the decision-making bodies of the administration. Administrative authorities can also be made aware of the importance of differences in the personality characteristics of both the sexes' i.e. male and female teachers. The present investigation suggests that educational authorities should concentrate their attention not only on academic qualification, but also to the age and experience-span of the teachers while assigning duties and responsibilities. Training institutions may also provide such situations to the student teachers during their training period through which they may develop those characteristics which may be useful in reducing the burnout tendency in their prospective jobs as teachers. Besides, student teachers should be made aware of the coping strategies against stress and burnout.

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COMPARISON OF INTELLIGENCE OF SECONDARY SCHOOL STUDENTS LIVING IN HILL AND PLAIN AREA IN RELATION TO THEIR CULTURE

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ABSTRACT

This paper discusses the relationship between culture and intelligence. The main message of this paper is that intelligence cannot fully or even meaningfully be understood outside its cultural context. This study is an attempt to find out the difference in the I.Q. of Secondary School Students of Hill and Plain area in relation to their Culture. For this a sample of 200 Secondary School Students was selected through Multistage Random Sampling. The sample comprised of 100 boys and 100 girls of Hindu and Muslim religion. Mixed Type Group Test of Intelligence developed by P.N. Mehrotra was used to assess the intelligence of Secondary School Students. A self made tool was used to collect the scores on culture. Mean, Standard Deviation and F-test was used to measure and compare the intelligence of Secondary School Students in relation to their Culture. The analysis of data revealed that Boys of hill and plain area are far better than girls in their I.Q. It uncovered the fact that Secondary School Hindu Students have higher I.Q. than Secondary School Muslim Students of both hill and plain area. This study also revealed the fact that highly cultured Hindu students are far better in their I.Q. The study recommended that educational institutions should integrate cultural values in the curriculum so that the students can know and understand their culture well. Culture must be seen as an important resource for intelligence by policy makers.

Introduction

In our day to day life we often observe that a particular child or individual is very intelligent or is not intelligent. This type of comment is based on the performance or behavior of the individual which makes him to distinguish from his group. Many factors like interest, attitude, knowledge, communicative skills etc. contribute a lot towards his performance or behavior. However, there is something else which is also responsible to a large degree. In psychology it is termed as 'intelligence'.

Generally, alertness to the actual situation of life is an index of intelligence. Cognitive faculties like observation, memory, imagination, conception and reasoning are also included in the meaning of intelligence. But intelligence means not only intellectual abilities but also the capacity for solving practical problems of life as well. Traditionally, intelligence was defined as

a predictor of academic performance (*Binet and Simon, 1916*). Intelligence is not a single or simple faculty, but a compound of various elements. Psychologists agree in reading it as the ability (i) to carry on; (ii) to learn; and (iii) to adapt oneself to a novel situation.

Many studies have been conducted to find out whether sex, race, caste or cultural group affects the intelligence of pupils. Among all these factors culture is an important as well as advantageous contextual variable to study human intelligence. Culture consists of patterns, explicit and implicit, of and for behaviours acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values. Culture may, on the one hand, be considered as products of actions, on the other as conditioning elements of further actions (*Laboratory of comparative human cognitive*). When cultural context is taken into account individuals are better recognized and are better able to make use of their talents. Schools can also teach and assess children better and society can use rather waste the talents of its members.

Some investigators have realized the importance of cultural context (*Serpell, 2000; Greenfield, 1997*). For example, *Berry (1974)* reviewed concepts of intelligence across a wide variety of cultural contexts. *Carraher et. al. (1985)* studied a group of children in whom intelligence as adaptation to the environment was especially relevant. *Stenberg (2004)* suggested that intelligence can only be understood within its cultural context.

It can safely be admitted that many research works are available about the relationship of intelligence and culture. But none of the studies directly related to the intelligence of secondary school students in relation to their culture. Therefore, the present study aimed at finding out the relationship of intelligence among secondary school students of District Dehradun and their culture.

Purpose of the Study

The purpose of the study is to find out the difference in the intelligence of secondary school students in relation to their culture. To achieve this purpose following research objectives were stated.

Objectives

1. To compare the intelligence of Secondary School Boys and Girls living in Hill area in relation to their Culture.
2. To compare the intelligence of Secondary School Boys and Girls living in Plain area in relation to their Culture.
3. To compare the intelligence of Hindu and Muslim Secondary School Students living in Hill area in relation to their Culture.
4. To compare the intelligence of Hindu and Muslim Secondary School Students living in Plain area in relation to their Culture.

Hypothesis

1. There is no significant difference in the intelligence of Secondary School Boys and Girls living in Hill area in relation to their Culture.
2. There is no significant difference in the intelligence of Secondary School Boys and Girls living in Plain area in relation to their Culture.
3. There is no significant difference in the intelligence of Hindu and Muslim Secondary School Students living in Hill area in relation to their Culture.
4. There is no significant difference in the intelligence of Hindu and Muslim Secondary School Students living in Plain area in relation to their Culture.

Method

The present study is based on 'Normative Survey Method' type of Descriptive Research.

Sample

For the present study, the sample of 200 Secondary School Students was selected through Multistage Random Sampling. At first stage, a list of all Secondary Schools of District Dehradun was obtained from District of Inspector of Secondary School. Then, schools were selected randomly from the list of Secondary Schools. At second stage, students were randomly selected from these schools. The sample comprised of 100 boys and 100 girls of Hindu and Muslim religion.

Tools

In the present study '*Mixed Type Group Test of Intelligence*' developed by P.N. Mehrotra was used to assess the intelligence of secondary school students. It includes equal number of verbal and non-verbal items. Only non-verbal items were used for the present study. This tool contains analogy, arrangement, classification, digit symbol and part fitting tests. A time of 20 minutes is allowed to finish it.

A self made tool was used to assess the culture of the secondary school students.

Statistical Techniques

Mean, S.D. and two-way analysis of variance was used to analyze the collected data.

Result and Discussion

In this part the findings of the research are given ANOVA results can be summarized as follows :

Table - 1 (a)

Mean and S.D. of the Intelligence of Secondary School Boys and Girls living in Hill area in relation to their Culture

Variable	Culture	Sex	N	Mean	S.D.
Intelligence in relation to Culture	Less	Boys	15	114.4	5.88
		Girls	25	99.24	8.04
	Average	Boys	24	114.125	6.29
		Girls	20	111.5	6.96
	High	Boys	11	113.64	8.89
		Girls	5	107.4	8.11

It is clear from the above table that maximum boys and girls have average I.Q. while the less cultured girls have least I.Q. and belong to below average category. Less and average cultured boys have almost equal and highest I.Q.

Table - 1 (b)

Analysis of variance for comparing the Intelligence of Secondary School Boys and Girls living in Hill area in relation to their Culture

Source	df	SS	MS	F	Level of significance
Sex	1	2088.49	20.88.49	39.91	0.01 level
Culture	2	1431.9	715.95	13.68	0.01 level
Interaction	2	274.99	137.5	2.63	Insignificant
Within	94	4919.53	52.34		
Total	99	8714.91			

It is evident from the above table that the first F-value 39.91 at df (1, 99) is quite higher than the F-table value event at 0.01 level of significance. It indicates that there is a highly significant difference in the I.Q. of boys and girls living in hill area.

The second F-value 13.68 at df (2, 99) for the difference among less, average and highly cultured secondary school boys and girls reveals that culture creates a highly significant difference in the I.Q. of secondary school boys and girls.

The third F-value 2.63 at df (2, 99) for the interaction effect shows that sex and culture when combined together do not cast a significant difference in the I.Q. of secondary school boys and girls.

It may be concluded that the first two F-values have been found significant while third F-value has been found insignificant. Thus the null hypothesis no.1 is mostly rejected and partly accepted.

Table - 2 (a)

Mean and S.D. of the Intelligence of Secondary School Boys and Girls living in Plain area in relation to their Culture

Variable	Culture	Sex	N	Mean	S.D.
Intelligence in relation to Culture	Less	Boys	13	124.46	9.83
		Girls	16	109.00	13.79
	Average	Boys	28	119.96	7.71
		Girls	26	115.12	7.31
	High	Boys	9	122.56	8.69
		Girls	8	116.13	6.36

It is clear from the above table that less, average and high cultured secondary school girls and average cultured boys have normal or average I.Q. Whereas, the mean scores of less and high cultured boys show that they belong to superior category. Less cultured boys have highest I.Q score.

Table - 2 (b)

Analysis of variance for comparing the Intelligence of Secondary School Boys and Girls living in Plain area in relation to their Culture

Source	df	SS	MS	F	Level of significance
Sex	1	1713.96	1713.96	20.56	0.01 level
Culture	2	142.15	71.08	0.85	Insignificant
Interaction	2	492.78	246.36	2.96	Insignificant
Within	94	7835.95	83.36		
Total	99	10184.84			

The above table exhibits that the first F-value 20.56 at df (1, 99) is quite higher than the F-table value even at 0.01 level of significance. It reveals that there is a highly significant difference in the I.Q. of boys and girls of plain area.

The second F-value 0.85 at df (2, 99) for the difference among less, average and highly cultured secondary school boys and girls of plain area indicates that less, average and highly cultured boys and girls do not differ significantly in their I.Q.

The third F-value is 2.96. It is also insignificant even at 0.05 level of significance. This shows that joint effect of sex and culture does not cause a significant difference on the I.Q. of secondary school boys and girls of plain area.

It is clear that only first F-value has been found significant while the second and third F-values have been found insignificant. Thus, the null hypothesis no. 2 is partly rejected and mostly accepted.

Table - 3 (a)

Mean and S.D. of the Intelligence of Hindu and Muslim Secondary School Students living in Hill area in relation to their Culture

Variable	Culture	Religion	N	Mean	S.D.
Intelligence in relation to Culture	Less	Hindu	15	107.73	13.17
		Muslim	25	103.24	8.1
	Average	Hindu	25	115.28	6.82
		Muslim	19	109.84	5.1
	High	Hindu	10	117.3	4.14
		Muslim	6	102.33	6.22

The above table shows that all the less, average and highly cultured Hindu and Muslim secondary school students have average I.Q. It is clear from the mean scores that highly cultured secondary school Hindu students of hill area have highest I.Q. while the highly cultured secondary school Muslim students scored least on the intelligence scale.

Table - 3 (b)

Analysis of variance for comparing the Intelligence of Hindu and Muslim Secondary School Students living in Hill area in relation to their Culture

Source	df	SS	MS	F	Level of significance
Religion	1	1330.37	1330.37	21.07	0.01 level
Culture	2	655.22	327.61	5.19	0.01 level
Interaction	2	432.18	216.09	3.42	0.05 level
Within	94	5934.49	63.13		
Total	99	8714.91			

The above table exhibits that the first F-value 21.07 at df (1, 99) is quite higher than the F-table value even at 0.01 level of significance. It reveals that there is a highly significant difference in the I.Q. of hindu and muslim secondary school students of hill area.

The second F-value 5.19 at df (2, 99) is also significant at 0.01 level of significance. It reveals that less, average and highly cultured secondary school Hindu and Muslim students differ significantly in their I.Q.

The third F-value 3.42 at df (2, 99) is significant at 0.05 level of significance. It shows that the interaction between Religion and Culture puts a significant difference on the I.Q. of secondary school students.

It is clear that all the three F-values have been found significant. Thus, the null hypothesis no.3 is rejected altogether.

Table - 4 (a)

Mean and S.D. of the Intelligence of Hindu and Muslim Secondary School Students living in Plain area in relation to their Culture

Variable	Culture	Religion	N	Mean	S.D.
Intelligence in relation to Culture	Less	Hindu	8	130.87	6.29
		Muslim	21	110.24	12.21
	Average	Hindu	30	120.3	8.1
		Muslim	24	114.29	6.15
	High	Hindu	12	120.75	7.91
		Muslim	5	116.6	8.85

The above table shows that maximum less, average and highly cultured Hindu and Muslim secondary school students have average I.Q. except the less cultured Hindu students who have highest I.Q. whereas, the less cultured Muslim students scored least on the I.Q. Scale.

Table - 4 (b)

Analysis of variance for comparing the Intelligence of Hindu and Muslim Secondary School Students living in Plain area in relation to their Culture

Source	df	SS	MS	F	Level of significance
Religion	1	2152.96	2152.96	28.77	0.01 level
Culture	2	142.15	71.08	0.95	Insignificant
Interaction	2	856.34	428.17	5.72	0.01 level
Within	94	7033.39	74.82		
Total	99	10184.84			

The above table exhibits that the first F-value 28.77 at df (1, 99) is quite higher than the F-table value even at 0.01 level of significance. It shows that there is a highly significant difference in the I.Q. of Hindu and Muslim Secondary School Students living in plain area.

The second F-value 0.95 at df (2, 99) is insignificant even at 0.05 level of significance. It reveals that less, moderately and highly cultured Hindu and Muslim secondary school students of plain area do not differ significantly in their I.Q.

The third F-value 5.72 at df (2, 99) is higher than F-table value at 0.01 level of significance. It shows that the joint effect of Religion and Culture creates a significant difference on the I.Q. of secondary school students.

It is clear that the first and third F-values have been found significant while the second F-value has been found insignificant. Thus, the null hypothesis no.4 is mostly rejected and partly accepted.

Conclusion

Following Conclusions can be drawn from these results :

1. Boys and girls living in hill area have been found to differ significantly in their I.Q. Boys have higher I.Q. than girls.
2. A highly significant difference has been found in the I.Q. of less moderately and highly cultured boys and girls of hill area. Moderately cultured boys have higher I.Q.
3. Highly significant difference has been found in the I.Q. of secondary school boys and girls of plain area. Secondary school boys are far better in their I.Q. than girls.
4. Hindu and muslim secondary school students of hill area differ significantly in their I.Q. Secondary school hindu students have higher I.Q. than muslim students.
5. Less, moderately and highly cultured hindu and muslim secondary school students of hill area have been found to differ significantly in their I.Q. Highly cultured secondary school students have higher I.Q.
6. Interaction between religion and culture has significantly influenced the I.Q. of hindu and muslim secondary school students living in hill area. Highly cultured secondary school hindu students are far better in their I.Q.
7. A highly significant difference has been found in the I.Q. of hindu and muslim secondary school students of plain area. Secondary school hindu students are far better in their I.Q.

8. Joint effect of religion and culture has significantly influenced the I.Q. of hindu and muslim secondary school students living in plain area. Less cultured secondary school hindu students have higher I. Q.

Educational Implications :

It is clear from the above findings that boys of hill and plain area are far better in their IQ. Hence, it is very necessary for the Government to make such policies which lay emphasis on the education of girls to develop their intelligence. Moderately cultured boys of Hill area have better I.Q. So, it is very essential that educational institutions should integrate cultural values in the curriculum of the students.

Institutions should organize such type of programs so that the students can know and understand their culture well. Secondary school Hindu students have higher intelligence. So, Educational institutions should pay more attention towards the education of muslim students.

Besides Religious Educational Institutions, Government should establish more educational institutions which provide such type of education to the students which are free from the religious impacts.

Highly cultured students have been found to have better I.Q. Therefore, it is necessary for the curriculum planners to make such type of curriculum in which proper attention is paid on the cultural aspects of the students. Co-curricular activities and programs should also be organized by the Educational institutions. Culture must be seen as an important resource for intelligence by policy makers and be given greater prominence in the broader policies.

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COMPARATIVE STUDY OF PSYCHO-PHYSIOLOGICAL AND PHYSICAL FITNESS OF VOLLEYBALL AND BASKETBALL AT UNIVERSITY LEVEL

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ABSTRACT

The present study is aimed at studying the comparative of psycho-physiological and physical fitness of volleyball & basketball at university level. 100 male players from kumaon & garhwal university, age group 18-25 were selected by stratified random sampling. The data were collected by after applying different tools of pscho-physiological and physical fitness variables, statistically.

Introduction

Sports psychology is mainly concerned with psycho regulative analysis of sports ability and performance. It deals with the scientific study of behavior in various sports' settings. Sports is typically understood in the sense, includes recreations, physical activities as well as highly organized competitive athletics and games such as volleyball, Basketball, Football etc.

Conclusion

- On the basis of findings the following conclusion drawn:
- Significant difference found in aggression of volleyball & basketball players.
- There is no significant difference of anxiety between volleyball & Basketball Players.
- There is no significant difference found of home adjustment & health adjustment between volleyball & Basketball Players.
- Significant difference found in heart rate of volleyball & basketball players
- Significant difference found in blood Pressure of volleyball & basketball players.
- There is no significant difference found hemoglobin between volleyball & Basketball Players.
- Significant difference found in lung capacity of volleyball & basketball players
- Significant difference found in speed of volleyball & basketball players
- Significant difference found in endurances of volleyball & basketball players.
- There is no significant difference found explosive strength between volleyball & Basketball Players.
- There is no significant difference found Flexibility between volleyball & Basketball Players.

Methodology and test/

Instrument used

The selected variables for the study & tools used:

Psychological variables:

1. Sports Competitive Anxiety (SCAT)
2. Aggression questionnaire (AFF)
3. Saxena adjustment Ineventory (SAI)

Physiological variables :

1. Lung capacity test (PFMT)
2. Heart Rate (PR)
3. Blood pressure Measuring test (Sphygmomanometer and stethoscope)
4. Hemoglobin test (Haemiometer)

Physical fitness

1. Explosive strength (SBJT)
2. Speed (50 Yard Run)
3. Flexibility (sit & reach Test)
4. Endurance

Statistical Analysis

The mean, standard Deviation & Z ratio was used to find out the difference of the different psycho-physiological variables.

Introduction

Human beings are the unique product of their creation and evolution. In contrast to other forms of animal life, their more highly developed nervous system has enabled them to develop sounds and symbols (letters and numbers) that make possible the communication and recording of their questions, observations, experiences and ideas.

Man is an individual unit and he cannot be compartmentalized into body, mind and spirit etc. as he functions as a whole. The total development of the children is to be taken care of, so that they may develop into healthy happy and good citizens.

Today sports are becoming professional, players are earning a lot through games and sports. Sports in recent times are mainly of a competitive nature through their recreative values cannot be underestimated or denied. Despite the fighting attitude between the competitors, sports bring the different nations closer and establish brotherhood and friendship between the people of different countries. Sports now-a-days has changed with a lot of characteristics e.g. more scientific and mass oriented, well organized and mostly health directed, elevate mental and physical fitness of the participants, increase mental concentration, bring honour and social dignity to the successful participants.

History of Volleyball & Basketball

The history of this game is about 100 years old. Volleyball was started in 1895 by an American named William G. Morgan. The game was named so because the ball was not allowed to bounce in this. Instead it is pushed to the other side with hands only. Volleyball Federation of India was established in 1951. International Volleyball Federation came into existence in 1947. The first international volleyball competitions were held in Prague. In Olympics, volleyball was introduced in 1964 in Tokyo. Volleyball was introduced in India by the Y.M.C.A. it is now a very popular game in Asian Games and the Olympics.

Basketball was invented in December 1891 by the Canadian clergyman, educator, and physician *James Naismith*. Naismith introduced the game when he was an instructor at the Young Men's Christian Association Training School (now Springfield College) in Springfield, Massachusetts. The game involved elements of American football, soccer, and hockey, and the first ball used was a soccer ball. Teams had nine players, and the goals were wooden peach baskets affixed to the walls. By 1897-1898, teams of five became standard.

The National Basketball League, was formed in 1898. The National Basketball League (formed in 1937) and the Basketball Association of America (1946) merged to create the National Basketball Association (NBA).

Sport Psychology

Sports psychology is mainly concerned with psycho regulative analysis of sports

ability and performance, sports ability relationship with training and competition, psychology of different sports and physical exercise, psychological effect of subjective and objective environments, formation of personality through sports ability and participation, utilising the psychological principles in preparing the athlete and application of socio psychological findings.

Anxiety

Anxiety is one of the important psychological factors influencing sports performance. Anxiety is the greatest problem of modern trends in scientific knowledge. Anxiety, which is a complex emotional state, may be characterized as a general fear of forbidding usually accompanied by tension. Anxiety is related to fear of failure, either real or anticipated.

Aggression

Aggression is as old as the human race beginning with Cain's murder of Abel and extending throughout history. People have fought each other in tribal war, ethnic and religious war and in worldwide conflicts.

Adjustment

Adjustment plays a paramount role in one's life. It brings happiness and makes a person mentally and physically health. A satisfied, happy and healthy individual is not an only asset to himself but also to the society. The teacher, who does not live only for himself but also to the society, the teacher who does not live only for himself but also for the youngsters in his charge, has wide obligations to the community, the nation and the humanity at large. His adjustment is a must for himself and also for the proper development and being of his pupils.

Physiological Variables selected for the study:

Respiration

The function of the lungs is the interchange of the gases oxygen and carbon dioxide.

In Pulmonary Respiration or External Respiration, oxygen is taken in, through the nose and mouth, in breathing; it flows along the trachea and bronchial tubes to the alveoli, where it comes into intimate contact with the blood in the pulmonary capillaries.

Blood Pressure

Arterial blood pressure is the force of pressure, which the blood is exerting against the walls of the blood vessels in which it is contained. This pressure varies during the cardiac cycle. During ventricular systole, when the left ventricle is forcing blood into the aorta the pressure rises to a peak, systolic pressure. During diastole the pressure falls, the lowest value it reaches being called diastolic pressure.

The vasomotor center adjust the peripheral resistance to maintain the blood pressure relatively constant. It changes slightly in physiological variations of exertion as in exercise, with

mental changes of anxiety and emotions, in sleep and when eating. For this reason the blood pressure is always take when a person is relaxed, resting and preferably recumbent. \

Lung Capacity

The function of the lungs is the interchange of the gases oxygen and carbon dioxide. In Pulmonary respiration or external respiration, oxygen is taken in, through the nose and mouth, in breathing it flows along the trachea and bronchial tubes to the alveoli, where it comes into intimate contact with the blood in the pulmonary capillaries. Only one layer of membrane, the alveolar-capillary membrane, separates the oxygen from the blood. Oxygen passes this membrane and is taken up by the hemoglobin of the red blood cells and carried to the heart from where it is pumped in the arteries to all parts of the body.

Hemoglobin

Hemoglobin is a complex protein rich in iron. It has an affinity for oxygen and combines with it forming oxy-hemoglobin in the red cells. By means of this function oxygen is carried to the tissues from the lungs.

Heart Rate

It is number of systolic and diastolic phases of heart per minute or the number of ventricular beats per minutes is heart rate. Heart rate is usually determined from pulse rate, which is number of pressure waves per minute along the carotid artery at the neck or the radial artery at the wrist .At rest HR is about 75 beats/min. for non-athletes and 53 beats/min. for athletes who train primarily aerobically.

Physical Fitness Variables Selected for the study

Strength

Strength is subdivided into Static Strength and Dynamic Strength. Static strength is observed when muscles are working without showing movement.

Dynamic Strength is again divided into Eccentric and Concentric Strength. Concentric strength is shown when you lift a weight and the two ends of the concerned muscles are moving towards each other. The front muscles of the thigh when you are climbing down a staircase or when you start squatting from a standing position exhibit eccentric strength.

Speed

Speed is divided into basic speed and ability to maintain that speed for a length of time, or Speed Endurance. Every player has his own maximum speed, which is in-born and can only be increased through proper training. Maximum speed can be maintained only for 5 to 6 seconds and then the person starts decelerating.

Flexibility

Flexibility is divided into Static Flexibility and Dynamic Flexibility, Static Flexibility is apparent when a player holds his toes without bending his knees and maintains his position. Dynamic Flexibility is shown when fielding a ball even while running. Dynamic flexibility is always a little more than static flexibility, therefore, if you increase your static flexibility, the dynamic flexibility also increases.

Endurance

Endurance is divided into local and general endurance; it is further divided into aerobic and anaerobic. Aerobic means work done with the help of oxygen and anaerobic means work done without oxygen.

Statement of the Problem

“COMPARATIVE STUDY OF PSYCHO-PHYSIOLOGICAL AND PHYSICAL FITNESS OF VOLLEYBALL AND BASKETBALL AT UNIVERSITY LEVEL”

Significance of the study

1. The findings of the study will have the significance of assessment of the role of various physical, physiological and psychological factors of Volleyball and Basketball.
2. The study seeks to bring out the significance of differences through comparison of these factors between the Volleyball and Basketball players.
3. It will contribute to the Coaches and Physical Education Teacher to make training schedules for the player.
4. It will be helpful for the selection of the Volleyball and Basketball players.
5. The present study will work as guidelines and index for future researchers in the field of Volleyball & Basketball.

Objectives of the Study

1. To compare the Volleyball and Basketball on the following psychological variables i.e. aggression, anxiety, and adjustment.
2. To find out the significant differences in the Volleyball Basketball on the physiological variables i.e., lung capacity, heart rate, blood pressure and hemoglobin.
3. To compare the Volleyball and Basketball on physical fitness variables: speed, strength, endurance, and flexibility.

Delimitations of Study

1. The research was restricted to the study of the male players in the age group of 18 to 25 years.
2. Only those Volleyball and Basketball are selected for the study who have represented their respective inter-college tournaments of their respective sports.
3. The test were conducted during the inter-college competitions and visited colleges with the

help of physical education teacher, coaches and test on each variable were conducted simultaneously and completed the test in three days at one center.

4. All the subjects of this study belonged to various universities of Uttarakhand State.

Hypotheses of the Study

The investigator, while going through the literature related to the present study, decided to set some null hypotheses of the present study. The null hypotheses set are listed as below:

1. There does not exist any significant differences between Volleyball and Basketball on following psychological variables namely: anxiety, aggression and adjustment.
2. There does not exist any significant differences between Volleyball and Basketball on following physiological variables namely: heart rate, blood pressure, hemoglobin and lung capacity.
3. There does not exist any significant differences between Volleyball and Basketball on following physical fitness variables namely: speed, endurance, strength and flexibility.

Review of Related Literature

Plenty of research literature is available in the field of Psychology, Physiology and areas like physical fitness, method of classification. Every day the research studies and their reports are pouring in and getting available from one corner to another corner of globe. The present study encompasses the areas like psycho-physiological and fitness; hence the review is here undertaken of research literature from the concerned areas.

Martin (1976) administered the Rozenzweig Picture Frustration study of 32 male basketball and wrestling players and found that following competition, the extra punitive aggression of the athletes was significantly lower.

Debnath and Bawa (1986) studied sports competitive anxiety among junior and senior female cyclists and gymnasts of national level and found a significant differences in sports competitive anxiety between junior and senior cyclists and gymnasts. But no significant differences were found in sports competitive anxiety between female cyclists and gymnasts at national level.

Hussain (1987) attempted to compare high and low anxiety groups on the basis of motor fitness and concluded that boys studying in VII and VIII class of high and low anxiety level group did not differ in motor fitness significantly.

Yadav (1987) compared anxiety levels of high and low physical fitness groups and found that they did not differ from each other with respect to sports competition anxiety.

Charles (1968) cited the examples of Olympic athletes and others who showed lowered pulse rate through training. This research also proved that the pulse rate of trained athletes was reduced to 10 to 20 beats than that of the untrained athletes indicating better endurance of the trained athletes.

Prestige (1972) emphasizing the role of the component of strength for good performance by gymnasts, states that a gymnast requires a great deal of strength in almost all parts of the body, especially in back, legs, stomach and shoulders. He further states that gymnasts can perform all the movements, easily and without strain, if he possesses sufficient strength.

Methodology and Procedure

The method and procedure adopted for the selection of subjects, sample and design of the study, selection of variables i.e., psycho-physiological and physical fitness, criterion measures, administration of the tests.

Sample of the Study

A sample consisting of 200 male Volleyball and Basketball Players were selected on the basis of stratified random sampling technique. The subjects belonged to Kumaun University & H.N.B. Garhwal University. Population for the present study systematically consisted of all 200 subjects (male) from which 100 subjects belong to Volleyball and 100 were of Basketball . They were in the age group of 18 to 25 years with six years training age and all were eligible to play inter-college and intervarsity tournaments.

Selection of Variables

The following variables were selected for this study. They are psychological, physiological and physical fitness component. Each of the main variables have different tool.

Psychological Variables & measuring tools:

Adjustment	-	Sports Competitive Anxiety (SCAT)
Aggression	-	Aggression questionnaire (Aff)
Anxiety	-	Saxena Adjustment Inventory (SAI)

Physiological Variables

Blood Pressure	-	Blood Pressure Measuring test (Sphygmomanometer and Stethoscope)
Heart Rate	-	Heart Rate Test (PR)
Hemoglobin	-	Hemoglobin test (Haemimeter)
Lungs Capacity	-	Lung capacity test (PFMT)

Physical fitness Variables

Endurance	-	Explosive Strength (SBJT)
Explosive Strength	-	Endurance (600 Yard Run)
Flexibility	-	Flexibility (Bend and Reach Test)
Speed	-	Speed (50 Yard Run)

Statistical Tools

The data collected with various tools of Psycho-physiological and physical fitness variables. The data tabulated and statistically analyses with the techniques of mean, SD and Z ratio to find out the significant differences between the Volleyball and Basketball players on various measures.

Sports Competitive Anxiety

Descriptive Status and Z-ratio for Volleyball and Basketball Psychological Variables
(N=100 each Volleyball and Basketball)

Sl	Variable	Volleyball		Basketball		Z-ratio
		Mean	SD	Mean	SD	
1.	Sports competitive Anxiety	19.83	1.9	20.05	1.8	.66
2.	Aggression	24.43	.88	25.46	1.5	4.68
3.	Home Adjustment	25.51	1.9	25.53	1.00	.074
4.	Health Adjustment	41.91	1.3	41.56	1.4	1.45
5.	Emotional Adjustment	30.85	1.4	31.38	1.5	2.03
6.	Heart rate	66.75	7.50	70.13	3.44	4
7.	Systolic BP	125	10.00	119.19	5.4	4.28
	Diastolic BP	76	7.7	79	3.9	5
8.	Hemoglobin	13	1.36	13	1.31	.6
9.	Lung Capacity	429.5	88.0	429.5	95.5	0.2
10	Endurance	1.63	0.404	1.77	0.46	2.00
11	Speed	6.41	0.37	6.61	0.38	3.33
12	Explosive Strength	2.15	0.28	2.18	0.3	0.75
13	Flexibility	4.25	2.2	3.36	3.0	1.89

Results & Findings

The following Results & findings can be drawn from the main findings of the study:

- The sports competitive anxiety in volleyball & Basketball Players were similar.
- In term of Aggression, Basketball Players were more aggressive than volleyball Player.
- In case of home adjustment and health adjustment, the volleyball Players & basketball players were similar.
- The emotional adjustments of volleyball players were better than basketball Players.
- In case of Heart rate volleyball Players were better than Basketball Players.
- In case of systolic and diastolic blood pressure, Basketball Players were better than volleyball players.
- Volleyball Players & basketball Players were similar on account of hemoglobin and lung capacity.
- Volleyball Players were better than Basketball Player on speed and endurance.
- In case of explosive strength, flexibility and lung capacity, the volleyball & basketball Player are similar because there was no significant difference.

Suggestions:

1. Others components of psychological, physiological and physical fitness variables could be studied.
2. Broader samples can be studied by including players of different age groups, gender, socio-economics status etc.

3. Studies on the similar lines could be conducted on a wider population on & different sports & level (state& national level).

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CONTRIBUTION OF DR. ZAKIR HUSAIN TO INDIAN EDUCATION

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ABSTRACT

Zakir Husain enriched the purpose and contents of education and intimately related it to the life, needs & aspirations of the people. Zakir Husain's philosophical talent is clearly reflected in his educational thoughts such as-values, individual and society, nationalism, humanism, secularism and his philosophical synthesis.

Zakir Husain holds the view that curriculum should provide for all powers and capacities of the child and should become child-centered. Zakir Husain favors elasticity and foresightedness of curriculum. Zakir Husain strongly favored mother tongue as a medium of education especially at pre-primary and primary level.

To achieve above objectives, Zakir Husain has tried Activity Method, Montessori Method, Play Way Method, Dalton method, Project Method in his educational plan.

It was Zakir Husain's firm conviction that physical education, games & sports is an imperative need for the youth and has profound relationship with healthy, happiness and good citizenship in the community. Zakir Husain views about the other aspects of education is very relevant in present day need and if we apply properly, they will give the desired results.

Philosophy and education are continuous endeavors. Education enables a person to develop his own philosophy as a guide of his conduct. Philosophy is inseparably linked with education and influences it powerfully in all areas and in all aspects. Philosophy leads and education follows the path shown by Philosophy. To this point Gentle says that the belief that men may continue to educate without concerning themselves with Philosophy means a failure to understand the precise nature of education. The process of education cannot go on right lines without the help of Philosophy.

Zakir Husain was an exceptional person who was a creative thinker and also an educational reformer of eminence. He, one of the few distinguishes and creative educationist was a born leader. This innate trait of leadership coupled with favourable circumstances, helped him to occupy high position in life with a remarkable sense of ease and naturalness. The acquisition of power did not have even a such a touch of vanity. Indeed, whatever role, be that political or otherwise was entrusted to him, he performed it with remarkable ease, aplomb and finesse. He remained dedicated and true to his first love i.e. Education because he was not only a philosopher or politician but he was an educationist. He has rendered yeoman's service in the educational, cultural and moral advancement of the country. He has made an indelible mark on

Indian education. Zakir Husain's single minded devotion to the cause of education is evident from what he said soon after he was elected the president of Indian union. "It appears to me an unequivocal recognition by my people of the fact that education is inescapably involved in the quality of the 'Nation's life that, it is indeed a prime instrument of Natural purpose".

Zakir Husain puts his educational philosophy into practice by building up the Jamia, a progressive educational institution besides being an educational thinker, Zakir Husain was an educational practitioner also. He gave a practical shape to the Buniyadi Taleem in the country. Thus, contributions of Zakir Husain in giving a practical shape to the Buniyadi taleemin the country and particularly at the Jamia Millia Islamia still provide an enlightening experience to those who would like to understand these through his writings and writings about him.

Today, we have an experiencing and explosion of knowledge in the whole world figurately. Science and technology are spreading in the whole world with a rapid pace. Zakir Husain' educational through seeks to integrate science and technology in order to accelerate the peace of modernisation and industrial development. In a modern society, production is based on a process which is basically rooted in science and technology. Zakir Husain education to be science and technology based so for progress as well as technological.

Zakir Husain wanted to make education an effective instrument for promoting national consciousness and national integration. He suggests that special institutions which can study in depth the problem of the social status and education of women, Zakir Husain's educational ideas about weaker section is very relevant to present day need. He agrees that in social and cultural fields, the backward classes have still a very long way to go. They are striving to do themselves but the reality is that they may not to reach the goal of an egalitarian society with their own community efforts.

In this changing condition, It we evaluate the educational approach of Zakir Husain, we shall find that this contribution is very tremendous to get rid of such unhealthy practices and beside he established an ideal educational pattern and an evaluation of Zakir Husain's educational contribution reveals that he attempted to reform in education in the Indian perspective.

In the Context of Philosophical Ideas

Zakir Husain's philosophical talent is clearly reflected in his educational thoughts such as-values, individual and society, nationalism, humanism, secularism and his philosophical synthesis.

Zakir Husain believed that the chief characteristic of the man should be a positive attitude towards the ultimate objective values and the ultimate objective values constitute the very matrix of philosophical norms. Values help man to gain his self-realisation and his destiny and the highest, value according to him is that which results in self realisation. Zakir Husain gave a set of fivefold values. Material values emphasis on square meals because economic poverty and misery must be removed first then he moves towards individual values for the development of

individuality while social governs the sense of responsibility one owed to others and to occlude synthesis of religious and moral values will lead a man to his perfection.

In the Context of Meaning and Nature of Education

Zakir Husain says that true education does not aim at providing on enterprises. It equips you to work for noble, good and true ends and education is essentially a cultivation of mind and development of human faculties to enable an individual to discharge his duties to society and to the country successfully and fruitfully besides education should seek to shape the totality of human being. His views regarding on education are as follow -

- Education as a means of knowledge.
- Education as a means of culturalization.
- Education as a means of morality.
- Education as a means of spirituality.
- Education as a means of ideal citizenship.
- Education as a means of totality.
- Education as a means of vocationalization.
- Education as a means of socialization.

Zakir Husain considered each child as an entity by itself and wished to impart the particular child the corresponding type of education suiting to his or her individuality. In this regard there are three main periods of development in early life. Each stages should be respected in its own right and not made subordinate to the succeeding once.

In the Context of the Aims of Education

Zakir Husain's prime motive of education was to move between the two poles of the eternal and the temporal, between an awakened conscience and a skilled efficiency between conviction and achievement. It should work for individual and social development both morally and materially. His aims of education tends to approach the Neo-Thomistic or scholastic concept of education which treats both objective reality of realists and the dogmatic faith and revelation of the idealist in a more or less scientific frame of thought. In that the ultimate reality is twofold; it consists both of the objective world of material and physical existence. According to him the purpose of education is to help man to reach the fullest status as 'man' so an educational programme must aim at developing man's creative and rational virtues.

In the Context of curriculum

Zakir Husain holds the view that the curriculum should provide for all powers and capacities of the child and should become child-centered. Zakir Husain Favours elasticity and foresightedness of curriculum. Zakir Husain views that it must also give every student a proper pride in our past, a responsible and dignified approach to our present and faith and confidence in our country.

Zakir Husain made following list of objects to be included in curriculum. such as mother tongue, mathematics, social studies, general science, art, music and hindustani. He recommended curricular content must helpful to multi dimensional growth of the child therefore he neither Ignored the theoretical disposition of man nor his potentials for specialization in different areas and subjects including liberal and technical education. At university stage, he recommended Science, History, Philosophy, Theology, Political Science, Geography, Humanities, Technology and other subject. He believed that education should chanllize the energies of the students and for it co-curricular activities also play active role in this respect and contributed to enhance the prestige.

In the Context of Methods of Teaching

Zakir Husain strongly favoured mother tongue as a medium of education especially at pre-primary and primary level. He says that building of strong foundation in mother tongue is not difficult as it can be acquired is a natural way. He knew the potential of English as an international language. He knew it well that, international connections cannot be maintained without an international language. For effective participation in international affairs and developing world, culture and maintaining diplomatic relation, Zakir Husain tried to accord proper place to the mother tongue, to the regional language, to the national and international languages in the totality of educational framework in order to enhance the chances of far better learning while at school or at college as also at informal institutions or environment which yields good of culture for the proper development and growth of the learner.

Zakir Husain says that methods consist of the orderly organization and presentation of the curriculum to achieve the desired aims and objectives. He reflected, good educational method in the preview of light as -

1. Method is concerned with subject matter.
2. Method should motivate learning.
3. Method should be general and individual.
4. Method should be administrated with a purpose.

To achieve above objectives, Zakir Husain has tried Activity Method, Montessori method, Play way method, Dalton method, project method in his educational plan.

In the Context of Teacher Pupil Relationship

Zakir Husain wanted the teacher to develop in himself committed personality -committed not only to the fundamental purpose of human life but also to the profession of teaching as such. In the teaching learning process he entrusts the teachers with immense responsibilities. He observes with a keen sense of realism.

- To transmit of higher values.
- To grow bud into rela blossom.
- To lead into the inner moral freedom.

- To dominate is not the main purpose.
- To help to grow morally.
- To develop the innate powers.
- To be a fighter in himself.
- To reshape the totality.
- To inculcate the right ideals and attitudes.
- To be responsive should be prime concern.
- To be faithful towards professional duties.

In the Context of Basic Education

Gandhiji proposed the scheme of Basic Education and it was Zakir Husain who made it expedient according to Indian needs. In his views, educational structure containing prints of industries should be centered around knowledge. By attaining the theme of industries we have to make a man of high moral attitudes rather than a labourer. Thus the aim of Basic Education is to develop a democratic society in which citizens know their duties and obligations and try their best to make it in a better place. In the syllabi of Basic Education maximum stress is laid on vocational education and thereby mother tongue, maths, social science, music, drawing, physical exercise plays their role. Vocational education includes weaving, gardening, forestry, leather work and mud performed activities or as according to the environment needed platform. This syllabus is supposed to be carried out from 7 to 14 years. After 14 years children should be divided according to their interests, the one seeking for industrial should switch over to industries and other interested in studies towards higher goals.

In the Context of Other Aspects to Education

According to Zakir Husain the problem of mentally retarded children can only be tackled effectively by the joint efforts of Government, voluntary organizations and individuals. Most of the mentally retarded can be taught to do valuable work either in open employment or in sheltered workshops. We must make use of their potential and give them the satisfaction of being useful.

It was Zakir Husain's firm conviction that physical education, games and sports is an imperative need for the youth and has profound relationship with healthy, happiness and good citizenship in the community. He suggested that there should be much greater emphasis on these programmes in our schools and colleges, because they need less investment and the equipment does not cost much, especially if we develop Indian games which lead to strong physical exercise and need little equipment or none at all.

Zakir Husain as an Educationist

Zakir Husain had a unique, remarkable and dynamic personality. His deep devotion towards promoting causes which held towards revitalization of our educational fabric. He was a firm believer in the dictum that knowledge can be made the basis of moral life and the manner in which it can be applied to the ethical reorganisation of society. He was the veritable founder father of Basic education or Nai Talim undaunted by the formidable hurdles and hostile climate

prevailing during the pre-independence era, he preserved with his single minded devotion to galvanize the progressive forces in helping the pragmatic movement earning while learning together momentum.

Zakir Husain was no ordinary teacher. He is an embodiment of high philosophy, hard work and extreme sacrifice combined with rare intellectual brilliance. His entire life has been an inspiration for all those who have chosen the noble but the difficult mission of improving the standards in national life through education.

Another important work of Zakir Husain is Basic Education. He played a very important role in bringing the concept of Basic Education into action. He gave birth to basic education by formulating the resolutions of the Wardha Education conference and gave it a concrete form by submitting his report which was known as report of Zakir Husain Committees besides it he developed the fundamental principles of the scheme and made them acceptable by all the representative educational opinion in India as well as developed all the aspects of Basic Education.

Zakir Husain says that man progresses by judging what he has done, by realising the merits and defects of his own work. When a man undertakes some work, physical or mental he can make it educative for himself only when he is moved, at the same time, with the desire to do full justice to what he has undertaken and is willing to subject himself to the discipline imposed by the work. Not all activity but only that which is planned can be educative. Work executed mechanically, which could have been done by a more machine cannot educate.

Contribution of Zakir Husain to Indian Education

Zakir Husain was of the humanistic opinion that the aims of education should be comprehensive. He through of education as a dynamic process so he did not favour any rigid and narrow aim of education. He wants that an educational programme must aim at developing man's creative and rational virtues besides inculcating in him a kind of religious faith and fevour to help him develop obedience to moral law and adherence to ethico-spiritual standard worthy of human incarnation. To suit the present system, his basic ideas are very soothing like character building, contact with goods of culture, inculcation of moral and ethical values, national integration and harmonious development of personality. He wanted to create a feeling of self-dependence among growing child which will foster his future growth and make him a social animal which will in turn give way to national and international well being and thus make him a prefect man and there is no doubt that we need such ideas for the growth of modern India.

India is a land of diversity in religion, language, caste etc. So being a bing nation and built with varieties, problem of medium definity arises and this problem give rise to disputes and misunderstanding.

Zakir Husain also gives his through to the question of languages in education. Ageing with Gandhiji and foreseeing with him a disastrous consequences of a foreign tonque achieving a predominant position in life of the people, he suggests 'Hindustani' to be the common language which should be a proportionate blending of Sanskritized Hindi and Persianized Urdu. But the never discounts the international importance of English. In the later years of his career, he

seems to have agreed on the three language formula. He strongly favours mother tongue of the child as medium of education at primary level. At secondary stage, the medium can shift to the regional language while at the university stage, it should be a modern Indian language.

According to Zakir Husain it is essential for the teachers to be dedicated, hard working, well-trained in the job, intelligent and innovative besides having a firm faith in experimentation, a high professional sense of duty, coupled with necessary initiative and drive. He looked towards such teachers hopefully expecting them to meet the present day challenge securely. He expected them to evolve a healthy professional opinion between each other.

Zakir Husain views about the other aspects of education, is very relevant in present day need and if we apply properly, they will give the desired results.

Today in India, the condition of education is very pitiable and if we apply Zakir Husain's educational thoughts properly, we can face this situation boldly and confidently because his ideas are in perfect co-ordination with the prevalent time and if ruined property, they will give desired results.

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IMPACT OF SMART-PHONES ON HIGHER EDUCATION SYSTEM OF INDIA

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ABSTRACT

The Indian heritage and culture has always been one of leaning and enlightenment. As is popularly said "Sa Vidya Ya Vimuktaye" (which liberates us is education). The greatness of any nation depends largely on the system of education that is used to nurture its talent from within. With the digital era taking the spotlight, and the world rapidly reforming into a global village, it is now quintessential that a spirit of healthy competitiveness be inculcated in the budding minds of this country. While trying to remodel and upgrade the education system, a key issue is that of quality of education processes in the country. Needs and expectations of the society are changing very fast and the quality of higher education requires to be sustained at the desired level.

The use of internet for educational purposes has increased many folds among Indian youths. Online video lectures and e-books are the emerging trends among learners. The birth of high speed internet access and its availability on recently evolved smart phones has opened several new avenues for learning. The growing popularity of these smart phones among the youth can potentially revolutionize the way of learning. The introduction of 3G technology is already being pinned as the next big thing in the mobile internet revolution. According to Scott Steinberg editor Digital Trends-"A smart phone is essentially a computer in your pocket. It is a cellular phone that does more than just make calls to the point that it can actually serve as a functional laptop or desktop replacement."

The primary purpose of the paper is to discuss the changing scenario in Higher Education and impact of the arrival of smart phones on Indian education system.

Introduction

The Indian heritage and culture has always been one of leaning and enlightenment. As is popularly said "Sa Vidya Ya Vimuktaye" (which liberates us is education). The idea of education has been very grand, noble and high since ancient times. Early evidences such as the Vedas and the Upanishads, suggest that education had an esoteric existence. In those times, education was imparted orally to the scholars. Later the Gurukul system of education came into existence. This is the oldest and rightfully the most effective education system mankind has ever known. In time, several educational institutions took shape all across India. The Nalanda University was the first university-system of education in the world. The universities of Taxila, Ujjain, Benares, Vallabi, Ajanta, Madura and Vikramsila were also very famous in ancient India.

The present system of education was founded and introduced by the British in the 20th century. By the time India got its freedom from colonial rule in 1947, its education system had undergone a metamorphosis. During the last 60 years post independence, we have witnessed a

number of changes in our education system. Both the regular and distance modes are popular in India today. The exponential growth of the internet is ready to transform the delivery of our education system. India comes only next to China in terms of the number of mobile subscribers globally. Smart phones sales are also at its boom in India.

Higher Education Scenario in India:

India has one of the largest higher education systems in the world. Since the early 1950's higher education has been diversified and has extended its reach and coverage quite significantly. At the time of independence, 1947, the size of the higher education system in terms of number of educational institutions, and teachers was meagre but since that time there has been an exponential increase in three indicators of higher education, namely the number of educational institutions, teachers and students.

Today we have 504 Universities, with varying statutory bases and mandates. Of these, 40 are Central Universities, 243 are State Universities, 130 are Deemed Universities, 53 are State Private Universities, and 33 are Institutions of National Importance established by Central legislation including 5 institutions established under State legislation. We boast of a total teaching faculty of around 0.6 million in higher education. The number of colleges has increased from 500 in 1947 to around 26000, where most of the enrolment in higher education occurs.

In the spheres of technical education, there were a whopping 1346 engineering colleges in India by the end of the year 2004, all of which were approved by the All India Council for Technical Education (AICTE) with a seating capacity of 440,000. In 2008, a total of 2388 engineering colleges were registered, with a total student intake capacity of 8.2 lakh students and 1231 management institutes, with an annual intake capacity of 1.5 lakh students. Other than engineering and MBA colleges, there were 1137 MCA, 1001 Pharmacy, 86 HMCT, 11 Applied Arts and Crafts, and 285 PGDM institutes were approved by AICTE. By the end of December 2008, the number of applications pending to seek AICTE approval was 886 for engineering and technology, 250 for MBA, 834 for MCA, 120 for Pharmacy, 124 for HMCT and 1 for Applied Arts and Crafts - a total of 2237. The total number of engineering seats has crossed the mark of 1 million in 2009.

The Government of India has announced an increase in the number of world class institutions like Indian Institute of Technology (IIT), Indian Institute of Management (IIM), National Institute of Technology (NIT) and Central Universities (CU) in recent past. These institutes have already marked their names among the top higher educational institutes of the world. SAARC University has also started its functioning from a temporary campus in New Delhi in 2010. The students who will be granted admission in SAARC University will be chosen from the eight nations that are members of the South Asian Association for Regional Cooperation (SAARC). The Government of India, through the Ministry of Human Resource Development (MHRD), has founded 5 Indian Institutes of Science Education and Research

(IISER), specifically to bridge the gap between teaching-only universities and research-only institutes. There is also a proposal to establish 14 World Class Universities (WCU) having various schools including medical and engineering courses.

Apart from these world class institutes with excellent facilities, different corporate houses are increasingly lining up to announce their dream projects in the field of education. A majority of technical and professional institutes which have grown up in the last few years are either self-financing or privately managed. This can safely be attributed to the impact of globalization and some changes in the government policies. Due to the exponential growth of the number of institutions in both the public and private sectors in recent past, India is facing an acute shortage of quality teachers. The top 22 universities in India have 34% vacancy in teaching jobs. The overall scenario in other universities and colleges is no different. A majority of teachers are young and inexperienced. India needs many more teachers for effective implementation of higher education in technical and professional courses.

Higher Education through Open Universities:

Open learning and distance education refer to learning mechanisms, that focus on freeing pupils from constraints of time and place while offering flexible opportunities for erudition. For many students, open and distance learning (ODL) is a way of combining work and family responsibilities with educational opportunities.

With an aim to cater the needs of disadvantaged segments of society and to encourage, coordinate and standardize distance and open education in India, "Indira Gandhi National Open University (IGNOU)", was established in 1985, with a budget of INR 2000 crore. The establishment of IGNOU marked the beginning of a new and prestigious era in the history of distance higher education in India. IGNOU has been teaching its students through ODL substantially by the use of Gyan Darshan, an educational TV channel, Gyan Vani, FM Radio channel, interactive teleconferencing via satellite and through Doordarshan DTH. The success of IGNOU can be measured by the fact that it currently serves approximately 3.8 million students hailing from various states of India and about 40 countries abroad. The huge success of IGNOU has led several states in India to announce open universities. Additionally, a few conventional universities have launched several programmes that can be taken through the distance mode. Typically, ODL is delivered using a variety of print and electronic systems either through synchronous communication (learning in which all parties participate at the same time) or through asynchronous communication (learning in which parties participate at different times). The main systems are mediated by correspondence, audiovisual means (television and radio), multimedia (audio and text files), and the Internet. These channels have co existed, without replacing each other and are used in different combinations in distance education systems across the world.

The target market segment for distance education is varied but is found to mostly comprise of the working adult population, in both professional and in-service education. Two key factors have led to an explosion of interest in distance learning: the growing need for

continual skills upgrading and retraining; and the technological advances that have made it possible to teach more and more subjects at a distance.

In this mode of education the learners have less time for face to face interaction with teachers in comparison of regular mode education. The study centres of the Universities providing distance education can be seen in every nook & cranny of all the major cities across the country. Sadly, these centres fail to provide quality teachers for distance learners.

Education through Web:

The sharp rise in the number of literate youth, the expansion of higher education as a field, the reduction of telecom call rates, the rise in consumer income and the socio-economic changes have increased the demand for internet sharply in the past decade in India. The World Wide Web is host to an ever expanding information explosion. In the absence of quality teachers and enriched libraries, the students demand for surfing the internet for educational purposes has seen a sharp rise. Several institutions have started to provide online study material through their websites. Use of internet in education has a potential to revolutionize the way we live our lives, and the effects have already started making themselves visible. There were around 81 million internet users in India in 2010- a number that will triple by 2015 to 237 million. According to a research conducted by Internet and Mobile Association of India (IAMAI), the School and College students contributed 44% whereas the young men (21-35 years) contributed 28% of the Internet usage in 2009 in India. The same report reveals that a total of 65% searches were made to collect educational information on the web in 2009 and Internet usage has gone up from 9.3 hours/ week in 2008 to 15.7 hours/week in 2009.

India is experiencing an age of transformation in the field of higher education these days. The availability of qualified and quality instructors is essential to ensure the development of Human Capital that caters to the demands of both Industry and Academia. In today's liberalized environment, Government is in earnest need to make the higher education scenario globally competitive. The Parliamentary Standing Committee on HRD in its 172nd report has recommended that we must exploit our ICT potential for its penetration to the Country's remotest corner to expand the access to higher education. To build high speed nationwide communication among Indian Universities, UGC-Infonet program was started by University Grant Commission (UGC). In order to achieve the goal of quality and excellence in higher education, the Ministry Of Human Resources Development, Government of India launched the "National Program on Technology Enhanced Learning (NPTEL)" in the year 2003. The aim of the NPTEL is to develop curriculum based video lectures and web courses to enhance the quality of engineering education in India. The course videos are available in streaming mode and may also be downloaded for viewing offline. The video files are available via the IIT channel in Youtube. Seven IIT's and Indian Institute of Sciences (IISc) have worked together to develop web and video based material.

NPTEL has become one of the most popular educational programmes on the internet, spread across 17 countries and registering over four million hits. With fresh approvals from the

HRD ministry, the project coordinators plan to offer the equivalent of a degree or a diploma to students enrolled in the Virtual University. By the time NPTEL launch the Open Virtual University in 2012, there will be around 1,000 courses at both the undergraduate and postgraduate level. Course contents of NPTEL are now being utilized for Training of Trainers (TOT) that may further the cause of development of quality professionals. In addition, the course material is freely accessible by everyone independent of their geographic location. Open and distance education using NPTEL is all set to standardize the technical education scenario in the country.

Learning through e-books :

Apart from the online video learning, we also observe a recent trend suggesting the popularity of e-learning through e-books. Millions of documents and books are now available to students at the click of a mouse button. An e-book can either be conveniently purchased online or downloaded for free, and hence be used immediately. This is in contrast to the conventional method of purchase whereby a person may either borrow the book or buy the book by visiting a bookshop or chose to visit the local library. All these choices involve time and place constraints that are found to act as major deterrents for the purchase of appropriate books in most students. All the later choices restrict the hours in which a buyer may materialize his purchase and restrict the number of available outlets for purchase.

Additionally, when compared to print publishing, e-books are cheaper and easier to share and preserve for a long time. Anyone can read, download and print them instantly 24x7 from any part of the world. New marketing models for e-books have been developed and dedicated reading hardware's are being produced. In the United States, the Amazon Kindle model and Sony's PRS-500 are the dominant e-reading devices. Apple Inc. launched a multi-function device called the iPad. Barnes & Noble Nook is another android ebook reader device that has been developed by the American book retailer Barnes & Noble. The trend of dedicated e-book reader may soon make itself visible in is full glory. Scribd, FreeBookSpot, Free-eBooks, The eBook Directory, ManyBooks, 4eBooks, Globusz, FreeComputerBooks, FreeTechBooks, OnlineComputerBooks are some of the popular web addresses for e-books, in use today. The World Wide Web is flooded with books on diverse subjects. Keeping up with the changing times, Google launched its eBookstore in December 2010, joining many large e-book sellers online. It claims to be the Internet's largest online e-book store. With more than 3 million e-books for sale, it has more ebooks than Amazon's market-dominating 2.5 million digital books.

All these developments are indicative of the potential of Internet- supported learning to provide quality education at an affordable cost and in a convenient form. Additionally, increase in online programs, courses, or class sessions have witnessed a related decrease in the need for physical facilities, thus enabling service of more students without any additional costs.

Impact of Smart-Phone in Learning:

Availability of online learning is gaining popularity in India. NPTEL is one of the best examples in this direction. Use of Internet has become a part of life of every student. These days,

use of mobile phones for internet purposes has become a habit with all students. According to Vinay Goel, head of products, Google India, a total of 40 million users access the internet through mobile phones in India. He further estimates that by the end of 2012, the number of mobile internet users will surpass those entering the net via their laptops or desktops. It has been observed that 55% of the 'mobile only' are the students in India. Fixed-line internet is being completely bypassed by these mobile users and it is also an exciting time for content owners and brands to interact with their customers. India is the second largest telecommunication network in the world in terms of number of wireless connections after China with more than 752 million mobile phone subscribers in December, 2010. Aircel, Airtel, Tata Docomo, Uninor, Videocon and other telecom operators offer mobile internet start-up plans within INR 100. These offerings are very popular among the students. These plans give unlimited internet access for 30 days. Students usually connect their mobile phones to their laptop/desktop to access the internet. Hence we observe that there already exists a consumer behaviour that is conducive to the digitization of distance learning initiatives. According to Scott Steinberg editor Digital Trends-

“A smart phone is essentially a computer in your pocket. It is a cellular phone that does more than just make calls to the point that it can actually serve as a functional laptop or desktop replacement”

In a nutshell, smart phones or mobile devices will soon become the dominant computing platform for humanity. Morgan Stanley Research estimates sales of Smart phones to exceed those of PCs in 2012. Gartner expects over 500 million Smart phones to sell in 2012.

Impact of 3G on Use of Smart-Phone:

In 2008, India entered the 3G arena when Government owned Bharat Sanchar Nigam Limited (BSNL) launched its 3G enabled mobile and data services. Later Mahanagar Telephone Nigam Ltd (MTNL) also launched its services in Delhi and Mumbai. The private sector service providers such as Tata Docomo, Reliance Communications, Airtel, and Vodafone have also launched its 3G services.

3G is the next generation of mobile communication system. It enhances services such as multimedia, high speed mobile broadband, thus equipping the average mobile user with the ability to watch live TV on his/her mobile handset. One can also enjoy services such as live streaming, download of videos for educational or leisure purposes, news, current affairs and sport content and video messaging all in addition to the usual voice calling facility.

The biggest benefit of 3G to a learner is the ability to enjoy high speed internet and data service even while on the move, all with the purchase of an affordable 3G handset and subscription to a suitable 3G plan.. One can also utilize Bluetooth, Infrared or data cables to connect other devices such as laptops and net-books, to the internet, while on the move. There also exists the facility of 3G data cards that can be used with computers to access high speed 3G networks.

According to a recent forecast from the Wireless Intelligence, a service of trade group

GSMA Ltd., India is all set to have 150 million 3G connections by the year 2014.

Conclusion:

Globalization and technology related developments are 'change drivers' that have significantly re-shaped the landscape of the higher education. New missions and responsibilities assigned by governments in pursuit of national 'wealth creation' and international competitiveness, shrinking public funds, increased need for flexible, lifelong learning arising from the changed nature of work, new learning paradigms and the entry of technology-based new educational providers have had far-reaching effects on higher education.

The impact of the changes in open and distance education institutions are also profound. The difference between traditional universities and distance education institutions has disappeared. The need for lifelong learning and rapid developments in ICT have led many traditional universities to become involved with online delivery, and the commercial potential has attracted many new technology-oriented private as well as public providers. Mobile learning may be used to access the educational opportunities to different segments of the society where distance or other obstacles present a barrier to accessing formal learning centers and to enhance the quality of learning and continued professional development.

The growing demand of smart phone and high speed mobile browsing is ready to change the basics of higher education delivery system. The services and functionalities provided by a mobile phone are available at all times in both everyday routines and in our special moments. However, the cost of a smart phone, network coverage in remote areas and awareness of the educational contents on web may be few barriers in Indian perspective. The pace at which the mobile subscribers are growing in India, it is evident that mobile phone usage in education is here to stay. No doubt, the smart phones could be one way to engage and motivate student learning in our country.

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विश्वविद्यालयी स्तर की छात्राओं के सशक्तिकरण पर उनकी संवेगात्मक बुद्धि स्तर के प्रभाव का अध्ययन

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शोध सारांश

प्रस्तुत अध्ययन के द्वारा विश्वविद्यालयी स्तर की छात्राओं के सशक्तिकरण पर उनकी संवेगात्मक बुद्धि स्तर का प्रभाव देखा गया है। वर्तमान शोध में हे0न0ब0 गढ़वाल विश्वविद्यालय बिड़ला परिसर श्रीनगर की 200 छात्राओं को न्यादर्श के रूप में लिया गया है। उक्त शोध में महिला सशक्तिकरण मापन हेतु डॉ0 देवेन्द्र सिंह सिसोदिया व अल्पना सिंह की व संवेगात्मक बुद्धि मापन हेतु अनुकूल हाइडे, संजोत पैठी व धर की प्रमाणिक प्रश्नावली का प्रयोग किया गया है। महिला सशक्तिकरण को पाँच आयामों (अधिकार एवं स्वतन्त्र अस्तित्व) स्वायत्तता एवं आत्म निर्भरता, (निर्णय प्रक्रिया), (सामाजिक, राजनैतिक व कानूनी जागरूकता), (सूचना माध्यमों की उपयोगिता) के आधार पर ज्ञात किया गया है। इस अध्ययन हेतु वर्णनात्मक शोध विधि का प्रयोग किया गया है। इस शोध में 't' परीक्षण का प्रयोग किया गया है। शोध के परिणाम से ज्ञात हुआ है कि अधिकांशतः उच्च संवेगात्मक बुद्धि स्तर की महिलायें अन्य महिलाओं की तुलना में अधिक सशक्त हैं। यह शोध भविष्य में माध्यमिक स्तर की छात्राओं पर भी किया जा सकता है।

प्रस्तावना

महिला सशक्तिकरण

'सशक्तिकरण' का अर्थ महिलाओं का सामाजिक, मानसिक, राजनैतिक रूप से सशक्त होना। भारत में महिला सशक्तिकरण हेतु राष्ट्रीय नीति का निर्धारण 2001 में किया गया था। सशक्तिकरण का तात्पर्य समाज में परम्परागत रूप से चली आ रही अन्यायपूर्ण स्थितियों का विरोध कर निर्णय लेने की क्षमता से है अर्थात् महिलाओं द्वारा असहाय की अवस्था से हटकर अपने जीवन को स्वयं नियन्त्रित कर सकने की क्षमता ही सशक्तिकरण है। विभिन्न सामाजिक और संवेगात्मक अवरोधों से घिरी महिला अपनी अन्दर निहित शक्तियों को पहचानने से भी डरती है उसका यह डर कम करने के लिए समन्वित प्रयास व पूरी प्रक्रिया की आवश्यकता है जिसे हम सशक्तिकरण कहते हैं।

जब छात्रा किसी कार्य को कर सकने का विचार करती है तो यह सशक्तिकरण की प्रक्रिया का प्रथम चरण है। जब वह सोचती है कि उसे यह कार्य करना चाहिये तो यह सशक्तिकरण का दूसरा चरण है किन्तु जब वह सोचती है कि उसे यह कार्य पूर्ण करना है तो वह सशक्त बन जाती है। छात्रायें पूर्ण रूपेण सशक्त हो इसके लिए सबसे आवश्यक है कि महिलाओं का शिक्षित होना, लेकिन महिलाओं पर शिक्षित होने पर भी अत्याचार क्यों हो रहे हैं इसका कारण है कि सशक्तिकरण को केवल कागजों में अधिकार देकर नहीं परिवार से प्रारम्भ कर समाज तक महिलाओं को सशक्त बनाने से होगा।

वर्तमान में जब छात्रायें स्कूली शिक्षा समाप्त कर विश्वविद्यालयी स्तर तक पहुँचती हैं उस समय उनका शारीरिक, मानसिक, संवेगात्मक विकास चरम पर होता है। अतः इस समय छात्राओं का अपने अधिकारों के प्रति सचेत होना तथा आत्मनिर्भरता की चाह रखना ही उनमें सशक्तिकरण को दर्शाता है और शिक्षा का इसमें सर्वश्रेष्ठ योगदान है ताकि वे अपना लक्ष्य स्वयं निश्चित करें अपने आत्मविश्वास को विकसित करें तथा अपने कार्यों का निर्णय अपने मानसिक और संवेगात्मक स्तर पर स्वयं लें।

संवेगात्मक बुद्धि –

डेनियल गोलमेल (1995) – “संवेगात्मक बुद्धि व्यक्ति के स्वयं को एवं दूसरों के संवेगों को पहचानने की वह क्षमता है जो कि कार्यक्षेत्र में विशिष्ट हमें प्रेरित कर सकने और हमारे संवेगों को स्वयं में और अपने संबंधों के दौरान भली प्रकार साधने में सहायक होती है।”

संवेगात्मक दो शब्दों ‘संवेग’ तथा ‘बुद्धि’ से मिलकर बना है, पूर्व धारणा के अनुसार बुद्धि तथा संवेग को परस्पर विरोधी माना जाता था किन्तु वर्तमान में नवीन शोधों द्वारा स्पष्ट हो चुका है कि अनेकानेक अवसरों पर संवेगात्मक प्रतिक्रियाओं की तीव्रता बुद्धि को सही दिशा में विचार करने हेतु प्रेरित करती है। अतः संवेग तथा बुद्धि एक दूसरे के विरोधी न होकर परस्पर समान्तर व सहयोगी क्षमतायें हैं।

संवेगात्मक बुद्धि व्यक्ति को उसकी अद्वितीय क्षमताओं तथा उद्देश्यों का अनुसरण करने की प्रेरणा प्रदान करती है तथा उसकी अतः आकांक्षाओं तथा मूल्यों को क्रियाशील बनाती है। संवेगात्मक बुद्धि ही व्यक्ति को इस योग्य बनाती है कि वह स्वयं तथा दूसरे व्यक्ति की भावनाओं को पहचान तथा समझा सके। तथा उनके प्रति भी सही अनुक्रिया कर करे।

संवेगात्मक बुद्धि स्तर का महिला सशक्तिकरण पर प्रभाव :-

महिला सशक्तिकरण शब्द वर्तमान में काफी चर्चित है। आज महिलायें धीरे-धीरे अपने अधिकारों के प्रति सजग हो रही हैं। महिलाओं की ये जागरूकता कहीं न कहीं उनकी संवेगात्मक परिपक्वता से भी प्रभावित होती है। संवेगात्मक बुद्धि का आशय ही है कि संवेगों को समझना अपनी दूसरों की भावनाओं को समझ कर सही निर्णय लेना। महिलाओं महिलाओं में संवेगों की बहुलता तो रहती है किन्तु उन्हें सही समय पर वे प्रदर्शित ही नहीं कर पाती। जब महिलाओं में सांवेगिक सन्तुलन होगा तो ही समाज में लिंग भेद के विरुद्ध अपने निर्णयों को खुलकर प्रदर्शित करने से नहीं हिचकिचायेगी और सशक्तिकरण की तरफ अग्रसर होगी।

आधुनिक युग में महिलायें पुरुषों के साथ कन्धे से कन्धा मिलाकर चल रही हैं, महिला शिक्षा, महिला अधिकार की बात हर तरफ होती है किन्तु वास्तव में कागजों में ही सिमट कर रह जाती है। संवेगात्मक बुद्धि का महिला सशक्तिकरण पर प्रभाव अभी तक देखने का प्रयास नहीं किया गया था अतः इस शोध में यह जानने का प्रयास किया गया है कि महिलायें स्कूली शिक्षा पूर्ण करने के पश्चात् जब विश्वविद्यालय में प्रवेश लेती है तो वे संवेगात्मक रूप से कितनी परिपक्व होती हैं ? उनके सशक्तिकरण पर उनकी संवेगात्मक बुद्धि स्तर का क्या प्रभाव पड़ता है ?

अध्ययन के उद्देश्य –

विश्वविद्यालय स्तर के विद्यार्थियों में छात्राओं के नामांकन का अध्ययन करना।

विश्वविद्यालय स्तर की छात्राओं के ‘अधिकार एवं स्वतंत्र अस्तित्व’ पर संवेगात्मक बुद्धि के प्रभाव का अध्ययन करना।

विश्वविद्यालय स्तर की छात्राओं के ‘स्वायत्ता एवं आत्मनिर्भरता’ पर उनकी संवेगात्मक बुद्धि के प्रभाव का अध्ययन करना।

विश्वविद्यालय स्तर की छात्राओं की ‘निर्णय प्रक्रिया’ पर उनकी संवेगात्मक बुद्धि के प्रभाव का अध्ययन करना।

विश्वविद्यालय स्तर की छात्राओं की ‘सामाजिक राजनैतिक व कानूनी जागरूकता’ पर उनकी संवेगात्मक बुद्धि के प्रभाव का अध्ययन करना।

विश्वविद्यालय स्तर की छात्राओं की ‘सूचना माध्यमों की उपयोगिता’ पर उनकी संवेगात्मक बुद्धि के प्रभाव का अध्ययन करना।

परिकल्पनायें –

- (1) विश्वविद्यालय स्तर की छात्राओं के ‘अधिकार एवं स्वतंत्र अस्तित्व’ पर उनकी संवेगात्मक बुद्धि के प्रभाव में कोई सार्थक अन्तर नहीं है।
- (2) विश्वविद्यालय स्तर की छात्राओं के ‘स्वायत्ता एवं आत्मनिर्भरता’ पर उनकी संवेगात्मक बुद्धि के प्रभाव में कोई सार्थक अन्तर नहीं है।
- (3) विश्वविद्यालय स्तर की छात्राओं ‘निर्णय प्रक्रिया’ पर उनकी संवेगात्मक बुद्धि के प्रभाव में कोई सार्थक अन्तर नहीं है।
- (4) विश्वविद्यालय स्तर की छात्राओं की ‘सामाजिक राजनैतिक व कानूनी जागरूकता’ पर उनकी संवेगात्मक बुद्धि के प्रभाव में कोई सार्थक अन्तर नहीं है।

(5) विश्वविद्यालय स्तर की छात्राओं की 'सूचना माध्यमों की उपयोगिता' पर उनकी संवेगात्मक बुद्धि के प्रभाव में कोई सार्थक अन्तर नहीं है।

विधि – प्रस्तुत शोध में न्यादर्श को यादृच्छिक विधि द्वारा चुना गया है।

(1) **न्यादर्श** –

प्रस्तुत शोध में हेमवती नन्दन बहुगुणा गढ़वाल विश्वविद्यालय के बिड़ला परिसर की छात्राओं पर किया गया है। जिसमें 200 छात्राओं को जनसंख्या में लिया है।

(2) **उपकरण** –

इसमें शोधकर्ता ने दो प्रमाणिक मापनीयों का प्रयोग किया है।

महिला सशक्तिकरण हेतु डॉ० देवेन्द्र सिंह सिसोदिया एवं अल्पना सिंह द्वारा निर्मित (Adolescent Girls Empowerment scale) नामक मापनी का प्रयोग किया जिसमें 25 पदों को पाँच आयामों में रखा है तथा यह मापनी पाँच बिन्दुओं वाली लिफ्ट मापनी है।

संवेगात्मक बुद्धि मापन हेतु अनुकूल डाइडे, संजीव पैठी व धर द्वारा निर्मित (Emotional Intelligence Scale) नामक मापनी का प्रयोग किया है।

(3) **सांख्यिकीय विधि** –

प्रस्तुत शोध में शोधार्थी ने अपने उद्देश्यों को दृष्टिगत रखते हुये 't' परीक्षण का प्रयोग किया है।

आंकड़ों का विश्लेषण –

इसमें शोधकर्ता ने 200 विश्वविद्यालयी छात्राओं को संवेगात्मक बुद्धि स्तर मापनी द्वारा (उच्च, औसत, निम्न) स्तरों में बांटा गया है। जिसमें आंकड़ों का विश्लेषण करने पर निम्न आंकड़े सामने आये हैं।

बिड़ला परिसर श्रीनगर में 2010-2011 की नामांकन संख्या ज्ञात करने पर पता चला है की महिलाओं का नामांकन पुरुषों की तुलना में कम है। विश्वविद्यालय में नामांकित महिलाओं का प्रतिशत 43.8 % जबकि पुरुषों का प्रतिशत 46.2 % है अर्थात् अभी भी नामांकित महिलाओं का प्रतिशत पुरुषों की अपेक्षा कम है।

तालिका - 1

उच्च, सामान्य तथा निम्न संवेगात्मक बुद्धि स्तर की छात्राओं के “अधिकार एवं स्वतन्त्र अस्तित्व” का मध्यमान (M) प्रमाणिक विचलन (S.D.) तथा टी मूल्य।

क्र०सं०	संवेगात्मक बुद्धि स्तर	संख्या N	मध्यमान M	S.D.	't' का मूल्य	सारणी में टी का मूल्य	सार्थकता 0.01 विश्वास के स्तर पर
1	उच्च	84	28.41	4.20	High.Vs Avg. = .52 (df =155)	2.61	सार्थक नहीं
2	सामान्य	73	28.2	3.80	Avg.Vs Low. = .38 (df =114)	2.62	सार्थक नहीं
3	निम्न	43	29.27	3.71	L Vs H = 1.62 (df = 125)	2.62	सार्थक नहीं

तालिका-1 के विवेचन से स्पष्ट है कि आयाम अधिकार एवं स्वतन्त्र अस्तित्व पर महिलाओं के अभिमत जानने पर निम्न संवेगात्मक बुद्धि स्तर की महिलाओं के प्राप्तांकों का मध्यमान अन्य दो स्तरों की अपेक्षा अधिक है। अतः समाज में अपने अधिकार के लिये निम्न संवेगात्मक बुद्धि स्तर की छात्राओं को अधिक संघर्ष करना पड़ता है।

तालिका - 2

उच्च सामान्यतः एवं निम्न संवेगात्मक बुद्धि स्तर की छात्राओं “स्वायत्तता एवं आत्मनिर्भरता” पर प्रभाव के

क्र०सं०	संवेगात्मक बुद्धि स्तर	संख्या N	मध्यमान M	S.D.	't' का मूल्य	सारणी में टी का मूल्य	सार्यकता 0.01 विश्वास के स्तर पर
1	उच्च	84	27.50	3.80	High.Vs Avg. = .495 (df =155)	2.61	सार्यक नहीं
2	सामान्य	73	28.27	3.54	Avg.Vs Low. = 1.20 (df =114)	2.62	सार्यक नहीं
3	निम्न	43	29.27	3.71	L Vs H = .70 (df = 125)	2.62	सार्यक नहीं

तालिका दो के विवेचन से स्पष्ट है कि आयाम स्वायत्तता एवं आत्मनिर्भरता पर महिलाओं के अभिमत जानने पर निम्न संवेगात्मक बुद्धि स्तर की महिलाओं के प्राप्ताकों का मध्यमान सर्वाधिक है। अतः निम्न संवेगात्मक बुद्धि स्तर की छात्राएँ अपने विचारों को खुलकर प्रदर्शित कर नहीं पाती तथा उनमें आत्म निर्भरता कम पाई जाती है।

तालिका - 3

उच्च, सामान्य निम्न संवेगात्मक स्तर को छात्रा की “निर्णय प्रक्रिया” पर प्रभाव के

क्र०सं०	संवेगात्मक बुद्धि स्तर	संख्या N	मध्यमान M	S.D.	't' का मूल्य	सारणी में टी का मूल्य	सार्यकता 0.01 विश्वास के स्तर पर
1	उच्च	84	28.03	3.87	H.Vs A = .713 (df=155)	2.61	सार्यक नहीं
2	सामान्य	73	28.27	3.81	A Vs L = .220 (df=114)	2.62	सार्यक नहीं
3	निम्न	43	28.43	3.15	L Vs H = .452 (df =125)	2.62	सार्यक नहीं

तालिका 3 के विवेचन से स्पष्ट है कि आयाम निर्णय प्रक्रिया पर महिलाओं के अभिमत जानने पर तीनों संवेगात्मक बुद्धि स्तर की महिलाओं के प्राप्ताकों के मध्यमान लगभग बराबर पाये जाते हैं, अर्थात् निर्णय प्रक्रिया पर संवेगात्मक बुद्धि स्तर का कोई विशेष प्रभाव नहीं पड़ता है।

तालिका - 4

उच्च सामान्य एवं निम्न संवेगात्मक बुद्धि स्तर की छात्राओं की “सामाजिक, राजनीतिक व कानूनी जागरूकता” पर प्रभाव के

क्र०सं०	संवेगात्मक बुद्धि स्तर	संख्या N	मध्यमान M	S.D.	't' का मूल्य	सारणी में टी का मूल्य	सार्यकता 0.01 विश्वास के स्तर पर
1	उच्च	84	26.40	5.10	H.Vs A = .152 (df=155)	2.61	सार्यक नहीं
2	सामान्य	73	25.50	4.44	AVL = .923 (df=114)	2.62	सार्यक नहीं
3	निम्न	43	24.39	4.87	LVH = .732 (df =125)	2.62	सार्यक नहीं

तालिका 4 के विवेचन से स्पष्ट है कि आयाम सामाजिक, राजनैतिक व कानूनी जागरूकता के अभिमत ज्ञात होने पर उच्च संवेगात्मक बुद्धि स्तर की छात्राओं के प्राप्तांकों के मध्यमान सर्वाधिक है। अतः संवेगात्मक बुद्धि स्तर महिलाओं का सामाजिक राजनैतिक व कानूनी जागरूकता के लिए अधिक संघर्ष करना पड़ता है।

तालिका - 5 व्यक्तिकर लीथूआनिया

उच्च सामान्य एवं निम्न संवेगात्मक बुद्धि स्तर की छात्राओं की 'सूचना माध्यमों की उपयोगिता' पर प्रभाव के

क्र०सं०	संवेगात्मक बुद्धि स्तर	संख्या N	मध्यमान M	S.D.	मध्यमान (M) प्रमाणिक विचलन (S.D.) तथा 't' मूल्य का विवरण	सारणी में टी का मूल्य	सांख्यिकता 0.01 विश्वास के स्तर पर
1	उच्च	84	27.68	4.57	H Vs A=.81 (df=155)	2.61	सांख्यिक नहीं
2	सामान्य	73	28.06	4.51	AVL= 1.04 (df=114)	2.62	सांख्यिक नहीं
3	निम्न	43	26.10	5.30	LVH= 1.72 (df = 125)	2.62	सांख्यिक नहीं

तालिका 5 के विवेचन से स्पष्ट है कि आयाम सूचना माध्यमों की उपयोगिताएँ के अभिमत ज्ञात होने पर औसत संवेगात्मक बुद्धि स्तर की छात्राओं के प्राप्तांकों का मध्यमान सर्वाधिक है। अतः औसत संवेगात्मक बुद्धि स्तर की महिलाओं को सूचना माध्यमों की उपयोगिता हेतु अधिक समय लगता है। वे इनकी जानकारी से लाभान्वित होने से कम समय लेते हैं, और स्वयं को इनके अनुकूल सामंजस्य बैठाने में इन्हें वक्त लगता है।

व्याख्या एवं परिणाम -

तालिका - 1 के अनुसार विश्वविद्यालयी छात्राओं में महिला सशक्तिकरण के अन्तर्गत जब 'अधिकार एवं स्वतन्त्र अस्तित्व' से सम्बन्धित अभिमत जाने गये तो सभी संवेगात्मक बुद्धि स्तर की छात्राओं के अभिमतों से प्राप्त आंकड़ों में कोई सांख्यिक अन्तर नहीं पाया गया। तथा निम्न संवेगात्मक बुद्धि स्तर की महिलाओं के आंकड़ों का मध्यमान अन्य दो स्तरों की अपेक्षा अधिक है। इससे यह निष्कर्ष निकलता है कि जिन छात्राओं की संवेगात्मक बुद्धि स्तर न्यून है वे अपनी भावनाओं को खुलकर व्यक्त नहीं कर पाये अतः उन्हें अधिकार एवं स्वतन्त्र अस्तित्व हेतु संघर्ष करना पड़ता है।

तालिका - 2 के अनुसार विश्वविद्यालय नयी स्तर की छात्राओं में महिला सशक्तिकरण के अन्तर्गत जब 'स्वायत्तता एवं आत्मनिर्भरता' से सम्बन्धित अभिमत जाने गये तो सभी संवेगात्मक बुद्धि स्तर की छात्राओं के अभिमतों से प्राप्त आंकड़ों के मध्यमानों में कोई सांख्यिक अन्तर नहीं पाया गया। आंकड़ों का विश्लेषण करने से ज्ञात होता है कि सामान्य संवेगात्मक स्तर की छात्राओं के आंकड़ों का मध्यमान अन्य दो स्तरों उच्च तथा निम्न स्तर की अपेक्षा अधिक पाया गया। इससे निष्कर्ष निकलता है कि जिन छात्राओं की संवेगात्मक बुद्धि स्तर सामान्य है उन्हें स्वायत्तता एवं आत्मनिर्भरता के लिए संघर्ष करना पड़ता है।

तालिका - 3 के अनुसार विश्वविद्यालयी स्तर की छात्राओं में महिला सशक्तिकरण के अन्तर्गत जब 'निर्णय प्रक्रिया' से सम्बन्धित अभिमत किये गये तो सभी संवेगात्मक बुद्धि स्तर की छात्राओं के अभिमतों से प्राप्त आंकड़ों के मध्यमानों में कोई सांख्यिक अन्तर नहीं पाया गया। आंकड़ों का विश्लेषण करने से ज्ञात होता है कि उच्च, सामान्य तथा निम्न सामाजिक स्तर की छात्राओं के आंकड़ों का मध्यमान समान है। अतः संवेगात्मक बुद्धि स्तरों की छात्राओं की निर्णय लेने की प्रक्रिया पर उनकी संवेगात्मक बुद्धि स्तर पर कोई विशेष प्रभाव नहीं पड़ता है।

तालिका - 4 के अनुसार विश्वविद्यालयी स्तर की छात्राओं में महिला सशक्तिकरण के अन्तर्गत जब 'सामाजिक, राजनीतिक व कानूनी जागरूकता' से सम्बन्धित अभिमत जाने गये तो सभी संवेगात्मक स्तरों की छात्राओं के अभिमतों से प्राप्त आंकड़ों के मध्यमानों में सांख्यिक अन्तर नहीं पाया गया। आंकड़ों का विश्लेषण से ज्ञात होता है कि सामान्य संवेगात्मक स्तर की छात्राओं के आंकड़ों का मध्यमान अन्य दो संवेगात्मक स्तर की छात्राओं के आंकड़ों को मध्यमान निम्न संवेगात्मक स्तर की अपेक्षा अधिक है अतः सामान्य संवेगात्मक बुद्धि स्तर की छात्राओं को सामाजिक, राजनीतिक

व कानूनी जागरूकता हेतु संघर्ष करना पड़ता है।

तालिका – 5 के अनुसार विश्वविद्यालयी स्तर की छात्राओं में महिला में महिला सशक्तिकरण के अन्तर्गत जब ‘सूचना माध्यमों की उपयोगिता’ से सम्बन्धित अभिमत जाने गये तो सभी संवेगात्मक बुद्धि स्तर की छात्राओं के अभिमतों से प्राप्त आंकड़ों के मध्यमानों में कोई सार्थक अन्तर नहीं पाया गया। आंकड़ों के विश्लेषण से ज्ञात होता है कि सामान्य संवेगात्मक बुद्धि स्तर की छात्राओं के आंकड़ों का मध्यमान अन्य दो स्तरों की अपेक्षा अधिक है। अतः सामान्य संवेगात्मक बुद्धि स्तर की छात्राओं को सूचना माध्यमों की उपयोगिता के लिए अधिक संघर्ष करना है।

सुझाव –

प्रस्तुत शोध से स्पष्ट हो जाता है कि निम्न संवेगात्मक बुद्धि स्तर की छात्राओं को समाज में सशक्तिकरण हेतु अधिक संघर्ष करना पड़ता है। अतः महिलाओं में संवेगात्मक बुद्धि स्तर एवं महिला सशक्तिकरण में वृद्धि हेतु निम्न सुझावों को शामिल किया जाता है।

- 1- विश्वविद्यालय में संवेगात्मक बुद्धि व महिला सशक्तिकरण पर समय-समय पर कार्यशालाओं का आयोजन किया जाता सकता है।
- 2- विश्वविद्यालय की पुस्तकालयों में संवेगात्मक बुद्धि एवं महिला सशक्तिकरण से सम्बन्धित पुस्तकें उपलब्ध होनी चाहिए, जिससे सम्बन्धित समस्याओं के निवारण हेतु महिलायें पुस्तकों की सहायता ले सकें।
- 3- कक्षाओं में महिलाओं के बीच महिला सशक्तिकरण पर सम्बन्धित नये मुद्दों पर चर्चा की जा सकती है।
- 4- स्कूली स्तर पर भी संवेगात्मक बुद्धि स्तर को बढ़ाने के लिये प्रयास किये जायें ताकि उच्च शिक्षा स्तर तक पहुंचने में वे सावैगिक रूप से परिपक्व हो जायें और अपने फैसले लेने में स्वयं सक्षम हों।

निष्कर्ष – प्रस्तुत अध्ययन से निष्कर्ष निकलता है कि उच्च संवेगात्मक बुद्धि स्तर की महिलायें सशक्त पायी हैं। सशक्तिकरण का मापन पाँच आयामों (अधिकारों) के आधार पर किया गया है। भविष्य में इनका मापन अन्य आयामों के आधार पर भी किया जा सकता है।

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