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Achievement of Adolescents in Mathematics in Relation to Family Environment

Dr. Tripta Parmar

(Principal)

Sant Darbara Singh College of Education for Women, Lapon, Moga (Punjab).

ABSTRACT

The present study was conducted on 100 senior secondary school students of Ludhiana district of Punjab. Standardized questionnaires were used to measure the level of academic achievement as well as family environment. Collected data was interpreted through mean, standard deviation and t-test. The results of the study revealed that family environment (authoritative parenting style) is positively associated to the academic achievement at school.

INTRODUCTION

Today's student has to excel in every field in order to be ahead of others in the race of success. This is especially true in the academic field. One's academic achievement decides what type of recognition and respect he/she will get from his/her family, teachers, friends and society as a whole. Hence, student has to maintain academic record because of the competitive world. **According to Crow and Crow (1969)** "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him". **Wolman views (1989)** "Academic achievement is the degree or level of proficiency attained in scholastic or academic work". Family environment means an interpersonal relationship between the parents and the child. It includes the parents' attitude towards the child and he/she can express all his emotions freely which affects the various spheres of child's life. i.e. intelligence, personality, learning, ability, behaviour, life style, emotion and academic achievement. It is also influenced by number of factors like nature of family constellation, number of children in the family, marital relationship between husband and wife, parental employment, socio-economic and religious background of family. **Hurlock says (1963)** "Ideal family environment is one in which all members are happy, contented and harmonious in which each individual is respected and given rights, privileges and responsibilities suited to his age in which there is no dominance by either one or both parents or by elder children who are permitted to boss over younger ones." Mathematics has been recognized as one of the central strings of human intellectual activity

throughout the centuries .It has its roots in every day's activities and forms the basic structure of our highly advanced technological development .It exhibits connections between things which can be visualized only through the agency of human reason .It has attained its present status through a long and interesting period of evaluation. It helps the men to give exact interpretation of ideas and conclusions. It is necessary to determine with the greatest accuracy which of the constituents of instruction is fit for each age of child. Carl Friedrich Gauss (1777-1855) referred to Mathematics as "the Queen of the Sciences".

REVIEW RELATED TO ACADEMIC ACHIEVEMENT IN RELATION TO FAMILY, PERSONAL FACTORS AND MATHEMATICS SUBJECT

Radha (1998) concluded in their study that there is no significant difference in academic achievement between boys and girls in mid- term assessment of learning achievement of primary school students.

Chand (2002) found family related factors such as parental education and occupation to be significantly and positively related with learning achievement at elementary stage. However, no gender differences were found in achievement levels either in Hindi or Mathematics.

Ahuja and Sharma (2009) conducted study to investigate academic achievement of adolescents in relation to parental involvement and Aspiration. The results of the investigation revealed that high levels of occupational aspirations of parents result in higher achievement of +2 studies.

Kaur, Rana and Kaur (2009) have studied, "Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents." This study was to explore academic achievement and home environment as correlation of self-concept in a sample of 300 adolescents. The results of the study revealed that self-concept to be positively correlated with academic achievement.

Farhanakazmi, Muhammad and TahirPerver (2011) has studied parental style and academic achievement among the students. This study was conducted to explore and evaluate the impact of father's style of dealing with children at home and their academic achievement

at school. The results of this study were found in the favor of the fathers' involvement for the academic achievement.

EMERGENCE OF THE PROBLEM

Education should be started with Mathematics. For it forms well designed brains that are able to reason right. It is even admitted that those who have studied Mathematics during their childhood should be trusted, for they have acquired solid bases for arguing which become to them a sort of second nature. Mathematics is considered as dull, dry, and boring subject and Students are generally afraid of Mathematics. It is hard to understand for students because of trigonometry, algebra, Geometry, Probability and lot of difficult formulas which are to be remember. The status of Mathematics in our society is so far from satisfaction. Therefore the attitude of the students towards Mathematics is not favorable. The backwardness of students in Mathematics is increasing day by day. Most often it is being heard from the teachers as well as parents that a particular boy or girl is very weak, poor in Mathematics. In saying so they generally mean that the boy or girl is seriously lagging behind in knowledge and experience to the other boys or girls. So we can say, educators and parents have been plagued by the problem of students' low achievement in schools. Many have frustrating experience of watching an adolescent child who is underachiever just because he/she is not trying his best. For these students, the attention, patience, and encouragement of teachers and family can be extremely important factors for success. Such situations motivated the researcher to study the adolescents' achievement in Mathematics.

STATEMENT OF THE PROBLEM

ACHIEVEMENT OF ADOLESCENTS IN MATHEMATICS IN RELATION TO FAMILY ENVIRONMENT

OBJECTIVES OF THE STUDY

- To study gender difference in learning achievement of adolescent students in Mathematics.
- To study learning achievement of adolescent students in Mathematics in relation to their parental education.
- To study learning achievement of adolescent students in Mathematics in relation to their family income.

HYPOTHESES

- There will be significant gender difference in learning achievement of adolescent students in Mathematics.
- Adolescent students with different level of parental education will differ significantly in their achievement in Mathematics.
- Adolescent students with different level of family income will differ significantly in their learning achievement in Mathematics.

DESIGN OF THE STUDY

The present study was descriptive survey which was conducted on 100 senior secondary school students of Ludhiana district of Punjab. The scope of this study was limited to rural/urban schools situated in Ludhiana district of Punjab.

RESEARCH TOOLS

Following research tools were used in the conduct of present study –

- Personal data sheet
- Mathematical Achievement Test by L.N. Dubey.

ANALYSIS AND INTERPRETATION OF DATA

The major purpose of any piece of work is not mere collection of facts and figure; but the drawing of some variable and useful inferences.

Table 1

Mean, standard deviations, t-test of post scores of Mathematical Achievement in terms of Gender

Gender	N	M	S.D	t-value
Boys	50	10.20	4.48	1.303 NS
Girls	50	11.20	4.57	

NS: Non-Significant

Table-1 shows that mean scores of Mathematical achievement of adolescents in terms of gender came out to be 10.20 and 11.20 for boys and girls respectively and S.D. scores of Mathematical achievement of adolescents boys and girls are 4.48 and 4.57 respectively. The t-value testing

significance of mean difference turned out to be 1.303. The gender difference has no significant difference at both levels 0.05 and 0.01. Thus there is no effect of gender on Mathematical achievement.

Hence hypothesis “There will be significant gender difference in learning achievement of adolescent students in mathematics” is rejected.

TABLE 2

Mean, standard deviations, t-test of post scores of Mathematical Achievement in terms of Parental Education

Educational level Grouping	N	M	S.D.	t-value
(i) Below matric +2	35 23	7.82 9.95	3.07 4.27	2.08*
(ii) Below matric Graduation	35 29	7.82 12.37	3.07 3.32	5.68**
(iii) Below Matric PG& above	35 13	7.82 15.43	3.07 15.43	5.11**
(iv) +2 Graduation	23 29	9.95 12.37	4.27 3.32	2.24*
(v) +2 PG & above	23 13	9.95 15.43	4.27 15.43	3.23**
(vi) Graduation PG & above	29 13	12.37 15.43	3.32 15.43	2.04*

****:** Significant at both the levels of confidence i.e. 0.05 and 0.01

***:** Significant at 0.05 level.

Table-2 shows that Mathematical achievement of adolescents with parent’s education being ‘below matric’ have a mean score of 7.82, which is lowest as compared to their counterparts having paternal education upto ‘+2 level’(mean score is 9.95), ‘graduation level’ (mean score is 12.37) and ‘post-graduation and above level’(mean score is 15.43). The results of t-value show that: -

- (i) Students with parental education being ‘below matric’ have lower mean than their counterparts having parental education level upto +2 and t-value is 2.08. So it has significant difference at only 0.05 level.
- (ii) Students with parental education being ‘below matric’ have lower mean than their counterparts having parental education level upto ‘graduation’ and t-value is 5.68. So it has significant difference at both levels i.e. 0.05 and 0.01.

- (iii) Similarly, Students with parental education being 'below matric' have lower mean than their counterparts having parental education level upto 'post-graduation & above' and t-value is 5.11. So it has significant difference at both levels i.e. 0.05 and 0.01.
- (iv) Students with parental education being +2 have lower mean than their counterparts having parental education level upto 'graduation' and t-value is 2.24. So it has significant difference at only 0.05 level.
- (v) Students with parental education being +2 have lower mean than their counterparts having parental education level upto 'post-graduation & above' and t-value is 3.23. So it has significant difference at both levels i.e. 0.05 and 0.01.
- (vi) Students with parental education being 'graduation' have lower mean than their counterparts having paternal education level upto 'post-graduation & above' and t-value is 2.04. So it has significant difference at only 0.05 level.

Thus adolescent's Mathematical achievement is effected with different level of parental education (i.e. below matric, +2, graduation and post-graduation & above). This may be due to the fact that educated parents can easily understand as well as solve adolescent's problems better than illiterate parents and the parents with low education.

Hence Hypothesis 2 stating "Adolescent students with different level of parental education will differ significantly in their achievement in Mathematics" is accepted.

Table-3
Mean, standard deviations, t-test of post scores of Mathematical Achievement in terms of Family income

Comparison		N	M	S.D.	t-value
(i)	Low	34	8.35	4.13	3.23**
	Average	45	11.13	3.40	
(ii)	Low	34	8.35	4.13	3.95**
	High	21	13.61	5.21	
(iii)	Average	45	11.13	3.40	2.00*
	High	21	13.61	5.21	

****:** Significant at both the levels of confidence i.e. 0.05 and 0.01

***:** Significant at 0.05 level.

The table-3 shows that the mean performance of adolescents belonging to low, average and high. Family income group came out to be 8.35, 11.13 and 13.61 respectively. Though there is a tendency of increase in achievement level with increase in family income, the mean difference between ‘low and average income groups’ (t-value is 3.23), ‘low and high income groups’ (t-value is 3.95) turn out to be significant at both levels (i.e. 0.01 and 0.05) and the mean difference between ‘average and high income groups’ (t-value is 2.00) turn out to be significant at only 0.05 level. Thus adolescent’s mathematical achievement is effected with different level of family income. This may be due to the fact that parents having high monthly income can provide good and more educational / physical facilities to their child as compared to parents having low monthly income.

Hence Hypothesis 3stating “Adolescent students with different level of family income will differ significantly in their learning achievement in Mathematics” is accepted.

DELIMITATIONS OF THE STUDY

The study was delimited in its scope in the following manners:-

- The study was delimited to only adolescent students selected from Middle/Elementary schools of dist. Ludhiana.
- The study was delimited to some selected family related factors and no psychological variables or school variables were considered.
- Adolescent students’ performance in Mathematics on achievement test by L.N. Dubey was taken as achievement.

STATISTICAL TECHNIQUES USED

1. Descriptive statistics namely Mean, SD and t- ratio were calculated

CONCLUSIONS

On the basis of the findings of the present study following conclusions may be drawn:-

1. There exists no significant difference in the Mathematical achievement of boys and girls.
2. There exists significant difference in the mean scores of Mathematical achievement of adolescents with different levels of parental education (i.e. below matric, +2, graduation and post-graduation &above).

3. There exists significant difference in the mean score of Mathematical achievement of adolescents at different levels of their family income(i.e. low, average and high).
4. There exists significant difference in the mean score of Mathematical achievement of adolescents in peer / non-peer support.
5. There exists significant difference in the mean score of Mathematical achievement of adolescents at different levels of their occupational aspiration.
6. There exists significant difference in the mean score of Mathematical achievement of adolescents at different levels of their educational aspiration.

Hence, study concluded that different parenting styles of dealing at home play a vital role in determining their children's response at school and intern their academic achievement. The authoritative parenting style is positively associated to the academic achievement at school. Study recommends that fathers should take interest in the education of their children and there should be a good and cordial relation between parents, teachers and students.

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A STUDY OF PHYSIQUE, BODY COMPOSITION AND DIETARY INTAKE OF KABADDI PLAYERS OF PUNJAB

Dr. Balwinder Kaur

Associate Professor

Sant Darbara Singh College of Education for Women, Lopon (Moga)

Abstract

The purpose of the study was to analyze the Body Composition and Dietary intake of Punjabi male Kabaddi players ranging in age from 25 to 35 years. The study was conducted on 30 male kabaddi players. The subjects were taken from Baba Sihan Singh Gill Academy, Sidhasar, and District Ludhiana. Various anthropometric measurements like height, weight thickness of skin fold from biceps, triceps, subscapular and suprailiac were taken on each subject using standardized techniques. Dietary record of each subject was taken for three consecutive days using recall method. MSU nutriguide software was used to analyze the diet. Results indicated that the percent energy contribution of carbohydrates in daily diet was observed to be 49.39% while they should consume 60% carbohydrates in their diet. However kabaddi players were taking 35.18% fat, which was 5.62% more than the recommended value of 30%. Due to more fat ingestion kabaddi players were overweight they possessed BMI 26.67kg/m² .

Introduction

Indigenous games are commonly known as rural games. These rural games represent reflection of culture of that particular state or nation. Kabaddi is one of the most popular of folk games in the world, mainly in India. Kabaddi is attacking and defending game played between two teams having seven players each. In India, these rural games generate a tremendous interest because these sports neither requires a lot of money nor fanfare or colorful togging up, still these games helps to build stamina, sharpen the cognitive abilities and create

a spirit of sportsmanship required in various facets of life singh and singh (2013), jaipal and siwah (2013).

Kabaddi is a very strenuous outdoor game that required physiological parameters like strong long capacity and cognitive abilities like reaction time & co ordination for this. To achieve these fitness components nutrition and training work together synergistically. Therefore, just as we have optimal training, one should have optimal nutrition. According to Burke (1995), a student athlete may not be adequately nourished due to poor understanding of sports nutrition principles. Hornak (1997) stated that nutrition education is a key element in promoting life long healthy eating and exercise behaviors. Planning is all important when balancing training and eating schedule of a player. It emphasizes the fact that a trainer or coach must recognize the nutritional status of a player.

Material & Methods

The study was conducted on 30 kabaddi male players ranging in age from 25 to 35 years. The subjects were taken from Baba Sihan Singh Gill Academy, Sidhsar, Dist. Ludhiana. Various anthropometric measurements such as height, weight, skin fold thickness like biceps, triceps, subscapula and suprailliac skinfold were taken on each subject using standardized techniques (Weiner, J.S. & Lourie (1969). MSU nutriguide software was used to calculate % contribution of carbohydrates, fats and protein in daily diet of subjects. Body composition was calculated using the formula by Siri's equation (1956)

Recording of Daily Dietary intake

Information related to the daily dietary intake content was obtained from dietary records of the subjects. Dietary record of each subject was taken for three consecutive days using recall method. From this information average daily dietary intake of nutrients was calculated using

MSU nutriguide software. Mean values was obtained by using statistical package (SPSS Version 10)

Results & Discussion

The purpose of the study was to investigate the Body composition and dietary analysis of Punjabi male kabaddi player. The results of the present study were described as follows:

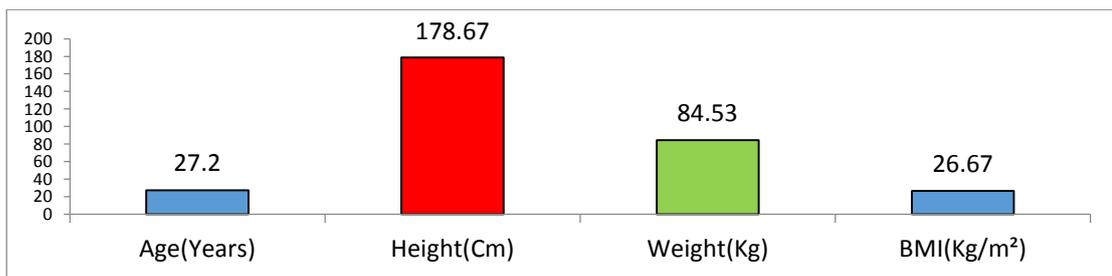


Figure 1: Age (years), Height (cm), Body Weight (Kg) and BMI (Kg/m²) of male Kabaddi players

Figure 1 depicts mean decimal age of kabaddi players of the present study was recorded 27.2 years. Kabaddi players of the present endeavor were having mean body height 178.67cm (± 5.9) and 84.53 kg (± 9.16) as mean body weight. The mean BMI value 26.67 kg/m² (± 2.19) indicated that these players were crossed the normal limits of BMI and they were in overweight zone of BMI.

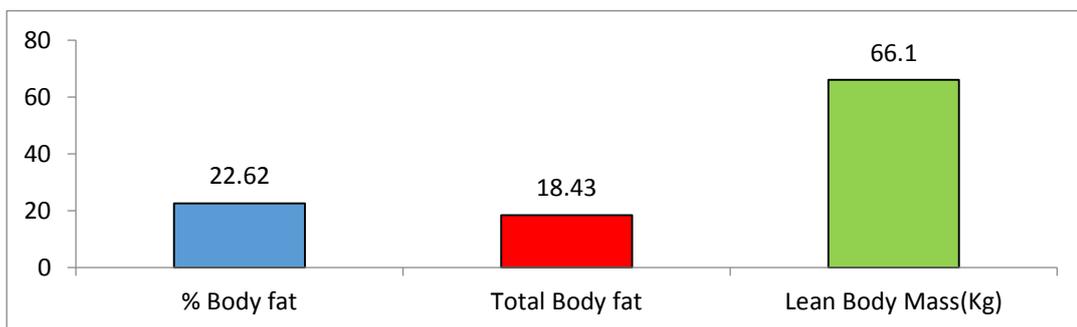


Figure 2: Body Composition of male Kabaddi players

The analysis of body composition of present kabaddi males showed that these males possessed a mean value of 22.62 (± 1.42) for percent body fat. These subjects had 7.62 % more body fat when compared with normal values for % body fat given by Rols and Word (1982).

In terms of absolute value for total body fat (kg) these subjects were found to possess 18.43kg (± 2.49) total body fat and 66.1kg (± 7.03) Lean body mass.

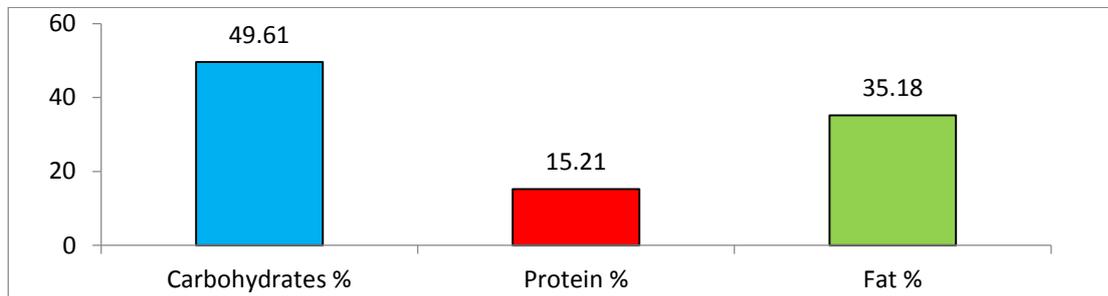


Figure 3. Percentage contribution of different macronutrients towards total energy intake

Figure described that subjects of the present study were derived total energy from carbohydrates, proteins and fats. Out of the total energy intake 60% should come from carbohydrates but in these kabaddi players only 49.61% energy was contributed by carbohydrates. Proteins contribute 15.21% in total energy intake while recommended intake was 10% therefore kabaddi players of the present study were ingesting 5.22% more proteins.

Out of the total energy intake 20-30% should come from fats. However Punjabi kabaddi players of present study were taking 35.18% fat which showed that these players were ingesting 5.18% more fat that lead to high percentage of body fat (22.62%).

Carbohydrates play a vital role in providing fuel during exercise. Sports nutritionists have suggested that people participating in daily exercise program should increase the carbohydrates in their diet from 58% to 70% of the total calories consumed, while reducing fat intake to 18% of total caloric intake. But, the present picture of macronutrients taken by kabaddi players of Punjab showed a very miserable condition. As, carbohydrates were key energy source for muscular contraction these players were ingesting approximately half of the required carbohydrates.

Therefore, it was concluded that these players should increase carbohydrate intake while reducing fat and proteins intake simultaneously to attain an optimum value of percent body fat which ultimately affects the performance of kabaddi players.

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STUDY OF ACHIEVEMENT MOTIVATION AMONG PROSPECTIVE TEACHERS IN RELATION TO GENDER AND LOCALE

Dr. H.K. Dolly

(Assistant Professor, SDS College of Education for Women Lopon, Moga)

ABSTRACT

The present study examines the achievement motivation among prospective teachers in relation to gender and locale. The sample of the study comprised of 100 prospective teachers of educational institutions from Moga district of Punjab (India). Achievement Motivation Scale developed by Deo Mohan (2008) was used for the assessment of achievement motivation among prospective teachers. Descriptive survey method of research was used and mean, standard deviation and t-ratio were worked out. The major findings show that male and female prospective teachers do not differ significantly in achievement motivation but prospective teachers from urban and rural areas differ significantly in achievement motivation.

KEY WORDS: *Achievement motivation, prospective teachers, gender and locale.*

INTRODUCTION

All human behavior is controlled, directed and modified through certain motives that originate actions. They continue the activity till the goal is not achieved. They direct the activities in a popular direction. The individual is impelled by some sort of motives. His behavior is energized by motives, selected by motives and directed by motives. Achievement oriented person is one who sincerely tries to improve the condition of his/her life him/her self.

Achievement is the glittering crown, which attracts the admiration of family, friends and fraternity and dazzles the opponents down to dust. This crown reflects a sense of sincerity, conciseness and preserving on the part of achiever, parents, teachers and all those who help to achieve it. Achievement is one small step for man, one giant leap for mankind, as stated by *Neil Armstrong* while stepping towards the moon. Achievement of a pupil continues to be the primary concern which is the most important goal of education and the main area of educational research.

Achievement is a learnt motive to compete and strive for success. It is the will power of the individual or desired tendency to do things as rapidly or as well as possible. It is the intense and persistence efforts to do everything well and to accomplish something difficult to have determination to win.

Achievement is the status or level of person's learning and his ability to apply what he has learned (**Horrock, 1976**). Achievement motivation refers to behavior of an individual who strives to accomplish something to his best. It involves planning, excitement and a specific set of action strategies. A person with high motivation is a self-confident individual who functions well even in odd situation. Achievement motivation encourages each individual to find his own unique way to satisfy his concern for excellence. The achievement motivation is an acquired tendency of the individuals. It impels action to aspire and achieve in the competition with others with a standard set by the individuals. The theory of achievement motivation attempts to account for the determinants of the direction and magnitudes. Achievement motivation can be understood simply as the tendency to strive for success. This characteristic of achievement motivation has two aspects *i.e.*, positive and negative. The person having more positive approach is called high motivation person and the person having more avoidance is called a low motivation person. There is a universal tendency of human being to strive, to excel, to succeed and to go ahead of others. There tendency can be called the motive to achieve. It affects many activities of individual. Achievement motivation helps in meeting the obstructions which come in the way of achievement of goal. It carries out our projects through successful competition by the rival and to achieve success of its own sake.

All human behavior is controlled, directed and modified through certain motives that originate actions. They continue the activity till the goal is not achieved. They direct the activities in a popular direction. The individual is impelled by some sort of motives. His behavior is energized by motives, selected by motives and directed by motives. Achievement oriented person is one who sincerely tries to improve the condition of his/her life him/her self.

The concept of achievement motivation was given by *Murray*, may be defined as clarification with the existing condition and urge to improve upon it. Achievement motivation is to accomplish something difficult, to master, manipulate or organize physical objects, human beings or ideas, to do this rapidly and as independently as possible, to overcome obstacles and to attain a high standard to excel oneself to rival and surpass others, to increase self-regard by the successful exercise of talents (**Murray, 1938**). Achievement motivation is the disposition

to strive for satisfaction derived from success in competition with a standard of excellence (**Atkinson and Feather, 1966**). Most feel some sense of urgency to strive for success in various aspects of their life, and their general push has been termed as achievement motivation (**Evans, 1978**). Achievement motivation is the motivation to accomplish valued goals and to avoid failure. The concept becomes important as motivation becomes less dominated by psychological drives (**Bhagi and Sharma, 1992**). Achievement motivation is to accomplish something to do his best and to excel others in performance. This involves competitions with a particular standard of excellence of performance (**Singh, 1993**). Achievement motivation (need to achieve) is an acquired tendency of the individual which impels action to aspire, to stride, to achieve in competition with others with standard set by the individual (**Seangsai, 1998**). Achievement motivation is a desire to move ahead to the ultimate goal and achievement value is a verbalized desire for upward striving and an urge for attaining a high standard of objective accomplishment, an expressed interest in undertaking difficult and challenging tasks and a sense of optimism (**Mukherjee, 2002**).

REVIEW OF RELATED LITERATURE

Kaur (2001) found no significant correlation between academic achievement and achievement motivation of school students. **Khosa (2001)** found that academic achievement and achievement motivation are positively correlated with each other. However, she found no significant relationship in the achievement scores of students with high and low achievement motivation. **Kaur (2002)** found a significant correlation between frustration and achievement motivation of 9th class girls. **Saini (2005)** showed academic achievement of adolescent children of working mothers much better than the adolescent children of non-working mothers. **Rani (2009)** found no difference in achievement motivation level of boys and girls. **Adom, et.al., (2014)** investigated a positive relationship between achievement motivation and academic achievement but the correlation was not significant. **Yadev (2014)** revealed that the students belonging to upper and middle socio-economic status did not differ significantly in their academic achievement motivation. **Kaur (2018)** found difference in achievement motivation of rural and urban male and female senior secondary school students. Achievement motivation of urban senior secondary school students was more than rural senior secondary school students. **Kaur (2020)** found no significant difference between the achievement motivation of male and female prospective teachers but significant difference between the achievement motivation of urban and rural prospective teachers.

EMERGENCE OF THE PROBLEM

The review of related literature reveals that not much research has been done on the proposed topic. **Rani (2009)** found no difference in achievement motivation level of boys and girls. **Kaur (2018) & Kaur (2020)** found difference in achievement motivation of rural and urban males and females. However, in a competitive society or set-up, the desire to excel over others or achieve a higher level than one's peers, is intensified which in turn may lead to a stronger drive or motive to achieve whatsoever is essential to beat others in the race. The need to achieve, is the spring board of the achievement motivation. So, present study is an effort to investigate the achievement motivation among prospective teachers in relation to gender and locale.

STATEMENT OF THE PROBLEM

STUDY OF ACHIEVEMENT MOTIVATION AMONG THE PROSPECTIVE TEACHERS IN RELATION TO GENDER AND LOCALE

OBJECTIVES

1. To study and compare the Achievement motivation among male and female prospective teachers.
2. To study and compare the Achievement motivation among urban and rural prospective teachers.

HYPOTHESES

1. There is no significant difference between the achievement motivation among male and female prospective teachers.
2. There is no significant difference between the achievement motivation among urban and rural prospective teachers.

DESIGN OF THE STUDY

Descriptive survey design was applied on prospective teachers of Moga District in Punjab. Investigator further classified the sample into equal number of prospective teachers on gender and locale basis.

SAMPLE OF THE STUDY

In the present study investigator selected 100 prospective teachers that were randomly selected from rural and urban teacher education colleges, situated in Moga district of Punjab. Equal representation was given to male and female prospective teachers. The colleges were also randomly selected but availability of students, favorable attitude of principals and convenience of the investigator were also taken into consideration while selecting colleges of study.

TOOLS USED

Achievement Motivation Scale developed by Deo Mohan (2008).

Statistical

TECHNIQUES USED

t-Test was applied to find out the difference of achievement motivation among prospective teachers in relation to gender and locale.

Table 1: Significance of difference between the achievement motivation among male and female prospective teachers.

Group	Mean	SD	t- ratio
Male	119.44	14.45	0.71*
Female	121.68	16.91	

*Non-significant

Table 1 represents the value of mean of achievement motivation for male prospective teachers is 119.44 and 121.68 and their standard deviation 14.45 and 16.91 respectively. The t-value is 0.71 which is non-significant ($p > 0.05$). Thus, male and female prospective teachers do not differ significantly in achievement motivation. Hence the **Hypothesis 1: “There is no significant difference between the achievement motivation among male and female prospective teachers.”** is accepted.



Figure1: Difference between Achievement Motivation among male and female prospective teachers.

Table 2: Significance of difference between the achievement motivation among urban and rural prospective teachers.

Group	Mean	SD	t- ratio
Urban	113.7	14.47	4.84*
Rural	127.42	13.85	

* Significant at 0.01 level of significance

Table 2 represents the value of mean of achievement motivation for urban prospective teachers is 113.7 and 127.42 and their standard deviation 14.47 and 13.85 respectively. The t-value is 4.84 which is significant ($p < 0.01$). Thus, urban and rural prospective teachers differ significantly in achievement motivation. Hence the **Hypothesis 1**: "There is no significant difference between the achievement motivation of urban and rural prospective teachers" is rejected. Hence the **Hypothesis 2**: "There is no significant difference between the achievement motivation of urban and rural prospective teachers" is rejected.

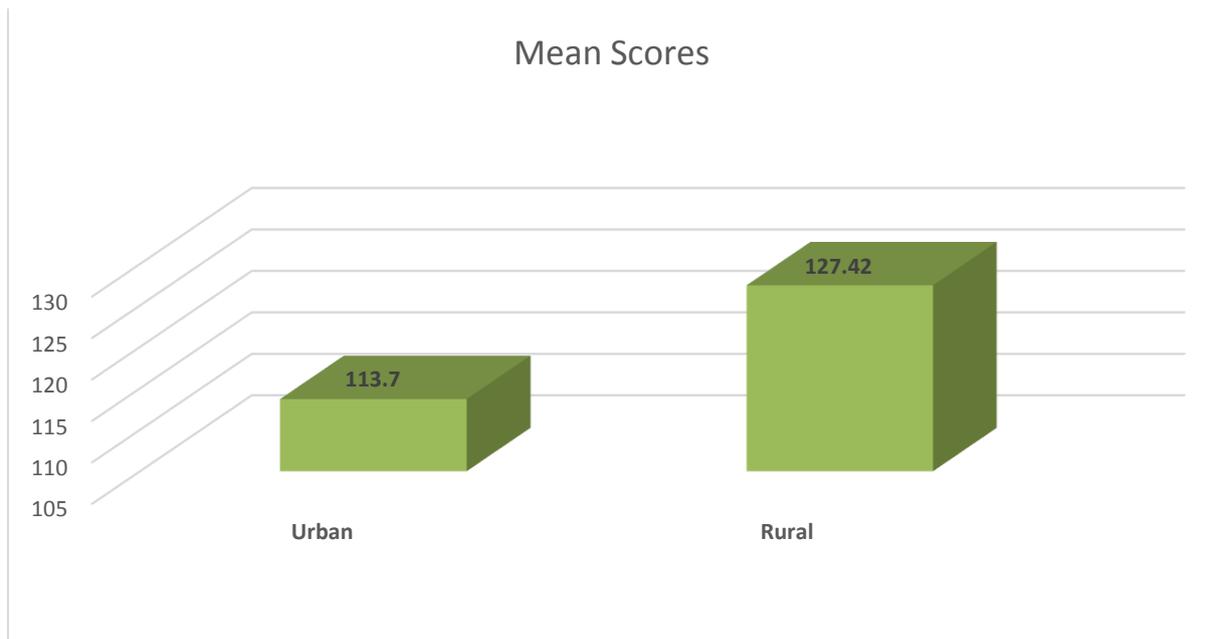


Figure2: Difference between Achievement Motivation among urban and rural prospective teachers.

CONCLUSIONS

1. There is no significant difference between the achievement motivation among male and female prospective teachers.
2. There is significant difference between the achievement motivation among urban and rural prospective teachers.

EDUCATIONAL IMPLICATIONS

World is full of cut throat competitions. Achievement motivation impels action to aspire and achieve in the competition with others with a standard set by the individuals. It is the tendency to strive for success. It stimulates the learning activities and helps to make improvement in the academic achievement. The results of the study show that achievement motivation among rural prospective teachers is significantly more as compared to that of urban prospective teachers. So, we need to improve the achievement motivation among urban prospective teachers.

LIMITATIONS AND FUTURE DIRECTIONS

1. The study was conducted on a small sample of prospective teachers of Moga District of Punjab. Same study can be conducted on larger sample of degree college students, school students and other professional college students.
2. The study is confined on prospective teachers in relation to gender and locale. The same can be done on different streams like science, art, commerce, medical, engineering, law *etc.*
3. The study was conducted on a small sample of prospective teachers of Moga District of Punjab. Same study can be conducted on sample from other districts of Punjab or from other other states.

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FRUSTRATION AMONG ADOLESCENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

Dr. Gurjit Kaur

Assistant Professor

Sant Darbara Singh College of Education for Women, Lopon, Moga

ABSTRACT

Present study is based on frustration among adolescents in relation to their academic achievement. A sample of 100 students based on random sampling method was selected from Ludhian District. The subjects were administered FAS tool for frustration and for academic achievement, their award sheets were collected. The t-test and correlation was applied for the study of the significant difference and relationship in the mean scores of gender and locality. The result indicated that there is significant difference in frustration among adolescents' and there exists significant negative relationship in mean scores between frustration and academic achievement of adolescents. It is concluded that once they learn to develop the right approach towards their problem, frustration level automatically will decrease resulting in a balanced and socially productive personality.

Keywords: Frustration, Adolescents, Academic Achievement

INTRODUCTION

As adolescence is a period of utter stress and strain, adolescents in this period find themselves in many complex situations and their inability to choose the best option, out of many, is a great problem which leads to frustration in one way or the other. A frustrated student is as dangerous to himself and the institution as an injured leopard looking to attack whosoever it finds. This frustration, to a great extent can be regulated by introducing various specific curricular and co-curricular provisions for adolescents in the schools which can help in providing them an opportunity to give vent to their hidden negative energy and use it positively. Frustration is the feeling that makes somebody feels annoyed or impatient because they cannot do or achieve what they want (Oxford Advanced Learner's Dictionary, 2000). Academic achievement is knowledge attained and skills developed in school subjects usually designated by test scores or by marks assigned by teacher or by both. It encourages the students to work hard and learn more. It may be defined as school subjects in whom they have received the instruction.

Academic achievement refers to instructional system of formal education with school, college or university (Hawes and Hawes ,1982).

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND FRUSTRATION

Modern age is the age of competitions where only the fast paced individuals with mental as well as physical stability win the race. The society existing today is very complex in nature. Therefore adolescents face a number of problems in their lives as adjustment, identity crisis, developmental problems, stress and strains and frustration. Youth of today possess very high potentials, education and knowledge and will to excel but are emotionally frustrated if they are unable to fulfill their needs. So, adolescents in present scenario are highly explosive, emotionally and are distracted towards the negative atmosphere. Therefore an attempt is made so that frustrated youth could be made psychologically strong to make their way through the crowded lanes of competition with ease and satisfaction and to get the best out of them.

FACTORS OF FRUSTRATION

Factors that lead to non-fulfillment of desires are the causes of frustration.

Causes of frustration may be studied under:

1. External Environment Factors

External factors are conditions, which are the environment. They influence the individual from outside. Some of the important external factors of frustration are as under:-

Physical Factors: Many of needs remain unfulfilled due to the physical obstacles. For example rain, flood, famine, fire, earthquake may destroy normal condition and lead to non-fulfillment of needs and desires. This non-fulfillment leads to frustration. In feministic areas people are compelled to go without food their hunger needs are frustrating.

Social Factors: Our society is based on certain norms and rules and members of society have to work according to those norms and rules. These norms and rules may lead to non-fulfillment of desires and cause frustration. A person may be anxious to marry a particular beautiful girl. But because of social situation he may not be able to be appreciated, loved and respected. If this desire for love and respect is not met, the result is frustrating.

Economic Factors: Poverty is the cause of many frustrations. Some people are not able to fulfill these physical needs due to poverty. They are not able to get proper food and sufficient clothing. They also remain frustrated. Unemployment, lack of security in employment, inadequate wages and harsh treatment by employers and lack of opportunities cause frustration.

2. **Internal / Personal Factors:** Sometimes internal or personal causes are responsible for frustration, personal causes frustrate the individual from within, internal person himself is the cause of frustration.

Some of the important causes of frustration are as under:-

Physical Defect or Abnormality: Frustration may be caused due to physical defect such as blindness, deafness, lameness etc. An ugly face, dark complexion, very heavy or thin body, very small or big stature may be source of frustration.

Mental Deficiency: Frustration may be caused to mental deficiency. Deficiency in one's intelligence or studies may frustrate an individual. A person may be anxious to get first division in B.Ed. examination, but because of mental deficiency he may not get it. This would cause dissatisfaction and frustration.

Conflicting Desires: Frustration may be caused due to conflicting desires of the person. For example, a young boy wishes to marry a particular girl of his choice, but also wishes to avoid it as it interferes to obtain a Ph.D. degree, which requires four years study in a university.

Moral Values: Sometimes moral values also cause frustration. A person wants to steal an attractive living, but his moral values stop him from doing so. Similarly cheating in examinations versus not cheating places the persons in a similar dilemma. In such a situation he can fulfill only one need and this leads to conflict and frustration.

High Level of Aspiration: Sometimes very high level of aspiration causes frustration. For example, a school student who hardly gets pass marks in various examinations aspires to become lectures. Such aspirations are found to lead to frustration.

Gupta (2000) studied relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control, anxiety, personality traits, level of aspiration with academic achievement and found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement. **Ramachandran (2000)** found that there was a low positive correlation between academic achievement and frustration. **Yeole(2001)** concluded that poor academic achievement causes psychological, emotional and behavioral disorders. **Jain (2001)** found that there was a significant difference in academic achievement and frustration level.

OBJECTIVES OF THE STUDY

1. To study and compare frustration among urban and rural adolescents
2. To study and compare academic achievement among urban and rural adolescents
3. To study and compare frustration among boys and girls adolescents

4. To study and compare academic achievement among boys and girls adolescents
5. To study the relationship between frustration and academic achievement among adolescents

HYPOTHESES OF THE STUDY

1. There will be no significant difference in mean scores of frustration among urban and rural adolescents
2. There will be no significant difference in mean scores of academic achievement of urban and rural adolescents
3. There will be no significant difference in mean scores of frustration among boys and girls adolescents
4. There will be no significant difference in mean scores of academic achievement of boys and girls adolescents
5. There will be no significant relationship between frustration and academic achievement among adolescents.

METHOD

Descriptive survey method was used for the study.

SAMPLE

A sample of 200 adolescents studying in the schools affiliated to P.S.E.B. of Ludhiana District was selected. Random sampling technique was used for the selection of schools and then students were selected at random from the schools.

TOOLS USED

1. Reaction to Frustration Scale (RFS) by Dixit and Srivastava.
2. Award sheets were collected to measure academic achievement by the investigator.

RESULTS AND CONCLUSIONS

Table 4.1 Showing Mean, SD, SE_D, T-Value of Frustration among Adolescents

Variable	Areas	N	Mean	S.D.	SE_D	t-value	Level of Significance
Frustration	Urban	100	90.32	11.57	1.08	1.27	Non-Significant
	Rural	100	88.95	14.31			

Table 4.1 reveals that there is no significant difference in frustration among urban and rural adolescents. Hence hypothesis 3 states that there will be no significant difference in mean scores of frustration among adolescents urban and rural adolescents' stands accepted. It shows that frustration has same in locality.

Table 4.2 Showing Mean, SD, SE_D Scores of Academic Achievement among Adolescents

Variable	Groups	N	Mean	S.D.	SE _D	t-value	Level of Significance
Academic Achievement	Urban	100	156.51	17.64	4.03	2.02	Significant at 0.05 Level
	Rural	100	128.44	15.20			

Table 4.2 reveals that there exists significant difference in academic achievement of urban and rural adolescents. Hence hypothesis 4 states that there will be no significant difference in mean scores of academic achievement of urban and rural adolescents stands rejected. It shows that urban students get more educational facilities than rural students.

Table 4.3 Showing Mean, SD, SE_D, T-Value of Frustration among Adolescents

Variable	Groups	N	Mean	S.D.	SE _D	t-value	Level of Significance
Frustration	Boys	100	92.32	11.56	1.08	3.70	Significant at 0.01 level
	Girls	100	88.92	13.30			

Table 4.3 reveals that there is significant difference in frustration among boys and girls. Hence hypothesis 1 states that there will be no significant difference in mean scores of frustration among boys and girls adolescents stands rejected. It shows that boys are more frustrated than girls.

Table 4.4 Showing Mean, SD, SE_D Scores of Academic Achievement among Adolescents

Variable	Groups	N	Mean	S.D.	SE _D	t-ratio	Level of Significance
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Academic Achievement	Boys	100	128.44	26.07	2.72	2.91	Significant at 0.01 level
	Girls	100	135.51	25.44			

Table 4.4 reveals that there is significant difference in academic achievement among boys and girls adolescents. Hence hypothesis 2 states that there will be no significant difference in mean scores of academic achievement of boys and girls adolescents stands rejected. Its shows that girls are more sincere in their study than boys.

Table 4.5 Showing Significant Relationship between Frustration and Academic Achievement of Adolescents

Variables	N	r
Frustration	200	-0.907
Academic Achievement	200	

Table 4.5 reveals that there exists significant negative relationship in mean scores of frustration and academic achievement of adolescents. Hence hypothesis 5 states that there will be no significant relationship between frustration and academic achievement among adolescents stands accepted. It shows that more the frustration among adolescent less will be their academic achievement.

FINDINGS AND DISCUSSION

1. There is significant difference in frustration among boys and girls. Hence hypothesis 1 states that there will be no significant difference in mean scores of frustration among boys and girls adolescents stands rejected. It shows that boys are more frustrated than girls. This finding support the finding by
2. There is significant difference in academic achievement among boys and girls adolescents. Hence hypothesis 2 states that there will be no significant difference in mean scores of academic achievement of boys and girls adolescents stands rejected. Its shows that girls are more sincere in their study than boys. This finding support the finding by
3. There is no significant difference in frustration among urban and rural adolescents. Hence hypothesis 3 states that there will be no significant difference in mean scores of

frustration among adolescents urban and rural adolescents' stands accepted. It shows that frustration has same in locality. This finding support the finding by

4. There exists significant difference in academic achievement of urban and rural adolescents. Hence hypothesis 4 states that there will be no significant difference in mean scores of academic achievement of urban and rural adolescents stands rejected. It shows that urban students get more educational facilities than rural students. This finding contradict the finding by **Ramachandran (2000)** who found that there was a low positive correlation between academic achievement and frustration.

CONCLUSION

From the result it is clear that the teachers, parents, psychologists, sociologists, philosophers, planners, educationists and guidance workers should provide due attention to frustrated students so that they can improve their academic performance and get success in future. We have to make separate arrangements for teaching sensitive students and those students who easily get frustrated. Frustrated students may be sent for some vocational and occupational training for their future success.

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WORK MOTIVATION IN RELATION TO WORKING CONDITIONS OF SCHOOL TEACHERS

Dr. Rakhi

Assistant Professor,

Sant Darbara Singh College of Education for Women, Lopon

ABSTRACT

The present research study investigates work motivation among school teachers in relation to their working conditions. A sample of 200 government secondary school teachers were taken for data collection. Work Motivation Questionnaire by Agrawal and Teacher's Working Conditions Scale by Rakhi were used for assessment of work motivation and working conditions among school teachers. The findings of the study reveals that there is a significant positive relationship between work motivation and working conditions of secondary school teachers. There is no significant difference in work motivation of secondary school teachers in terms of gender, locale and stream. There is no significant difference in working conditions of secondary school teachers in terms of gender, locale and stream.

Keywords: Work motivation, Working conditions, school teachers

INTRODUCTION

Education is a process of behavioural change and development that occurs continuously throughout every stage of life. Teachers are active in every stage of that process. The formation of desirable behaviour in the student is closely linked to the motivation levels of the teacher, as well as the teacher's attitude and behaviour. Low motivation levels in the teacher, who is in a critical position in the education and schooling process, has a negative impact on the achievement of high standards in education. It should be noted that there is a motive, or a string of motives, behind every kind of behaviour in all situations (Cuceloglu, 1997). Almost everyone is in same way motivated. The motivation might be to become rich, to become famous, or simply to gain status. According to Peters and Waterman (1995) researchers have identified that the main factor in motivating people is to give the individual a sense of success. However, levels of stimulation and anxiety, need, beliefs and goals also significantly influence a person's motivation (Keskin, 2007). An individual's motivation level is depended on the material and social benefits he or she gains from the institution they work in (Findikci, 2006).

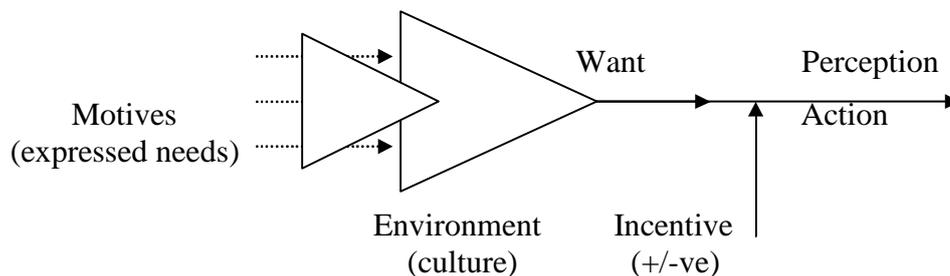
It is not just their physiological needs that employees need to be met by the organizations they work for. According to Basaran (1984) the individual also has social and psychological needs to be addressed by an employer. Motivation is an internal driving force which results in persistent behaviour directed towards a particular goal. It is an effective instrument in the hands of a manager for inspiring the workforce and creating a confidence limit.

The word ‘motivation’ has been derived from the word ‘motive’, which means any idea, need or emotion and could be conscious or subconscious that prompts a man into action.

“It is the inner state that directs or channels behaviour toward goals.”

(Berelson and stonier, 1964)

They are always directed towards goals. As the needs are more basic than wants. A need may lead to different wants for different people. This differentiation comes from the influence of environment in which one lives. For achieving what a person wants, he will think about what alternative actions will be required to be taken by him. He will then evaluate these possible actions, and then select the one with the least cost/effort.



Linkage between Motives and Action

Motivation is not a personal trait, but a result of the interaction between the individual and the situation. Motivation has close relationship with the behaviour of human beings. Geary, D. C. (2005), Motivation is a reason or set of reasons for engaging in a particular behavior, especially human behavior as studied in psychology and neuropsychology. The reasons may include basic needs (e.g., food, water, shelter) or an object, goal, state of being, or ideal that is desirable, which may or may not be viewed as "positive," such as seeking a state of being in which pain is absent. Wiktionary (2003) Employee motivation is the psychological feature that arouses an employee to behave in a certain manner for accomplishing certain organizational goals. Motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfils some need or expectation (Mullins 1993).

Working conditions can be regarded from different perspectives. In general they can be defined

as the physical and psychological aspects of the workplace. Some examples of the physical conditions are resources of school, number of students for class and noise level at school. From psychological point of view work is an important identity, self esteem, and self-actualization. Some of the psychological conditions are related with people, parents, colleagues and school principal, constant change, time pressure, workload and role conflict. (Direk,2003; Holloway, 2002). Johnson (2006) while defining working conditions described that it includes the physical features of building, equipment and resources, which serve as platform for teacher's work; the organizational structure that define teacher's formal positions and relationships with other in the school such as workload, autonomy and supervision; opportunities for teacher to participate in the important decision making process; teacher's experience to work including their roles, status and characteristics of their students and peers; the psychological job features of the environment that may sustain or deplete them personally such as opportunities for learning and growth.

SIGNIFICANCE OF STUDY

A teacher, who is happy with his job, plays a pivotal role in the upliftment of the society. Well adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. Motivation is the key to organizational effectiveness and is a predictor for performance and job satisfaction. School teachers shape the nation's destiny. Hence present research work is taken up as a humble attempt to bridge the gap. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. Professional knowledge, skills and centre competencies occur when one feels effective in one's behaviour. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). In organizational research, work motivation has been the subject of more theories than any other topic (Baron, 1991); organizational researchers see employee motivation as a fundamental building block in the development of effective theories. Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. The importance of employee satisfaction and work motivation is growing all the time in the organization. Many researches have been made to find out the effect of job satisfaction and motivation that have productivity of the organization. After decades of research it's now possible to offer a coherent, data-based theory of work motivation and job satisfaction. It's not illogical to determine that the more satisfied employee will perform better. So the environment that created for employee must be one that

is constructive to positive energy. If employee feels happy while working, then they will be naturally encouraged to work.

The quality of education is infinitely depends on the qualities of the teachers. Higher level of motivation on the part of teachers will progress the performance teachers and the students. In teaching & learning process the teacher plays a significant role. Working environment creates working conditions and favourable working conditions save as basis for satisfaction performance of teachers and also to same extent as a motivation. Unfavourable working condition cause dissatisfaction with the job, which leads to reduce performance. On the other hand if the working conditions are good, the teachers can be naturally motivated by the working environment. So the investigator felt a dire need to study work motivation in relation to working conditions of the teachers.

OBJECTIVES OF THE STUDY

1. To study the relationship of work motivation and working conditions of secondary school teachers.
2. To study and compare work motivation of male and female secondary school teachers.
3. To study and compare work motivation of rural and urban secondary school teachers.
4. To study and compare work motivation of secondary school teachers teaching science and arts subjects.
5. To study and compare working conditions of male and female secondary school teachers.
6. To study and compare working conditions of rural and urban secondary school teachers.
7. To study and compare working conditions of teachers teaching science and arts subjects.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship in work motivation and working conditions of secondary school teachers.
2. There exists no significant difference in working motivation of male and female secondary school teachers.
3. There exists no significance difference in work motivation of rural and urban secondary school teachers.
4. There exists no significant difference in work motivation of teachers teaching science and

arts taught.

5. There exists no significant difference in working conditions of male and female secondary school teachers.

6. There exists no significant difference in working conditions of rural and urban secondary school teachers.

7. There exists no significant difference in working conditions of teachers teaching science and arts taught.

DELIMITATIONS OF THE STUDY

-The study was delimited to Moga district only.

-Only secondary school teachers were taken for the study.

SAMPLE

The sample for this study has been collected from 200 secondary school teachers. Government secondary school teachers were taken in terms of gender, locale and subjects taught.

TOOLS USED

1. Work Motivation Questionnaire by Agrawal
2. Teachers Working Conditions Scale by Rakhi

PRESENTATION OF RESULTS

The data is presented in the form of tables below:

Table 1 Coefficient of Correlation between Work Motivation and Working Conditions of Secondary School Teachers

Group	N	'r'
Total	120	0.257

Table 1 shows the value of correlation between work motivation and working conditions of secondary school teachers. This value 0.257 which is greater than the table value and is significant at 0.01 level of significance. It means that there is a positive relationship between work motivation and working conditions of secondary school teachers. This shows that good working conditions encourage motivation among teachers and poor working conditions discourage their motivation to work.

Hence, hypothesis 1 states’’ there is no significant relationship between work motivation and working conditions of secondary school teachers’’ is rejected.

Table 2 Mean Scores of Work Motivation of Secondary School Teachers in terms of Gender

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>S.ED</i>	<i>t-value</i>
<i>Male</i>	<i>60</i>	<i>102.7</i>	<i>11.36</i>	<i>1.561</i>	<i>0.43</i>
<i>Female</i>	<i>60</i>	<i>97.23</i>	<i>12.78</i>		

Table 2 shows that mean work motivation scores of male and female secondary school teachers are 102.7 and 97.23 respectively. The value of S.D. is 11.36 and 12.78 for male and female teachers. The t-value is 0.43 which is less than the table value and not significant at any level of significance. It means that there exists a significant difference in work motivation of male and female group of secondary school teachers.

Thus the hypothesis 2 states’’ There is no significant difference in work motivation of secondary school teachers in terms of gender.’’ is accepted.

It may be justified here that motivation does not create any difference in terms of gender. Government teachers whether male or female have certain reasons for motivation to work like their salary, job security, regular perks etc.

Table 3 Mean Scores of Work Motivation among Secondary School Teachers in terms of Locale

<i>Locale</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>S.Ed</i>	<i>t-value</i>
<i>Rural</i>	<i>60</i>	<i>100.07</i>	<i>13.69</i>	<i>2.077</i>	<i>1.352</i>
<i>Urban</i>	<i>60</i>	<i>97.26</i>	<i>10.26</i>		

**NS=Not Significant

Table 3 shows mean work motivation scores of rural and urban secondary school teachers are 100.07 and 97.26 respectively. The value of S.D. is 13.69 and 10.26 for rural and urban group of teachers. The t-value is 1.35 which is less than the table value and not significant at any level of significance. It means that there exists no significant difference in work motivation of rural and urban group of secondary school teachers.

Hence, the hypothesis 3 states ‘‘ there is no significant difference in work motivation of secondary school teachers in terms of locale.’’ is accepted.

This may be justified that teachers working in rural schools have same job criteria of salary and security of job, so their motivation to work do not differ from teachers working in urban schools.

Table 4 Mean Scores of Work Motivation among Teachers Teaching Arts & Science Subject

Subject	N	Mean	S.D	S.Ed	t-value
Arts	60	97.19	9.75	9.82	0.098**
Science	60	98.16	12.24		

** NS- Not Significant

Table 4 shows that mean work motivation scores of secondary school teachers teaching arts and science subjects are 97.19 and 98.16 respectively. The value of S.D. is 9.75 and 12.24 for arts and science subject group of secondary school teachers. The t- value is 0.098 which is less than the table value and not significant at any level of significance. It clarifies that there exists no difference in work motivation of secondary school teachers teaching arts and science subjects.

The hypothesis 4 states ‘‘ there is no significant difference in work motivation of secondary school teachers in terms of subject.’’ is accepted.

Table 5 Mean Scores of Working Conditions of Secondary School Teachers in terms of Gender

Gender	N	Mean	S.D	S.Ed	t-value
Male	60	141.06	14.51	1.763	0.21
Female	60	144.16	12.29		

Table 5 shows that mean working conditions scores of the male female secondary school teachers are 141.06 and 144. 16 respectively. The value of S.D. is 14.51 and 12.29 for male and female teachers. The t-value is 0.21 which is less than the table value and not significant at any level of significance. It means that there exists no significant difference in working

conditions of male and female secondary school teachers.

Hence, the hypothesis 5 states “ there is no significant difference in working conditions of secondary school teachers in terms of gender” is accepted .

Table 6 Mean Scores of Working Conditions of Secondary School Teachers in terms of Locale

Locale	N	Mean	S.D	S.ED	t-value
Rural	60	140.6	18.18	1.524	-1.443
Urban	60	142.8	13.16		

**NS- Not Significant

Table 5 shows that mean working conditions scores of the rural and urban secondary school teachers are 140.6 and 142.8 respectively. The value of S.D. is 18.18 and 13.16 for rural and urban group of teachers. The t-value is -1.443 which is less than the table value and not significant at any level of significance. It means that there exists no significant difference in working conditions of rural and urban secondary school teachers.

Hence, the hypothesis 6 states” There is no significant difference in working conditions of secondary school teachers in terms of locale.” is accepted.

Table 7 Mean Scores of Working Conditions of Teachers Teaching Arts and Science Subjects

Subject	N	Mean	S.D	S.ED	t-value
Arts	60	141.03	14.57	14.6	-0.059**
Science	60	140.16	13.16		

**NS- not significant.

Table 7 shows that mean working conditions scores of secondary school teachers teaching arts and science subjects are 141.03 and 140.16 respectively. The value of S.D. are 14.57 and 13.16 for arts and science subject group of teachers. The t- value is 0.059 which is less than the table value and not significant at any level of significance. It means that there exists no significant difference in working conditions of secondary school teachers teaching arts and science subjects.

The hypothesis 7 states “there is no significant difference in working conditions of secondary

school teachers in terms of subjects'' is accepted.

FINDINGS OF STUDY

1. There is a significant positive relationship between work motivation and working conditions of secondary school teachers.
2. There is no significant difference in work motivation of secondary school teachers in terms of gender.
3. There is no significant difference in work motivation of secondary school teachers in terms of locale.
4. There is no significant difference in work motivation secondary school teachers in terms subject.
5. There is no significant difference in working conditions of secondary school teachers in terms of gender.
6. There is no significant difference in working conditions of secondary school teachers in terms locale.
7. There is no significant difference in working conditions of secondary school teachers in terms subject

EDUCATIONAL IMPLICATIONS

The findings of present study will be helpful in making government aware about the impact of working conditions on teachers. The results will significantly be useful for the government schemes to make working conditions more effective, and motivated for government secondary school teachers.

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IMPACT OF PARENTAL ENCOURAGEMENT ON SELF-CONFIDENCE OF ADOLESCENTS

Mrs. Gurpreet Kaur

Assistant Professor, Sant Darbara Singh College of Education for Women Lapon
(Moga)

ABSTRACT

The present study is an investigation of study of value pattern among adolescents in relation to socio economic status. In the present study, a sample of 160 adolescents from different school of fazilka District has been taken. Equal numbers of male and female students have been included in the sample. In the present study for the collection of data the tools Parental Encouragement scale by Dr. R.R. Sharma (1997). Self-Confidence Inventory by Rekha Gupta (2000). The present study utilized the descriptive survey method to investigation in order to ascertain the parental encouragement on self-confidence of adolescents.

Keywords: *Self- confidence, Parental Encouragement, Adolescent*

INTRODUCTION

Self confidence is one of the personality trait is a composite of person's thoughts and feelings, hopes fears fantasies, and his view of what he is, what he has been , what be might become and his attitude pertaining to his worth. Self confidence is a positive attitude of oneself towards one's self concept. It is an attribute of perceived self. Self Confidence refers in person's perceived ability to tackle situations successfully without learning on others old to have a positive self-evaluation. A self confident person perceives himself to be socially competent, emotionally mature, intellectually, adequate, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. So the concept of Self confidence enjoys important position in the theories of human behaviour and is personality and to regarded as a basic condition of human existence in modern day world by many thinkers. Confidence is learned . It is not inherited. If you lack confidence, it probably means that, as a child, you were criticized, undermined, or suffered an explicable tragic loss, for which you either blamed yourself or were blamed by others. A lack of confidence isn't necessarily permanent but it can be if it isn't addressed. Our religion, the influence of the culture which formed our perspective, our gender,

social-class and parents, in particular, are all factor which influence and contribute to our level of confidence.

OBJECTIVE OF THE STUDY

1. To find out the relationship between Self-confidence and Parental encouragement among adolescents of Fazilka District.
2. To find out the difference in the mean scores of Self-confidence among rural and urban area adolescents of Fazilka District.

HYPOTHESES OF THE STUDY

1. There is significant relationship between Self-confidence and Parental encouragement among adolescents of Fazilka District
2. There is a significant difference in the mean scores of Self confidence among rural and urban area adolescents of Fazilka District.

METHOD

The present study was a Description Survey method that was conducted on the adolescents of schools of fazilika District of Punjab .Investigator further classified the sample into two, randomly selected equal number boys and girls . There are further categorized on the basis of faculty

SAMPLE

Sampling is an essential item in the field of research. An investigator wants to collect data from a particular population, but it is not possible for him to reach every member of the population. For this purpose, a sample is representative of the population. The conclusions are draw and generalization can be made about the whole population based on an examination of some part of the whole. The process of using a part as a basis is for an estimate of whole is known as sampling.In the present study, a sample of 160 adolescents from different school of fazilika District has been taken. Equal numbers of boys and girls students have been included in the sample.

TOOLS USED

The instruments employed for the exploration of new fields the called tools. The selection of suitable tools and their application is an important step in the collection of data after the

research problem has been selected defined and delimited. In the present study the following tools were used

1. Parental Encouragement Scale by Dr. R.R. Sharma (1997)
2. Self-Confidence Inventory by Rekha Gupta (2000)

RESULT AND DISCUSSION

HYPOTHESIS 1

There is a significant relationship between self-confidence and parental encouragement of adolescents

Table 1.1 showing means scores of self-confidence and parental encouragement among adolescents (Total Sample)

Variable	N	Mean	'r'	Level of Signification
Self-confidence	160	24.91	0.172	Signification
Parental Encouragement	160	67.72		

Table 1.1 revealed that the value of coefficient of correlation between self-confidence and parental encouragement is 0.172 which is significant at 0.01 level.

Therefore the hypothesis 1 stating that, "There is a significant relationship between self-encouragement is 0.172 which is significant at 0.01 level and stands accepted.

It means that there exists a significant positive relationship between self-confidence and parental encouragement. This shows that with encouragement of parents self-confidence of an individual can be enhanced. Parents are real motivators of an individual and if any individual is not confident in itself then their parental encouragement boost that individual's confidence.

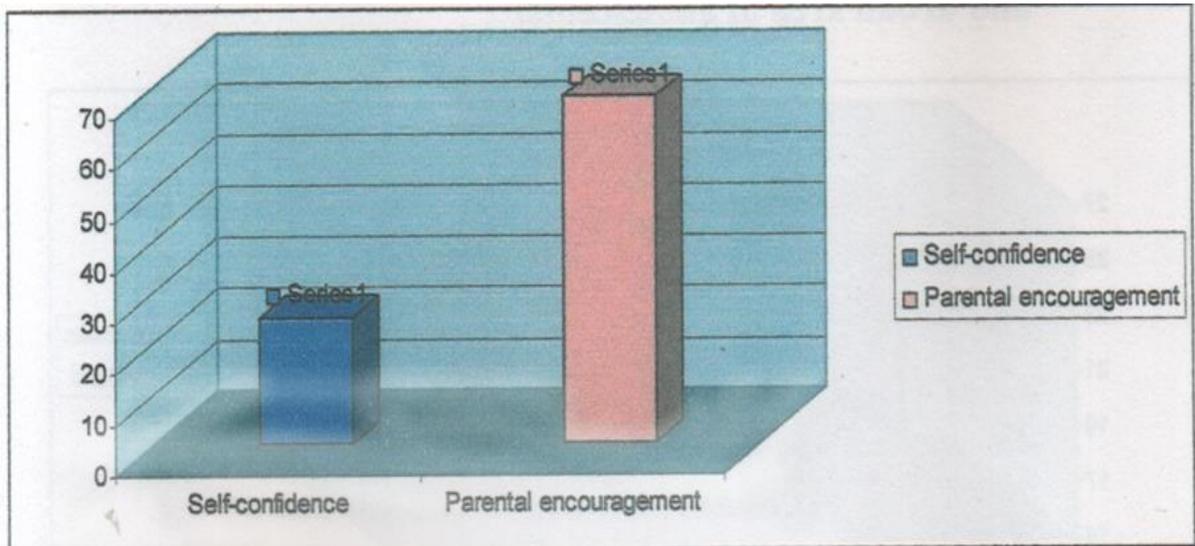


Figure 1.1 showing the relationship between the mean score of self-confidence and parental encouragement of adolescents.

HYPORHESIS-2

There is a significant difference in the mean scores of self-confidence among rural and urban group of adolescents

Table2.2 Showing difference in the mean score of self-confidence among rural and urban group of adolescents.

Variables	N	Mean	SD	SED	t-vau	Level of significant
Urban	80	25.66	4.73	0.83	1.78	Non-significant

Table 2.2 shows the mean scores of self-confidence among urban and rural adolescent as 25.66 and 24.17 respectively. The t-value is 1.78 which is non-significant. This revealed that a significant difference does not exist in self-confidence of urban and rural adolescents.

Therefore the hypothesis 2 stating that, “ There is a significant difference in the mean scores of self-confidence among rural and urban area of adolescenet “ stand rejected.It means that locale has no effect on self- confidence.

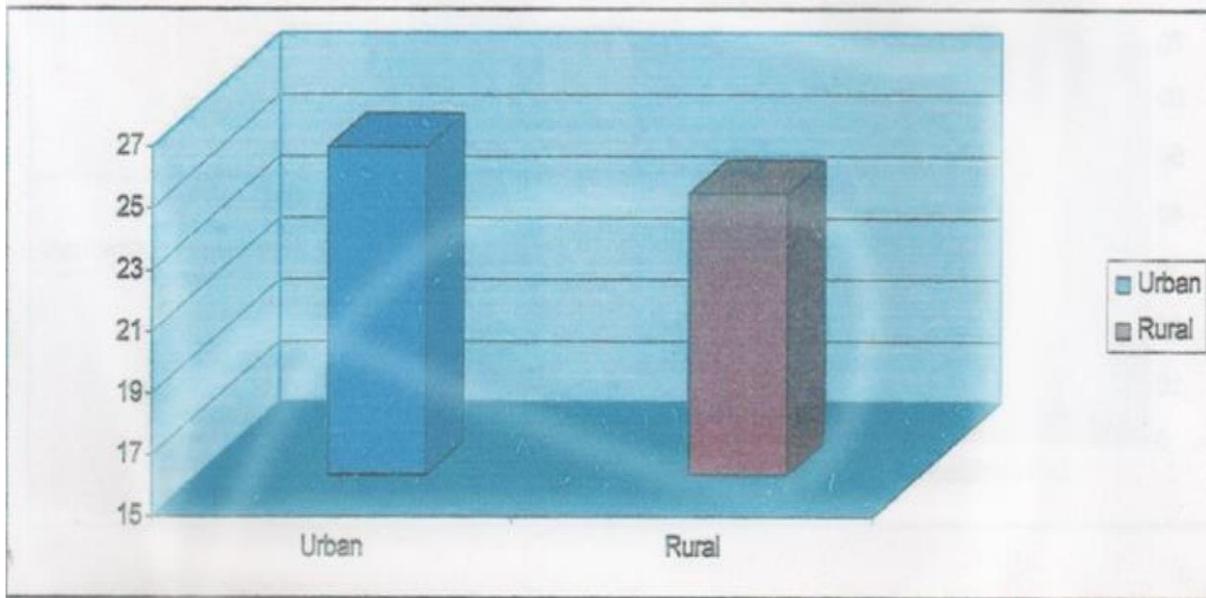


Figure 2.2 Showing the mean score of self-confidence among rural and urban are of adolescents

CONCLUSION

There exists a significant positive relationship between self confidence and parental encouragement of adolescents. No significant difference has been found in the mean scores of Self .Confidence among rural and urban area of adolescents.

EDUCATIONAL IMPLICATIONS

In the present study, the investigator found that self-confidence and parental encouragement are correlated with each other. These results will give immense help to parents, teachers, guidance workers, counselors and they come to know the reason why their children are shy and introvert and can't adjust themselves with others.

Teachers can play a very important role in making the child more self confident as child spends most of his active time with teachers. Teachers can take the different measures to develop the self- confidence of the child.

The present study is also helpful for parents to perform their duties towards their children properly. The dealing of parents with their children should be cooperative and friendly. So that the children share their feelings, secrets, ideas with their parents without any hesitation or fear. In such an environment, parents can enhance the self-confidence of their children.

The findings of this study can become a source of information and guidance to the parents to encourage their children and can broaden their understanding. Over protection and over indulgence by the parents make the children more dependent on the parents. Parents can encourage their children to develop insight. They can properly guide the adolescents and thus help them to become more self-confident.

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Aggression among Adolescents in relation to Emotional Maturity

Mrs. Reeta Arora (Asstt. Prof.)

Sant Darbara Singh College of Education For women, Lapon (Moga)

Email:reetaarora1974@gmail.com

Abstract : *The purpose of the present study was to find out the relationship between Aggression among Adolescents in relation to Emotional maturity. A representative sample of 160 students studying in 10+1 class was randomly selected from senior secondary schools of Ludhiana district of Punjab (India). Aggression scale (AS) by Mathur and Bhatnagar & Emotional Maturity Scale (EMS): Dr. Yashvir Singh and Dr. Mahesh Bhargav were used for data collection. Data was analyzed by using t-test and coefficient of correlation. The result indicates that there is a strong negative correlation between Aggression and Emotional maturity of adolescents.*

Introduction

Violence and aggression are the most vital issues which modern society faces. Despite wide spread of education, independence, freedom from deprivation, fulfillment of basic needs and wants, improvement in socio-economic conditions and style of living, improvement in child rearing practices, in many countries around the globe Aggression and violence are on rise. Emotional development is one of the significant aspects of growth and development. A person is said to be emotionally mature when he is able to express proper situation, express it in proper quality. Emotions like love, anger, fear etc. play a great role in the development of a child personality. Not only his physical growth and development is linked with his emotional makeup but his intellectual, social, moral and aesthetic development are also controlled by his emotional behavior and experienced. The overall importance of emotionally experiences in the life of a human being makes it quite essential to know about the emotions.

Aggression

Aggression is a negative emotion and though we don't like it, it is an important part of human experience. Aggressive behaviors are actions that are intended to cause injury and anxiety to others including hitting, kicking, destroying property, quarreling, deteriorating other, attacking others verbally and resisting request. Aggression in anti social sense is violent and destructive behavior that is purposely directed against other people or the environment. Aggression can

either be directed inward self-mutation or suicide or directed outwardly at another person. It is intended to harm someone. Aggression is a hostile action which deprives an individual from the wise and calm living of life. **Baron and Byrne (2000)** defined aggression as any act that is aimed to harm others who wish to save themselves from such action. **Myers (2005)** says aggression is “physical or verbal behaviour intended to hurt someone”. **Perry (2007)** defined aggression as, “Aggression is a behaviour characterized by verbal or physical attack, yet it may be appropriate and self-protective or destructive and violent”.

According to Colman (2013) aggression is “a behaviour whose primary or sole purpose or function is to injure physically or psychologically”.

Emotional Maturity

Emotional maturity is a personality trait, the result of emotional development and the display of emotions appropriate to one`s chronological age. A person is emotionally mature or stable when his responses to a situation are appropriate to the demands of the situation and appropriate to the degree of development. Emotional maturity is not only the effective determinate of personality patterns but helps to control the growth of the individual development. Emotional maturity develops hand in hand with physical, mental and spiritual growth. According to Webster`s Collegiate Dictionary (2000), Emotional maturity means of relating to emotion dominated by or prone to emotions; appealing to arousing emotion; markedly aroused or agitated in feeling or sensibilities. **According to Charles E. Skinner**, An emotionally matured person is the one who is able to keep a lid on his feelings. He can suffer in silence; he can bide his time in spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion, he does so with moderation, decency and in good order. **According to Dandapani, (2010)** Emotional maturity is that characteristic of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity he is able to demonstrate a well-balanced emotional behaviour in his day -to-day life. A person may be said to be emotionally matured if he has in his able to express them at the appropriate time in an appropriate degree.

Need & significance of the study

Modern age is the age of stress. New technology has made modern life complicated and confusions prevail everywhere. In the Indian scenario also, we can see an alarming proportion of children in schools displaying aggressive behaviour like hitting, kicking, biting, scratching, destructive behaviors, teasing or verbally abusive language towards peers and adults. The most dangerous aggression occurs during the late teen years and in early adulthood. It is essential to

develop emotional maturity in children to develop sense of direction, awareness of objectives for life, to develop organized and integrated emotional responses and ability to bear stress under calmness to develop control over emotions and develop consistency of emotional maturity and do right thing at the right time. Emotional immature adolescents are more prone to let out their emotional problems in more aggressive way. In the present study an attempt was made to find out the relationship between aggressive behavior and emotional maturity of adolescents.

Statement of the problem

AGGRESSION AMONG ADOLESCENTS IN RELATION TO EMOTIONAL MATURITY

Objectives of the study

1. To study and compare aggression among adolescents in relation to gender.
2. To study and compare aggression among adolescents in relation to type of school.
3. To study and compare emotional maturity among adolescents in relation to gender.
4. To study and compare emotional maturity among adolescents in relation to type of school.
5. To find the relationship between aggression and emotional maturity of adolescents.

Hypotheses of the study

1. There is no significant difference in the level of aggression among adolescents in relation to gender.
2. There is no significant difference in the level of aggression among adolescents in relation to type of school.
3. There is no significant difference in the level of emotional maturity among adolescents in relation to gender.
4. There is no significant difference in the level of emotional maturity among adolescents in relation to type of school.
5. There is no significant relationship between aggression and emotional maturity of adolescents.

Design of the study

Descriptive Survey method of research has been employed for the present study. In the present study, Sample has been drawn randomly from senior secondary school students of Ludhiana district.

Sample of the study

In the present study, random sample of 160 students studying in 10+1 class from different senior secondary schools of Ludhiana District had been taken. Out of total sample of 160 students, 80 were male students and 80 were female students.

Tools used

- Aggression scale (AS) by Mathur and Bhatnagar
- Emotional Maturity Scale (EMS): Dr. Yashvir Singh and Dr. Mahesh Bhargava

Statistical techniques used

Mean, Standard Deviation, t-test & Coefficient of Correlation were used for the analysis of data.

Analysis and interpretation of data

Table 1 Aggression among adolescents in relation to gender

Category	N	Mean	S.D.	S.E _D	t-value
Male	80	178.862	25.174	3.566	6.862
Female	80	154.387	19.593		

Significant at 0.01 level

Table -1 shows the mean scores of level of aggression among adolescents in relation to gender. The mean scores of male student on aggression scale is 178.862 and S.D. is 25.174. The mean scores of female students on aggression scale is 154.387 and S.D. is 19.593. The S.E_d between means is 3.566. The t-value is 6.862 which is significant at 0.01 level of significance. Hence, there is significant difference in the mean scores of level of aggression among adolescents in relation to gender.

Hence hypothesis (1) stating, "There is no significant difference in the level of frustration among adolescents with respect to gender" is rejected.

This means male adolescents are more aggressive than female adolescents.

Table -2 Aggression among adolescents in relation to type of school

Category	N	Mean	S.D.	S.E _D	t-value
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Government	80	163.6	24.362	4.034	1.499
Private	80	169.65	26.625		

Non-Significant

Table 2- shows the mean scores of level of aggression among adolescents in relation to type of school. The mean score of aggression level of students studying in government schools is 163.6 and S.D. is 24.362. The mean score of aggression level of students studying in private schools is 169.65 and S.D. is 26.625. The S.E_D between means is 4.034. We see that calculated value of t is 1.499 which is not significant at 0.05 level of significance .

Hence hypothesis (3) stating “There is no significant difference in the level of aggression among adolescents in relation to type of school ” is accepted.

Table 3- Emotional maturity among adolescents in relation to gender

Category	N	Mean	S.D.	S.E_D	t-value
Male	80	99.612	27.986	3.449	5.862
Female	80	79.387	12.997		

Significant at 0.01 level

Table 3- shows the mean scores of level of emotional maturity among adolescents in relation to gender. The mean scores of male students is 99.612 and S.D. is 27.986. The mean scores of female students is 79.387 and S.D. is 12.997. The S.E_d between means is 3.449. The t-value is 5.862 which is significant at 0.01 level of significance. Hence, there is significant difference in the mean scores of level of emotional maturity among adolescents in relation to gender.

Table 4- Emotional maturity among adolescents in relation to type of school

Category	N	Mean	S.D.	S.E_D	t-value
Government	80	88.2	25.133	3.801	0.68

Private	80	90.8	22.89		
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Non-Significant

Table 4- shows the mean scores of level of emotional maturity among adolescents in relation to type of school. The mean scores of emotional maturity level of students studying in government schools is 88.2 and S.D. is 25.133. The mean scores of emotional maturity level of students studying in private schools is 90.8 and S.D. is 22.89. The S.E_D between means is 3.801. We see that calculated value of t is 0.68 which is not significant at 0.05 level of significance .

Table 5: Shows Coefficient of correlation between Aggression and Emotional maturity of adolescents

Variables	N	r	Inference
Aggression	160	-0.846	significant
Emotional maturity	160		

Table 5- represents the coefficient of correlation between Aggression and Emotional maturity of adolescents. The calculated value of coefficient of correlation -0.846 which is significant at 0.01 level of significance. Hence, there is significant relationship (high negative) between Aggression and Emotional maturity of the adolescents. This means Aggression and Emotional maturity are negatively correlated. Higher the level of emotional maturity, lesser will be the aggression level and vice-versa.

Major findings of the study

- It has been observed that male adolescents have more level of aggression than female adolescents. This may be due to boys prefer to watch violent movies, imitate their favourite heroes, to get attention from others and also due to hormonal changes.
- It has been found that there is no significant difference in the level of aggression among adolescents in relation to type of school.
- It has been found that there is significant difference in the level of Emotional maturity among adolescents in relation to gender. The mean scores of male students on Emotional maturity scale is more than that of female adolescents. It means female adolescents are more emotionally mature than male adolescents.

- It has been found that there is no significant difference in the level of Emotional maturity among adolescents in relation to type of school.
- It has been found that there is significant high negative correlation between aggression and emotional maturity of adolescents.

Conclusion

Aggressive behaviour is the reactionary and impulsive behaviour. The role of education is the modification of behaviour of the individual. So school has a great role in mending the behaviour of the students. Moral education and mediation can be given to students. This may help them to get rid of the aggressive behaviour. Teacher must play an important role in developing emotional maturity of the students. They should make the children gradually learn how to cope with real life. The students should be train to realize and respect the emotions of others. Teachers and parents can suggest the students to watch media programmers that are informative and that do not destroy the emotional maturity of the students. Parents are the first teachers they should inculcated proper values to their children through their behaviours. They can act as good friends for their children so that they express themselves to parents. Everyday parents should spend time with their children and discuss with them the happening of the day. The suggestions from the parents can help the children them to maintain the emotional stability.

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INFORMATION LITERACY: RELEVANT SKILL IN PRESENT ERA

Ms. Priya Bedi

Assistant Professor

Sant Darbara Singh College of Education for Women, Lopon, Moga.

ABSTRACT

Information literacy is a key focus of educational institutions at all levels and in order to uphold this standard, institutions are promoting a commitment to lifelong learning and an ability to seek out and identify innovations that will be needed to keep pace with or outpace changes. Educational methods and practices, within our increasingly information-centric society, must facilitate and enhance a student's ability to harness the power of information. Key to harnessing the power of information is the ability to evaluate information, to ascertain among other things its relevance, authenticity and modernity. The information evaluation process is crucial life skill and a basis for lifelong learning. According to Lankshear and Knobel, what is needed in our education system is a new understanding of literacy, information literacy and on literacy teaching. Educators need to learn to account for the context of our culturally and linguistically diverse and increasingly globalized societies. We also need to take account for the burgeoning variety of text forms associated with information and multimedia technologies.

Keywords: Information literacy, multimedia technologies, National consciousness.

INTRODUCTION

According to the [American Library Association](#), "Information literacy is a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.'"

A number of efforts have been made to better define the concept and its relationship to other skills and forms of literacy. Although other educational goals, including traditional literacy, computer literacy, library skills, and critical thinking skills, are related to information literacy and important foundations for its development, information literacy itself is emerging as a distinct skill set and a necessary key to one's social and economic well-being in an increasingly complex information society. According to McTavish (2009), in order to increase and maximize people's contributions to a healthy, democratic and pluralistic society

and maintain a prosperous and sustainable economy, governments and industries around the world are challenging education systems to focus people's attention on literacy. In Canada, because of a great focus on a supposed literacy crisis, it has caused some alarm in some educational sectors. Brink (2006) researched government organization, such as Human Resources and Skill Development Canada, claims that almost half of working-age Canadians do not have the literacy skills they need to meet the ever-increasing demands of modern life.

HISTORY OF THE CONCEPT

The phrase *information literacy* first appeared in print in a 1974 report written on behalf of the National Commission on Libraries and Information Science by Paul G. Zurkowski, who was at the time president of the Software and Information Industry Association. Zurkowski used the phrase to describe the "techniques and skills" learned by the information literate "for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems" and drew a relatively firm line between the "literates" and "information illiterates".¹

The Presidential Committee on Information Literacy released a report on January 10, 1989, outlining the importance of information literacy, opportunities to develop information literacy, and an Information Age School. The report's final name is the Presidential Committee on Information Literacy: Final Report.

The recommendations of the Presidential Committee led to the creation later that year of the National Forum on Information Literacy, a coalition of more than 90 national and international organizations.

In 1998, the American Association of School Librarians and the Association for Educational Communications and Technology published *Information Power: Building Partnerships for Learning*, which further established specific goals for information literacy education, defining some nine standards in the categories of "information literacy", "independent learning", and "social responsibility".

Also in 1998, the Presidential Committee on Information Literacy produced an update on its Final Report. This update outlined the six main recommendations of the original report and examined areas where it made progress and areas that still needed work. The updated report supports further information literacy advocacy and reiterates its importance.

In 1999, the Society of College, National and University Libraries (SCONUL) in the UK, published "The Seven Pillars of Information Literacy" model to "facilitate further development of ideas amongst practitioners in the field ... stimulate debate about the ideas and about how those ideas might be used by library and other staff in higher education concerned with the development of students' skills." A number of other countries have developed information literacy standards since then.

In 2003, the National Forum on Information Literacy, together with UNESCO and the National Commission on Libraries and Information Science, sponsored an international conference in Prague with representatives from some twenty-three countries to discuss the importance of information literacy within a global context. The resulting Prague Declaration described information literacy as a "key to social, cultural, and economic development of nations and communities, institutions and individuals in the 21st century" and declared its acquisition as "part of the basic human right of lifelong learning".

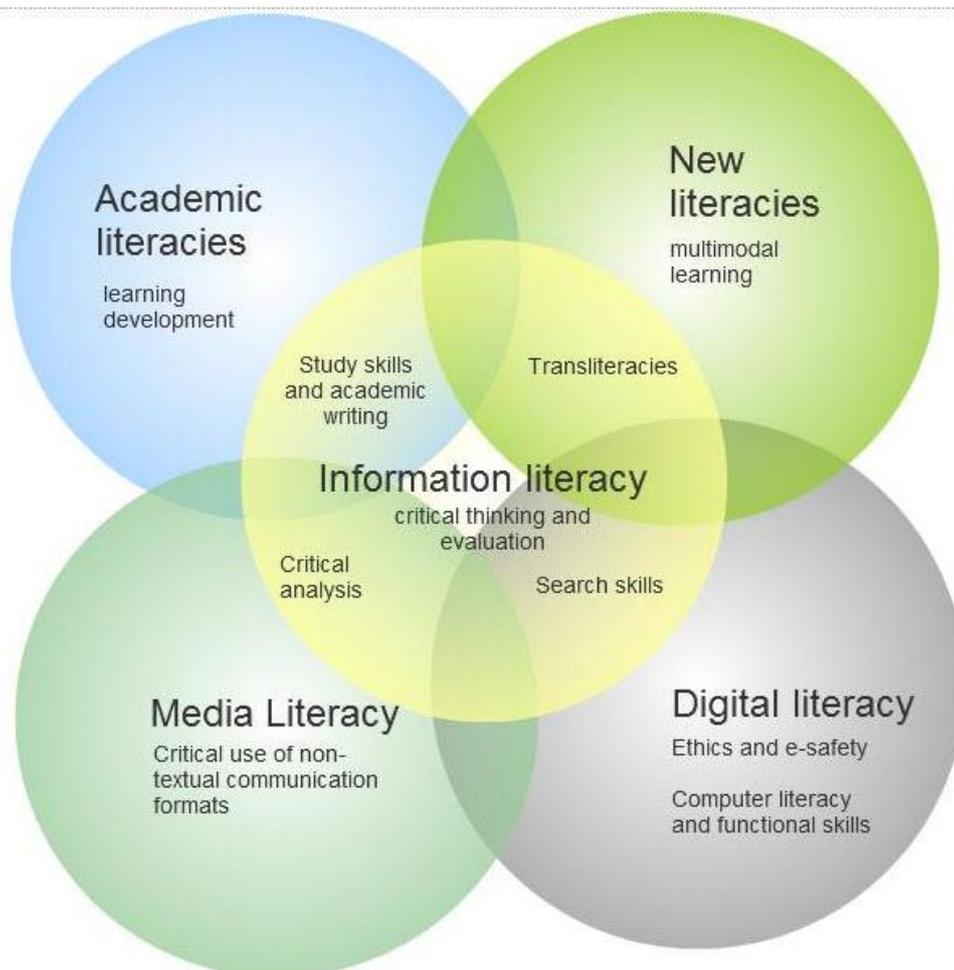
The Alexandria Proclamation linked Information literacy with lifelong learning. More than that, it sets Information Literacy as a basic Human right that it *"promotes social inclusion of all nations"*.

In May 2009, California Governor Arnold Schwarzenegger signed Executive Order S-06-09, establishing a California ICT Digital Literacy Leadership Council, which in turn, was directed to establish an ICT Digital Literacy Advisory Committee. "The Leadership Council, in consultation with the Advisory Committee, shall develop an ICT Digital Literacy Policy, to ensure that California residents are digitally literate." The Executive Order states further: "ICT Digital Literacy is defined as using digital technology, communications tools and/or networks to access, manage, integrate, evaluate, create, and communicate information in order to function in a knowledge-based economy and society..." The Governor directs "...The Leadership Council, in consultation with the Advisory Committee... [to] develop a California Action Plan for ICT Digital Literacy (Action Plan)." He also directs "The California Workforce Investment Board (WIB)... [to] develop a technology literacy component for its five-year Strategic State Plan." His Executive Order ends with the following: "I FURTHER REQUEST that the Legislature and Superintendent of Public Instruction consider adopting similar goals, and that they join the Leadership Council in issuing a "Call to Action" to schools, higher education institutions, employers, workforce training agencies, local governments, community

organizations, and civic leaders to advance California as a global leader in ICT Digital Literacy".

Information literacy rose to national consciousness in the U.S. with President Barack Obama's Proclamation designating October 2009 as National Information Literacy Awareness Month.

Information Literacy Landscape



Presidential Committee on Information Literacy

The Presidential Committee on Information Literacy was formed in 1987 by the American Library Association's president at the time Margaret Chisholm. The committee was formed with three specific purposes

- to define Information Literacy within the higher literacies and its importance to student performance, lifelong learning, and active citizenship

- to design one or more models for information literacy development appropriate to formal and informal learning environments throughout people's lifetimes
- to determine implications for the continuing education and development for teachers^[18]

National Forum on Information Literacy

In 1983, the seminal report "A Nation at Risk: The Imperative for Educational Reform" declared that a "rising tide of mediocrity" was eroding the very foundations of the American educational system. It was, in fact, the genesis of the current educational reform movement within the United States. Ironically, the report did not include in its set of reform recommendations the academic and/or the public library as one of the key architects in the redesign of our K-16 educational system. This report and several others that followed, in conjunction with the rapid emergence of the information society, led the American Library Association (ALA) to convene a blue ribbon panel of national educators and librarians in 1987. The ALA Presidential Committee on Information Literacy was charged with the following tasks:

- (1) to define information literacy within the higher literacies and its importance to student performance, lifelong learning, and active citizenship;
- (2) to design one or more models for information literacy development appropriate to formal and informal learning environments throughout people's lifetimes; and
- (3) to determine implications for the continuing education and development of teachers.

The forum today

Since 1989, the National Forum on Information Literacy has evolved steadily under the leadership of its first chair, Dr. Patricia Senn Breivik. Today, the Forum represents over 90 national and international organizations, all dedicated to mainstreaming the philosophy of information literacy across national and international landscapes, and throughout every educational, domestic, and workplace venue.

The National Forum on Information Literacy will continue to work closely with educational, business, and non-profit organizations in the U.S. to promote information literacy skill development at every opportunity, particularly in light of the ever-growing social, economic, and political urgency of globalization, prompting citizens to re-energize our promotional and collaborative efforts.

Specific aspects

In "Information Literacy as a Liberal Art", Jeremy J. Shapiro and Shelley K. Hughes (1996) advocated a more holistic approach to information literacy education, one that encouraged not merely the addition of information technology courses as an adjunct to existing curricula, but rather a radically new conceptualization of "our entire educational curriculum in terms of information". Seven important components of a holistic approach to information literacy:

Tool literacy, or the ability to understand and use the practical and conceptual tools of current information technology relevant to education and the areas of work and professional life that the individual expects to inhabit.

Resource literacy, or the ability to understand the form, format, location and access methods of information resources, especially daily expanding networked information resources.

Social-structural literacy, or understanding how information is socially situated and produced.

Research literacy, or the ability to understand and use the IT-based tools relevant to the work of today's researcher and scholar.

Publishing literacy, or the ability to format and publish research and ideas electronically, in textual and multimedia forms ... to introduce them into the electronic public realm and the electronic community of scholars.

Emerging technology literacy, or the ability to continuously adapt to, understand, evaluate and make use of the continually emerging innovations in information technology so as not to be a prisoner of prior tools and resources, and to make intelligent decisions about the adoption of new ones.

Critical literacy, or the ability to evaluate critically the intellectual, human and social strengths and weaknesses, potentials and limits, benefits and costs of information technologies.

Critical literacy as "[habits] of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse".

CONCLUSION

Education professionals must underscore the importance of high information quality. Students must be trained to distinguish between fact and opinion. They must be encouraged to use cue words such as "I think" and "I feel" to help distinguish between factual information and opinions. Information related skills that are complex or difficult to comprehend must be broken down into smaller parts. Another approach would be to train students in familiar contexts. Education professionals should encourage students to examine "causes" of behaviors, actions and events. Research shows that people evaluate more effectively if causes are revealed, where available. Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences (Association of College, p. 5).

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