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CONTENTS

FUNDAMENTAL DUTIES OF INDIAN CITIZEN

2   To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

2   To cherish and follow the noble ideals which inspired our national struggle for freedom;

2   To uphold and protect the sovereignty, unity and integrity of India;

2   To defend the country and render national service when called upon to do so;

2   To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

2   To value and preserve the rich heritage of our composite culture;

2   To protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;

2   To develop the scientific temper, humanism and the spirit of inquiry and reform;

2   To safeguard public property and to abjure violence;

2   To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.

Learning Approaches: An Analysis of the Interaction between Education Level, Discipline of Study and Gender

Randolph Nsor-Ambala*

ABSTRACT

The study tests for the main and interaction effect of education level, discipline of study, and gender on learning approaches, answering the call for further studies aimed at improving student experiences and learning approaches. The study uses a survey approach, collecting data with Biggs SPQ Instrument, from 204 university students in Ghana and applies various statistical analysis. The survey instrument was validated for internal consistency before analysis of data. The internal consistency of the instrument was higher than for other previously known studies, highlighting the credibility of the findings from this study. The study confirmed that none of the variables had a significant main effect, and also the interaction effect was weak. Impliedly, factors that affect learning approaches of Ghanaian students within Ghanaian universities do not directly evolve from exiting literature, and hence other variables beyond individual and course characteristics need to be explored. As an example, it is plausible that the early adoption of deep and strategic learning approaches among students could be as a result of the prevailing high level of joblessness that requires grandaunts to offer more than a certificate to prospective employers. Impliedly to get and keep a job may require a good GPA and a demonstration of understanding of learning materials even at the interview stage. It could also be due to the growing impact of intrinsic motivations in students' academic and career choices, especially the need to be self-employed or be a force for social and economic change. The real underlying difference between the findings of this study and other similar studies is the fact that students, even at lower levels of higher education show a higher than a normal preference for deep and strategic learning approaches. Due to this, there are no significant changes as students move across the educational levels. Also, the indifferences between academic disciplines can find a plausible explanation from national characteristics and social variables, as the issue of joblessness permeates all professions and career options. This is the first application of a dataset from Ghana to the study of learning approaches and also the highest know reliability score for surface approaches using the SPQ instrument.

Key words: Achievement Learning, Conventional Students, Deep Learning, Learning Approaches, Mature Students, SPQ, Surface Learning

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Introduction

This paper aims to assess how the three educational relevant constructs of education level, the discipline of study, and gender interact to affect learning approaches. Indeed, how students approach learning, regarding the mental processes used to tackle academic tasks (Kember and Gow, 1990), relative importance they attach to the understanding of concepts or the reproduction of facts, as well as how they prefer to organise their learning environment (Ramsden, 1992), has been a consistently researched area with Higher Education, but with mixed results. These studies have, however, not been without difficulties, including contentious methodologies, mixed, contesting and conflicting findings and the limited attempt to study how the interaction of multiple variables bears on learning approaches. Continuous studies are, therefore, helpful in attaining the critical mass of consistent findings required to support theoretical dispositions. Within the literature, there is general acknowledgement, albeit, with some notable scholarly contestations, that learning approaches can be distinctively categorised into deep, surface and achieving. Deep learning is active, mostly driven by intrinsic motives and allows the prioritisation of approaches that seek meaning and attempt to understand the interrelationship between different parts of the subject of study (Biggs, 1987). The surface approach is underpinned by extrinsic motivations and focuses on sections rather than the task as a whole, usually culminating in rote learning (Prosser and Trigwell, 1999). An achieving or strategic approach is characterised by a highly organised approach to study and high achievement motivation (Watkins, 1982).

Clarity through insightful knowledge is required to help appropriate adaptation of teaching approaches and other learning environmental variables to improve student experience (O'Carroll et al., 2017). Brown et al. (2015), for instance, highlights the importance of lecturer awareness of students' learning approaches to enhance students' learning habits. Indeed, the distinction between approaches to learning is one of the most widely acknowledged categorisations employed in the analysis of students' experience of HE (Entwistle 1988, 2001; Richardson 1990), and hence this study helps to fill an important gap of the interaction between key contextual variables as regards learning approaches. MacFadgen (2007) asserts that the paucity of studies that incorporate detailed student perspectives, support the proposition that empirical studies about learning approaches will provide valuable information for informing institutional student retention policies and practices.

The remainder of the article is structured as follows. The next section describes methods of data collection used in the study. The results of the study are than presented and discussed, and the article finishes by considering the implications the findings for future research.

Method

This study is part of a larger study. A multi-part questionnaire was administered online to various business school students across multiple universities in Ghana. The anonymous online survey was made available

to 321 students, of which 204(63.55% response rate) were completed the survey. However, upon dealing with outliers, 196 cases were used in the analysis. The survey identified the types of learning approach employed by the participants and aimed to address the research question; Are there differences in the learning approaches used by Gender, Degree, and Discipline among the tertiary schools in Ghana?Participation was voluntary and this fact was made known in the introductory section of the questionnaire.

The first section of the questionnaire focused on demographic information. Summaries of the key demographics used in this study, which were also used as the dependent (group) variables are shown in Table 1. Gender was dummy coded: 0 = Male, and 1 = Female. Discipline was dummy coded: 0 = Soft Applied (comprising of business and all social sciences), and 1 = Hard Applied (comprising of Engineering and sciences). An alternative grouping was made for respondents' discipline, labelled 'Discipline 1': Business & Economics, Social Sciences, and Science & Engineering. Educational Level was captured in two ways. First, 'Type of Degree': 0 = Undergraduate, and 1 = Postgraduate; and second, 'Level of Study': 100, 200, 300, 400, Masters & PhD.

The second section of the questionnaire measured learning approaches using the SPQ (Biggs, 1987). The SPQ is a 42-item instrument used for the evaluation of student learning in HE (Biggs, 1979). It has three main scales for surface, deep and achieving or strategic approaches, each with two sub-scales for measuring motive and strategy (Zeegers, 2010). Therefore, 14 items assessed the participants' attitudes towards each learning approach, with each broad learning approach

having two subscales with seven items for motive and seven items for strategy. Participants rated their responses to each statement from the SPQ list on a five-point Likert scale ranging from 1 = 'Never true of me when I am studying accounting') to 5 ='Always true of me when I am studying accounting'. The items were presented to the participants in an unordered form at i.e. not grouped as deep, strategic or surface learning approach. The internal consistency of the Likert scale was calculated using Cronbach alpha. The Cronbach alpha score for each subscale: deep, (.902), strategic (.894) and surface (.769), was similar to Brown et al. (2015). These scores indicate a high internal consistency of the subscales, contributing to the reliability of the findings from the SPQ instrument. Table 2 shows the reliability measures, for the SPQ sub-scales that were reported by Biggs (1987) and Donald and Jackling (2007) and also those that were obtained by the present study. The reliability measures for the present study confirm Biggs' (1987), Christensen et al., (1991), Murray-Harvey, (1993) and Donald and Jackling (2007) findings that the surface sub-scales have the lowest level of internal consistency. All 42 scales were used in this study even though minor modifications were made to wording to improve contextual relevance for the specific purposes of this research. Figure 1 shows a comparison of the mean ratings among respondents for each of the learning approaches. It can be observed that respondents tend to favour Strategic Learning Motive most, followed by Deep Learning Strategy, Deep Learning Motive, and then Strategic Learning Strategy. Overall, it can be concluded that, among respondents, Strategic Learning Approach and Deep Learning

Approaches are the most adopted, whereas Surface Learning is the least adopted.

To determine the significance of gender, discipline and level of study on the subscales of learning approaches, the Multivariate Analysis of Variance (MANOVA) technique was employed using IBM's SPSS version 25. Before the analysis, linearity, normality, and outliers check were performed on the dependent variables at each dependent variable's grouping levels. Scatter matrix output from SPSS showed a violation of linearity assumption, exploration of descriptive statistics revealed no serious deviation from normality as Skewness and Kurtosis were within the range of -3 and +3 [see descriptive statistics in Appendix 3]. Also, box plot outputs revealed consistently 4 cases as outliers across groups and were accordingly removed. Multivariate outliers were further checked using Mahalanob is distance (32.11 against 22.46 using chi-square table at alpha .001 for 6 dependent variables) in regression, which resulted in the removal of an additional 4 cases. Homogeneity of variance was checked Box's Test of Equality of Covariance Matrices showed $F(63)=1.340$, sig = .039, which is bigger than .001, hence, an assumption not violated(Pallant, 2007; Hair. et al., 2014). Levene's Test of Equality of Error Variances showed significance for only Strategic Learning Strategy, which implies that a stricter alpha of (.025 or .01) will be used in the evaluating any linear combination with that dependent variable. Generally, multivariate statistics (F-statistic) were evaluated at the alpha value of .05, and univariate statistics (F-statistic), at an alpha value of .017 (Pallant, 2007).Quite clearing from Table 2, the reliability matrix of this study exceeds those of similar studies about this phenomenon.

Table-1: Summary of Demographics

		Count	Column N %
Gender	Male	100	51.0%
	Female	96	49.0%
Discipline	Soft Applied	190	96.9%
	Hard Applied	6	3.1%
Discipline 1	Business and Economics	178	90.8%
	Social Sciences	12	6.1%
	Science and Engineering	6	3.1%
Type of Degree	Undergraduate	170	86.7%
	Postgraduate	26	13.3%
Level of Study	100	39	19.9%
	200	33	16.8%
	300	55	28.1%
	400	50	25.5%
	Master	19	9.7%

Table-2: Reliability Analysis

Cronbach's Alpha & Source		Motives			Strategy		
		Surface	**Deep**	**Strategic**	**Surface**	**Deep**	**Strategic**
Cronbach's Alpha for each 14 scale items	Biggs (1987)	0.61	0.65	0.72	0.66	0.75	0.77
	Smith and Miller (2015)	.55	.64	.72	.56	.65	.73
	Present Study	.606	.791	.804	.688	.854	.872
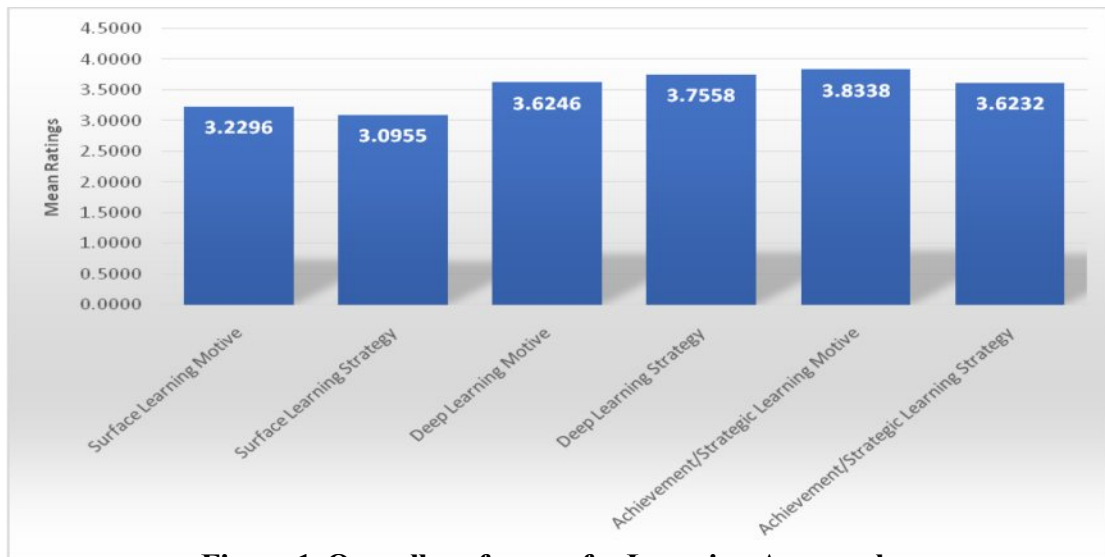
Figure 1. Overall preference for Learning Approaches

Results

A2 × 2 × 2 MANOVA analysis was performed to examine the effect of the three Independent Variables (IV's): Gender (Male & Female), Discipline (Soft Applied & Hard Applied), and Type of Degree (Undergraduate & Postgraduate), on the types of learning approaches: Surface Learning Motive, Surface Learning Strategy, Deep Learning Motive, Deep Learning Strategy, Achievement Learning Motive, and Achievement Learning Strategy. Besides, the effects of all four possible interactions between the three independent variables (Gender * Discipline, Gender * Degree, Discipline * Degree, and Gender * Discipline * Degree) were examined on the learning approaches. The summary of MANOVA output is presented in Table 4, showing multivariate F-ratio and significance evaluated at a = .05, and univariate F-ratio evaluated at a = .017, and their respective degrees of freedom.

Effect of Gender on Learning Approaches

The results show that respondents' gender has no significant impact on any of the learning approaches. That is, there is no significant difference in the means scores between Males and Females on learning

approaches in Ghana (F (6; 183) =.839, p = .576). As a corollary, there is no significant effect for any of the univariate statistics.

Effect of Discipline on Learning Approaches

The multivariate statistics from Table 4 shows that respondents' discipline has no significant effect on learning approaches in Ghana (F (6; 183) =1.036, p = .404). As a result, the univariate statistics show no significant effect on any of the specific learning approaches. This implies that in Ghana differences in discipline, such as hard applied or soft applied, has no bearing on the learning approach adopted among students.

Effect of Education Level on Learning Approaches

Similarly, Table 4 shows that the type of degree (undergraduate or postgraduate) pursued has no significant effect on the learning approach adopted by students (F (6; 183) =1.036, p = .404). This finding implies that the learning style adopted among students is not dependent on the study level of students. Curious about this, we explored the age groups across the two groups of study levels: Degree type, and Level of study, in Table 3. The age distribution for undergraduates shows that the vast majority (79) are within age 18 and 24 years, but the Level of Study shows that these 79 students are evenly distributed across levels 100 to 400. Besides, students within ages 25 to 39 years are fairly distributed for both undergraduate and postgraduate studies, and thus across all levels from level 100 to Masters/PhD level. That is, there is a lack of clear maturity distinction in terms of age, among students at various study levels, which could explain the insignificance of degree type on learning approach adopted.

Interaction Effects of Gender, Discipline, and Degree on Learning Approaches

Table 4 also shows the output for all the four interactions between the three independent (group) variables. However, neither of these interactions had a significant effect on students' choice of the learning approach.

Further analysis

Given the lack of significance of the study's independent variables on the learning approaches, the authors adopted alternative grouping approach for education Level (undergraduate and Postgraduate), by decomposing it to Study Level (100, 200, 300, 400, Masters / PhD); and also for Discipline (Soft Applied and Hard Applied) or (Business & Economics, Social Sciences, and Science & Engineering), as shown in Table 1. These two new groupings together with Gender gave three more possible configurations for MANOVA:

MANOVA 2 (2×3×2): Effects of Gender, Discipline 1 (Business & Economics, Social Sciences & Humanities, and Science & Engineering) and Education Level (Undergraduate, Postgraduate) on Learning Approach

MANOVA 3 (2×2×5): Effects of Gender, Discipline (Soft Applied, and Hard Applied), and Level of study (100, 200, 300, 400, Masters/PhD) on Learning Approach

MANOVA 4 (2×3×5): Effects of Gender _ Discipline 1 (Business & Economics, Social Sciences & Humanities, and Science & Engineering), and Level of study (100, 200, 300, 400, Masters/PhD) on Learning Approach

The outputs of these three sets of MANOVA models are reported in the appendix. However, neither of these configurations were returned any significant association between their respective independent variables and learning approaches

Table-3: Age group comparison across study levels

Group Variable	Group Level	Age	Age Group	Frequency	Percentage
Type of Degree	Undergraduate	Age group	18-24 years	79	47.0%
			25-29 years	41	24.4%
			30-34 years	28	16.7%
			35-39 years	13	7.7%
			40 years and above	7	4.2%
	Postgraduate	Age group	18-24 years	1	3.8%
			25-29 years	11	42.3%
			30-34 years	9	34.6%
			35-39 years	3	11.5%
			40 years and above	2	7.7%
Level of Study	100	Age group	18-24 years	31	83.8%
			25-29 years	4	10.8%
			30-34 years	2	5.4%
			35-39 years	0	0.0%
			40 years and above	0	0.0%
	200	Age group	18-24 years	9	27.3%
			25-29 years	10	30.3%
			30-34 years	10	30.3%
			35-39 years	2	6.1%
			40 years and above	2	6.1%
	300	Age group	18-24 years	28	50.9%
			25-29 years	16	29.1%
			30-34 years	3	5.5%
			35-39 years	5	9.1%

Table-4: Effect of Gender, Discipline, and Education Level on the adoption of Learning Approaches

Independent Variables	Dependent Variables	Multivariate F-Ratio	Sig. (a=.05)	Univariate F-Ratio	Sig. (a=.017)	df
Gender		.839	.541			6; 183
	Surface Motive			.576	.449	1
	Surface Strategy			1.112	.293	1
	Deep Motive			.295	.588	1
	Deep Strategy			.120	.730	1
	Achievement Motive			.017	.898	1
	Achievement Strategy			.033	.857	1
Discipline		1.036	.404			6; 183
	Surface Motive			.319	.573	1
	Surface Strategy			.397	.530	1
	Deep Motive			.003	.958	1
	Deep Strategy			1.001	.318	1
	Achievement Motive			.079	.779	1
	Achievement Strategy			.460	.499	1
Education Level		.887	.505			6; 183
	Surface Motive			2.690	.103	1
	Surface Strategy			.843	.360	1
	Deep Motive			2.863	.092	1
	Deep Strategy			1.228	.269	1
	Achievement Motive			1.535	.217	1
	Achievement Strategy			2.662	.104	1
Gender * Discipline		.947	.463			6; 183
	Surface Motive			.005	.945	1
	Surface Strategy			3.062	.082	1
	Deep Motive			1.029	.312	1
	Deep Strategy			.277	.599	1
	Achievement Motive			1.271	.261	1
	Achievement Strategy			.370	.544	1
Gender *		1.099	.365			6; 183

Discussion

The results of this study confirm that gender has no bearing on learning approaches and are similar to the findings of Wilson et al., (1996), Miller et al. (1990), Entwistle & Wilson, (1977); Richardson, (1993) and Watkins, (1982).The results confirm Severiens, and Ten Dam, (1994) conclusion from a review of theoretical and empirical findings in research on gender-related learning styles, that there is no clear-cut empirical distinction in learning styles based on gender. Perhaps it may be more helpful in discussions about gender inequality in education to re-examine if gender leads to self-selection into specific courses based on preferred learning styles.

The various categorisations of academic discipline, based on a literature synthesis, also showed that, within Ghanaian universities, the choice of academic discipline has no bearing on learning approaches.Specifically, the soft applied course did not differ from hard applied courses, and business and social sciences did not differ from pure sciences and engineering courses as regards learning approaches. This is at odds with Smith and Miller (2005) who find that 'soft pure' disciplines (such as psychology) encourage deep learning, whereas 'hard applied' disciplines (such as Business), encourage surface learning. Other studies such as Biggs, (1987); and Watkins and Hattie, (1981) have confirmed differences in learning approaches based on academic disciplines. However, in a longitudinal study, Tarabashkina and Lietz (2011) find insignificant evidence that learning approaches are impacted by academic disciplines. Various reasons are plausible for the differences in the findings of this study, compared to Smith and Miller (2005) and Biggs (1987), considering that these studies also apply a similar instrument. Aside from timing

differences, it may be possible that the structure and contents of the academic courses differ significantly between the various studies. Impliedly the basis of comparing studies that evaluate academic disciplines must pay due consideration to the structure and content of various courses that make up the academic discipline (and form part of the study), which exceeds the scope of this study. Suffice to say, however, that it is not exactly appropriate to suggest, based on the findings of this study that learning approaches will necessarily differ based on academic discipline and at all times. Quite clearly, further studies are required to refine the distinctive features, including the so-called 'soft pure' and 'hard applied' specifications, to improve their generalisation. Within the Ghanaian context, however, various classification of academic disciplines has no significant impact on learning approaches.

Similarly, various classifications of educational level do not significantly impact learning approaches. Specifically, postgraduate students did not differ significantly from undergraduate students and even among the undergraduate students, the learning approaches of 'fresh students' did not differ from final year students. It is important to appreciate that, unlike other studies within another national context (such as Meyer, 2000) that highlight that students' progress from a surface learning approach to deep and strategic learning, student respondents in this study seem to comparatively prefer deep learning approaches even at the entry early and hence very insignificant variations occur in the learning approaches as students' progress across educational levels. Donald and Jackling (2007) had earlier confirmed, in a comparative study of Chinese and Australian students that the assumption that students

within collectivist developing economies adopt a surface and rotting approach to higher education studies is not empirically supported. Previous studies such as Biggs (1990), Gow and Kember (1990), Kember and Gow (1991), Ramburuth (2001) and Watkins et al. (1991) suggest that collectivist cultures 'may have a culturally-induced bias towards seeking understanding'. Volet et al. (1994) and Donald and Jackling (2007) suggest that 'what students appear to be doing may be completely different to what they are doing' and therefore the inherent cultural attribution to respect authority and seek group harmony that limits active participation of collectivist oriented students in classroom-work should not be interpreted to imply a preference for surface learning.

The non-significant effect of the interaction between the three variables suggests that, learning approaches within Ghanaian universities may not follow guidance from the existing empirical literature and perhaps may be impacted more by social variables than personal attributes and course characteristics. As an example, it is plausible that the early adoption of deep and surface learning approaches among students could be as a result of the prevailing high level of joblessness that requires grandaunts to offer more than a certificate to prospective employers. Impliedly to get and keep a job may require a good GPA and a demonstration of understanding of learning materials even at the interview stage. A qualitative study can help unearth the specific reasons, but it is not far-fetched that students appreciate that deep and strategic approaches impact positively of learning outcomes. It is also not far-fetched that due to the relatively higher importance placed on obtaining a good grade point average and the demonstration of evidential

competence to get and keep a job (or even progress to an advanced degree due to idleness from joblessness), students will adopt deep and strategic learning approaches from the onset. It could also be due to the growing impact of intrinsic motivations in students' academic and career choices (Authors, 2019) especially the need to be self-employed or be a force for social and economic change. The real underlying difference between the findings of this study and other similar studies, is the fact that students, even at lower levels of higher education show a higher than a normal preference for deep and strategic learning approaches. Due to this, there are no significant changes as students move across the educational levels. Also, the indifferences between academic disciplines can find a plausible explanation from national characteristics and social variables, as the issue of joblessness permeates all professions and career options.

Conclusion

This study set out to explore if gender, academic discipline, and educational level have a main effect and an interaction effect on learning approaches. The study is underpinned by the extensive diversity across universities in Western Europe due to the growing number of international students. It makes sense to assume that, an appreciation of the factors that impact the learning approaches of such international students (at least the ones transferring from or who have previously participated in higher education in other countries) can help improve student experiences and also guide the recruitment strategies adopted by such universities with the attendant benefits. The study confirmed that none of the variables had a significant

main effect and also the interaction effect was weak. Impliedly, factors that affect learning approaches of Ghanaian students within Ghanaian universities do not directly evolve from exiting literature and hence other variables beyond individual and course characteristics need to be explored.

Future studies can attempt a cross-cultural comparison between Ghanaian students and other western cultures and may consider adopting new methods such as a longitudinal approach and/or a qualitative study. Future studies can also improve on the sample size, including the specification of variables, especially as regards the categorisation of course. To do this, such future studies may need to consider course structure and course content and combine similar courses based on a finer specification than mere course title.

Quite clearly, and like all other empirical studies, some limitations must be considered in the application and generalisation of the findings of this study. It will not be surprising to find that some researchers will consider the sample size as too small. The debate about the appropriate sample size to support generalisation is without consensus, and it is worthy of note that the sample size compares favourably with most studies about this phenomenon. Secondly, some social scientists do not accept that behavioural tendencies and other forms of orientations can be studied from a cross-sectional study. Such researchers argue that at the very minimum, a complex array of mixed methods that includes a longitudinal and grounded study must be applied to build the required critical mass of consensual results to guide generalisation. For such researchers, therefore, the application of a cross-sectional statistical approach to the study of behavioural issues may not be appealing.

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Efficacy of Utilizing E-Resources in Teaching English

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ABSTRACT

The paper focuses on the various aspects of E-Resources. Digital technology has made it more easy, speedy and comfortable to apply the stored intellect. This collected information through the ages has to be used for further research; betterment and overall development of the society. Electronic resources are easily accessible in remote areas. Electronic resources solve storage problems and control the flood of information. Print sources are being digitized. Electronic information sources are becoming more and more important for the academic community. This paper tries to find out the effectiveness of using e-resourcesin Teaching English at VI grade level. The sample of the study consists of 100 students out of which 50 students of VI grade were considered as control group and the other 50 students were considered as experimental group. The sample includes both boys and girls of English Medium school of Jamshedpur. To find out the efficacy of e-resources in teaching English, parallel group design was adopted. The control group was taught by traditional method. The experimental group was taught by using e-resources. The performance of the control and experimental groups was compared and the study revealed that the use of e-resources is very effective in teaching the school subjects.

Key words: Electronic resources, instructional packages, Knowledge, instructional strategies

Introduction

It is not important that how much resources you have, than how feasible they are. In other words, resources should be readily accessible to all. Before the development of computer and internet technology, printed version of resources like books, journals, dictionaries, work books, etc played a significant role in teaching and learning process. But these printed versions are not easily accessible to all and are also expensive in nature. For example, if two teachers want to refer to a particular book simultaneously, two separate copies of the same book must be needed in the library. Instead of having the printed version of the book, if we have electronic or e-version of the book, the same book can be easily accessed simultaneously by many and also can be accessed from their drawing room with the help of a personal computer. In this computer age, e-version of books, journals, etc or e-resources in general have become inevitable and hence it is very much needed to convert the printed version into e-version for future needs. Therefore, knowledge of the different e-resources, developing e-resources and preservation of them has become the need of this hour.

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Commenting on the advantages of electronic resources, Dadzie (2007) writes that electronic resources are invaluable research tools that complement the print - based resources in a traditional library setting. Their advantages, according to her include: access to information that might be restricted to the user due to geographical location or finances, access to more current information, and provision of extensive links to additional resources related contents. This rapid emergence and development of electronic information technologies therefore makes it possible to envision radically different ways of organizing the collections and services the library has traditionally provided. While libraries approach a crisis point in financing collection development, these new technologies offer possible ways to mitigate costs and revolutionize ways to access information. Navjyoyi (2007) also finds that speedy publication and availability on the desktop are the key advantages that attract research scholars.

Definition of the term

According to AACR2, 2005 Update, an electronic resource is: "Material (data and/or program(s)) encoded for manipulation by a computerized device. This material may require the use of a peripheral directly connected to a computerized device (e.g., CD-ROM drive) or a connection to a computer network (e.g., the Internet)." This definition does not include electronic resources that do not require the use of a computer, for example, music compact discs and videodiscs.

According to Wikipedia, Electronic Resources means "Information (usually a file) which can be stored in the form of electrical signals, usually on a computer; Information available on the Internet".

According to Gradman glossary, "A publication in digital format which must be stored and read on a computer device. There are two types: Direct access: these are physical objects such as CD-ROMs, diskettes, computer tapes, and computer cards, containing text, images, software etc…"

According to Lazarus, knowledge refers to the understanding of an object and its role in general as in a specific context. So that the results of human knowledge can utilize an object in detail according to the usefulness of its life.

Dick, Carey, & Carey mention the existence of five components of instructional strategies: "(1) The preliminary instructional activities: (2) Submission of information; (3) Participation of learners; (4) Tests; and (5) Follow-up activities.

The Instructional package is a solution for learning needs and problems; it is used to simplify the learning to the user.

Objectives of the Study

The following are the objectives of the study-

1. To identify suitable e-resources to teach English at VI grade level.

2. To develop an instructional package on the e- resources to teach English at VI grade level.

3. To test the effectiveness of the instructional packages which are developed to teach English at VI grade level.

Hypotheses of the Study

The following are the hypothesis of the study-

1. There is no significant difference between the pre test scores of the control group and experimental group.

2. There is no significant difference between the post test scores of the control group and experimental group.

3. There is no significant difference between the pre test and post test mean scores of the control group.

4. There is no significant difference between the pre test and post test mean scores of the experimental group.

Sample

The sample of the study consists of 100 students out of which 50 students of VI grade were considered as control group and the other 50 students were considered as experimental group. The sample includes both boys and girls of English Medium school of Jamshedpur.

Methodology

To find out the efficacy of e-resources in teaching English, parallel group design was adopted. The control group was taught by traditional method. The experimental group was taught by using e-resources. The performance of the control and experimental groups is compared on the basis of criterion test scores.

Analysis of Data

The data was collected and was analyzed by using Mean, Standard Deviation, Correlation and 't' test. The hypotheses are then tested.

Table-1: Significance of difference between the pre-test scores of the control group and the pre-test scores of the experimental group

Group	Mean	SD	't' value	Sig
Control group	28.53	4.88	1.18	NS
Experimental group	30.18	5.12		

The calculated 't' value 1.18 is lower than the tabulated value at 0.05 level for two tailed test. Hence it is not significant. It can be concluded that both the groups are homogeneous. Thus there is no significant difference between the pre test scores of the control group and experimental group.

Table-2: Significance of difference between the post-test scores of the control group and the post-test scores of the experimental group

Group	Mean	SD	't' value	Sig
Control group	41.06	5.99	4.06	Sig
Experimental group	46.19	3.89		

The calculated 't' value 4.06 is higher than the tabulated value at 0.05 level for two tailed test. Hence it is significant. Thus the use of e-resources in teaching English for experimental group has been beneficial. Thus there is a significant difference between the post test scores of the control group and experimental group.

Table-3: Significance of difference between the pre-test mean scores and the post test mean scores of the control group

Group	Mean	SD	r	't' value	Sig
Pre test	31.15	4.89	0.83	6.07	Sig
Post test	42.18	5.92			

The correlated 't' value 6.07 is higher than the tabulated value at 0.05 level for two tailed test. Hence it is significant. The students performed better in the post test but the lower performance of the control group in the post test than the experimental group indicate the need of e-resources for effective teaching of English. Therefore there is a significant difference between the pretest and posttest mean scores of the control group.

Table-4: Significance of difference between the pre-test mean scores and the post test mean scores of the experimental group

Group	Mean	SD	r	't' value	Sig
Pre test	30.09	5.01	0.89	19.89	Sig
Post test	46.52	3.77			

The correlated 't' value 19.89 is higher than the tabulated value at 0.05 level for two tailed test. Hence it is significant. The students of the experimental group performed better in the post test. The higher performance of the experimental group in the post test indicated the effectiveness of utilizing electronic resources in teaching English and therefore there is a significant difference between the pretest and posttest mean scores of the experimental group.

Findings of the Study

1. There exist no significant difference between the pre test scores of the control group and the experimental group. Hence, these two groups are homogeneous.

2. As compared to the control group, the experimental group showed higher performance in the post test.

3. The experimental group showed higher performance in the post test than in the pre test.

4. The higher performance of the experimental group in the post test indicated the effectiveness of utilizing electronic resources in teaching English.

5. The lower performance of the control group in the post test indicated the need of e-resources for effective teaching of English.

Conclusion

The study reveals that the use of e-resources is very effective in teaching the school subjects. The teachers should use e-resources to get the desired and relevant information. But practical use of e-resources is not up-to the worth in comparison to investments made in acquiring these resources; secondly infrastructure and training programs should also be revised as per requirements. It

is observed that the availability of e-resources on the campus is almost sufficient for all the existing disciplines but the infrastructure to use these resources is not adequate and can hinder the ability to meet the requirements of users.

Thus the e-resources have significant roles to play in teaching and learning process and hence it is the high time for the teachers to get an awareness of these resources for their future academic growth.

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A Study on Perception of Students towards online Learning in Distance Education Programme in Tamil Nadu

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ABSTRACT

Online learning is one of the very efficient recent phenomena among students and it is highly technology enabled learning method. The findings reveal that the students are agreed with online learning is giving good learning experience, encouraging interaction with others, providing adequate learning materials, permitting to share ideas and views effectively, allowing to submit assignments, improving engagement of students and encouraging meaningful discussions. Significant difference is there among perception of students towards online learning in distance education programme and their profile. Perception of students towards online learning in distance education programme is positively, significantly and moderately related with their academic performance. Therefore, online learning should be highly flexible and efficient and it must facilitate technology enabled learning. Beside, online learning should be helpful for students to understand subjects easily.

Key words: Distance Education, Online Learning, Perception, Students

Introduction

Teaching and learning process is completely transformed in to new style because of development of information and communication technologies (Kebritch et al 2017). The application of educational technologies in teaching and learning process connects students from various geographical locations with educational institutions very easily without much difficulty (Xu and Ebojoh, 2017). Online learning is one of the very efficient recent phenomena among students and it is highly technology enabled learning method (Means et al 2013). Online learning is a method in which students can learn different subjects, discuss and share their ideas and feelings, share materials and interaction with teachers and other students effectively in digital platforms. Online teaching and learning is increasingly gaining momentum in India especially during covid-19 situation (Agarwal and Kaushik, 2000).

Distance education programme is very popular and its progress is outstanding in India and particularly in Tamil Nadu as it provides exclusive learning, development of skills and knowledge, enlistment of education and professional development of various sections

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of population particularly backward and marginalized segments (Roy, 2015). Conventional and open universities are generally offering distance education programmes in order to improve educational statues of students (Pathak, 2007) and they are usually carrying out conduct classes for distance education learners in every semester. Further, in the present scenario of covid-19 pandemic, online learning is playing an important role for students of distance education programme. Thus, it is important to study perception of students towards online learning in distance education programme in Tamil Nadu.

Review of Related Literature

Armstrong (2011) found that students had positive and favourable perception on online learning and they felt that it was an alternative, effective and convenient method of learning and it had improved self learning and communication skills among them.

Bolliger and Halupa (2012) concluded that students were favourable for online learning because of its flexibility, interaction, discussion, easy and simple, and effectiveness and they had a positive perception for online learning.

Hus and Eastep (2013) revealed that students were having positive perception on online learning and it improved interaction, discussions and it provided chance for effective communication, feedback and technologies for learning.

Platt et al (2014) indicated that students had positive perception about online learning as it was flexible, interactive, exchanging of ideas, discussion and student oriented and technology enabled and self learning.

Nwankwo (2015) showed that students

were positive and favourable for online learning due to its flexibility, interaction, feed back system, chances for discussion and expressing ideas and effectiveness and convenience.

Matsunaga (2016) found that college students preferred online learning considerably and they had positive perception about it because of flexibility, easy adaptation, knowledge gain and effectiveness.

Tratnik (2017) concluded that students of higher education were having positive perception about online learning and it was very effective, ease of adoption, flexible and convenient.

Bali and Liu (2018) revealed that students had higher positive perception about online learning due to its social relevance, interaction, easiness and adoption and it was helpful for students to discuss freely and give feedback and exchange of ideas.

Pasha and Gorya (2019) indicated that students were having higher and positive perception towards online learning and it was useful for discussion, expressing ideas, interactions and improving knowledge and self learning.

Nugroho et al (2020) showed that large proportion of university students had positive and moderate degree of perception about online learning and it was greatly helpful to discuss and exchange ideas, improve learning through application of technologies, interact and communicate effectively.

Objectives of the Study

The following are the objectives of the study-

i) To study perception of students towards online teaching in distance education programmes.

ii) To find difference among perception of students towards online learning in distance education programme and their profile.

iii) To assess relation among perception of students towards online learning in distance education programme and their academic performance.

Hypotheses of the Study

The following are the hypothesis of the study-

i) There is no significant difference among perception of students towards online learning in distance education programme and their profile.

ii) There is no significant relation among perception of students towards online learning in distance education programme and their academic performance.

Methodology

Tamil Nadu state is chosen for this study. Students of distance education are selected randomly and data are collected from 225 students of distance education through online survey. Profile of students is examined through percentages and perception of students towards online teaching in distance education programmes is studied by using mean and standard deviation. Difference among perception of students towards online learning in distance education programme and their profile is found by employing ANOVA test and t-test. Relation amid perception of students towards online learning in distance education programme and their academic performance is assessed by applying correlation analysis.

Results

Profile of Students: The profile of students is shown in Table-1. Near to three fifth of them are female (57.33 per cent) and nearly two fifth of them are in 36- 45 years of age (37.78 per cent). Near to three fifth of them are in arts stream (56.44 per cent) and nearly two fifth of them are in monthly income group of Rs.20,001 - Rs.30,000 (38.67 per cent) and near to four fifth of them are married (78.22 per cent).

Table-1: Profile of Students

Profile	Number (n = 225)	%age
Gender		
Male	96	42.67
Female	129	57.33
Age		
Less than 25 Years	17	7.56
26 – 35 Years	64	28.44
36– 45 Years	85	37.78
More than 45 Years	59	26.22
Academic Stream		
Science	98	43.56
Arts	127	56.44
Monthly Income		
Below Rs.20,000	29	12.89
Rs.20,001 – Rs.30,000	87	38.67
Rs.30,001 – Rs.40,000	83	36.89
Above Rs.40,000	26	11.55
Marital Status		
Married	176	78.22
Unmarried	49	21.78

Perception of Students towards Online Learning in Distance Education Programme: The perception of students towards online teaching in distance education programmes is shown in Table-2.

Table-2: Perception of Students towards Online Learning in Distance Education Programmes

Online Learning in Distance Education Programmes	Mean	Standard Deviation
Online learning is giving good learning experience	3.93	0.82
Online learning is encouraging interaction with others	3.87	0.87
Online learning is providing adequate learning materials	3.81	0.93
Online learning is highly flexible and efficient	3.36	1.13
Online learning is permitting to share ideas and views effectively	3.63	1.08
Online learning is facilitating technology enabled learning	3.29	1.16
Online learning is allowing to submit assignments	3.72	0.99
Online learning is improving engagement of students	3.67	1.04
Online learning is encouraging meaningful discussions	3.76	0.97
Online learning is helping to understand subjects easily	3.38	1.11

The students are agreed with online learning is giving good learning experience, online learning is encouraging interaction with others, online learning is providing adequate learning materials, online learning is permitting to share ideas and views effectively, online learning is allowing to submit assignments, online learning is improving engagement of students and online learning is encouraging meaningful discussions, while, they are neutral with online learning is highly flexible and efficient, online learning is facilitating technology enabled learning and online learning is helping to understand subjects easily.

Perception of Students towards Online Learning in Distance Education Programme and Their Profile: The connection amidst perception of students towards online learning in distance education programme and their profile is given below as.

Perception towards Online Learning and Gender: The connection amidst perception towards online learning and gender of students is shown in Table-3.

Table-3: Perception towards Online Learning and Gender

Gender	N	Mean	Standard Deviation	t-Value	Level of Significance
Male	96	35.69	4.67	4.760	Significant at .01
Female	129	39.15	3.48		

Mean value of perception towards online learning for male and female students are 35.69 and 39.15 sequentially. This explicates that perception towards online learning is higher for female than male students.

The t-value is 4.760 and it is showing that significant difference exits amidst perception towards online learning and gender of students.

Perception towards Online Learning and Age: The connection amidst perception towards online learning and age of students is shown in Table-4.

Table-4: Perception towards Online Learning and Age

Age	N	Mean	Standard Deviation	F-Value	Level of Significance
Less than 25 Years	17	37.78	5.07	4.493**	Significant at .01
26 – 35 Years	64	39.18	4.80		
36– 45 Years	85	36.07	5.43		
More than 45 Years	59	35.15	5.72		

Mean value of perception towards online learning for students in less than 25 years, 26 - 35 years, 36- 45 years and more than 45 years of age are 37.78, 39.18, 36.07 and 36.15 sequentially. This explicates that perception towards online learning is higher for students in 26 - 35 years of age than others.

The F-value is 4.493 and it is showing that significant difference exits amidst perception towards online learning and age of students.

Perception towards Online Learning and Academic Stream: The connection amidst perception towards online learning and academic stream of students is shown in Table-5.

Table-5: Perception towards Online Learning and Academic Stream

Academic Stream	N	Mean	Standard Deviation	t-Value	Level of Significance
Science	98	35.82	4.93	4.235	Significant at .01
Arts	127	39.09	4.18		

Mean value of perception towards online learning for students in science and arts stream are 35.82 and 39.09 sequentially. This explicates that perception towards online learning is higher for students in arts than science stream.

The t-value is 4.235 and it is showing that significant difference exits amidst perception towards online learning and academic stream of students.

Perception towards Online Learning and Monthly Income: The connection amidst perception towards online learning and monthly income of students is shown in Table-6.

Table-6: Perception towards Online Learning and Monthly Income

Monthly Income	N	Mean	Standard Deviation	F-Value	Level of Significance
Below Rs.20,000	29	35.26	4.87		
Rs.20,001 – Rs.30,000	87	36.14	4.64	4.812	Significant at .01
Rs.30,001 – Rs.40,000	83	39.22	3.57		
Above Rs.40,000	26	37.73	4.14		

Mean value of perception towards online learning for students in monthly income group of below Rs.20,000, Rs.20,001 - Rs.30,000, Rs.30,001 - Rs.40,000 and above Rs.40,000 are 35.26, 36.14, 39.22 and 37.73 sequentially. This explicates that perception towards online learning is higher for students in monthly income group of Rs.30,001 - Rs.40,000 than others.

The F-value is 4.812 and it is showing that significant difference exits amidst perception towards online learning and monthly income of students.

Perception towards Online Learning and Marital Status: The connection amidst perception towards online learning and marital status of students is shown in Table-7

Table-7: Perception towards Online Learning and Marital Status

Marital Status	N	Mean	Standard Deviation	t-Value	Level of Significance
Married	176	38.77	4.45	5.048	Significant at .01
Unmarried	49	34.98	5.17		

Mean value of perception towards online learning for married and unmarried students are 38.77 and 39.09 sequentially. This explicates that perception towards online learning is higher for married than unmarried students.

The t-value is 5.048 and it is showing that significant difference exits amidst perception towards online learning and marital status of students.

Relation among Perception of Students towards Online Learning in Distance Education Programme and Their Academic Performance

The correlation analysis is applied to assess relation among perception of students towards online learning in distance education programme and their academic performance and the result is shown in Table-8.

Table-8: Perception of Students towards Online Learning in Distance Education Programme and their Academic Performance

Particulars	Correlation Coefficient	Level of Significance
Perception of Students towards Online Learning in Distance Education Programme and their Academic Performance	0.57	Significant at .01

The correlation coefficient among perception of students towards online learning in distance education programme and their academic performance is 0.57 and it is indicating that they are positively and moderately interrelated.

Conclusion

The above findings reveal that the students are agreed with online learning is giving good learning experience, encouraging interaction with others, providing adequate learning materials, permitting to share ideas and views effectively, allowing to submit assignments, improving engagement of students and encouraging meaningful discussions. Significant difference is there among perception of students towards online learning in distance education programme and their profile. Perception of students towards online learning in distance education programme is positively, significantly and moderately related with their academic performance. Therefore, online learning should be highly flexible and efficient and it must facilitate technology enabled learning. Beside, online learning should be helpful for students to understand subjects easily.

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A Comparative Study of Personality Factors and Socio-Economic Status of B.Ed. Students

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ABSTRACT

It is essential to clear that the theoretical background of the study before conducting a research work related to human behaviour. In succeeding lines an attempt has been made to throw light on the points helpful in development of the theoretical background of the problem. Objective of the study is to ascertain the Personality factor and socio-economic status of the B.Ed. Students. For the present study the investigator had selected 500 students (200 aided colleges and 300 self-finance colleges) have been selected from the population. The research selected the 16PF Question by R.B. Cattle and Socio-economic status scale developed by S.P. Kulshreshtha. Researcher concluded that B.Ed. students of govt. aided institute is superior than self finance B.Ed. students of personality factor but self-finance students are better than Govt. aided institutes in socio-economic status.

Key words: Distance Education, Online Learning, Perception, Students

Introduction

There are both increasing demands for supply of private higher education in India. From the demand of public, the private colleges have been growing in large number due to existence of excess demand particularly of the upper classes and of those who fail to get admission in government aided colleges for higher education on the basis of competition.

In our country today there are about 16 million students enrolled in post secondary level institutions of all categories, including the distance mode. About 85% of them are enrolled in general liberal art and science institutions and the rest in professional and vocational programmes. Though the number of students enrolled appears to be huge, it still works out just about 6% of the relevant age group between 18 and 22 years of age. This is very low compared to the corresponding figure of about 80% for countries like the USA, Finland and Japan. In most of the western countries, it ranges from 20% to 30%. A sizeable number of these institutions comprises of affiliated colleges a half of whom have already been abandoned by UGC by describing them as academically non-viable institutions. The pass outs of most of these institutions of higher education are only joining the already existing vast stream of unemployable and underemployed youth. It is for this and other reasons that on the eve of formulation of new education policy (1986) the state of higher education was severely

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criticized in these words: "the whole process of higher education has become warped, dysfunctional, producing a number of unemployable young men and women" (Challenge of Education, 1985). One of the basic reasons as to why substandard general higher education institutions grew phenomenally and technical and professional education institutions increased at a much slower pace was that as against general education institutions, technical education institutions required much heavier investment of funds which was unavailable in the proportion of their requirements.

The dwindling financial resources for higher education has made various committees in recent years to recommend for a search of alternative means of financing of higher education which can only come from private sources. International Commission on Education (1997) has also argued that it is not only justifiable but also desirable to raise money from private sources in order to ease the pressure on national budget. Besides, the New Economic Policy launched in 1991 with its accent on economic liberalization, decentralization decontrol and privatization has also given its nod for larger participation of private bodies in financing and management of higher education. The World Bank Study (1992) to has suggested private financing of higher education by imposing higher user charges or in other words permitting fees-charging private institutions to flourish. The arguments advanced in favour of this suggestion are: (1) it will resolve financial problems of universities and will ensure that resources are proportional to number, (2) its potentially adverse effect on equity within the sub-sector is blunted by the fact that most students at this level come from relatively advantaged social background, (3) it will encourage efficiency in the use of resources as providers become accountable to students, and (4) in a market oriented economy, tuition income will give institutions important signals about employment demand" (World Bank Study, 1992). However, it may not be possible to agree entirely with all these arguments.

Given the fact that the resource crunch faced by higher education in general and technical and professional education in particular has come to stay and that the spurt in private demand for technical and professional courses will continue to be there due to increasing economic development needs of the country, privatization of higher education, particularly of its technical and professional education component, not only seems inevitable but also essential for the development of the society especially in the era of globalization which demands human and industrial development on highly competitive terms. The order of the Honorable Supreme Court of India in the case of TMA Pai & others Vs. State of Karnataka dealing with establishment and administration of private professional and other education institutions seems to be in appreciation and support of this contention. On the ground also we find that in recent years Government of Higher Education. As a result, privatization of higher education today exists as a hard reality and gradual rise in private initiative in higher education only reinforces this ground reality. However, it is also true, that privatization of higher education has occurred mainly in professional courses with an obvious approval of various regulatory bodies.

It seems that now privatization of higher education is something that cannot be ignored. It has come to stay in the system. The question

that now arises is as to what extent and in what form and with what safeguards privatization has to be accepted so that it contributes in the development of higher education without making any compromises on the aspects of quality of education, equity and social solidarity. In order to answer these and similar other questions and to ensure that proper safeguards are built against the exploitative and harmful aspects of privatization of higher education, particularly its professional and we would need to delve deeper in its process and forms and analyse their implications for the people and society as a whole.

Two important phenomenon, of nineties namely, globalization of economy and establishment of National Council of Teacher Education, set pace of privatization on, in the field of teacher education in India, in general and in U.P. in particular. Until 1999, there was no self-financed teacher training college in U.P. All teacher training colleges of state were either Govt. managed or funded by state govt. First self-financed teacher training college of U.P. came in existence was Ram Eesh Institute of Education Noida. It was affiliated to C.C.S. University, Meerut. In 2001, 18 New teacher education institutions got recognition of N.C.T.E. and affiliation of C.C.S. University, Meerut. Thus, year by year number of self-financed teacher education institutions increased and this number reached 277 during academic session on 2011-12.

This is picture of self-financed teacher training colleges of the C.C.S. University, Meerut. Similar mushrooming of teacher training institutions can be seen in other state universities of U.P.

B.Ed. programme runs in education department of Government aided colleges is praised by the teachers and educationists. How for these education department of aided colleges satisfy B.Ed. students academically? Do they provide quality education to B.Ed. student or not? To what extent quality of B.Ed. programme run in teacher education department of aided colleges is superior to quality of teacher education of self-financed teacher education institutions? Do they have better infrastructure than self-financed institutions? Do they have better teachers and superior staff than self-financed institutions? Thus the study impartially and scientifically compared quality of teacher education programme organized in self-financed and government aided teacher training institutions.

Statement of the Problem

The statement of the problem has been stated as- "A Comparative Study of Personality Factors and Socio-Economic Status of B.Ed. Student".

Objectives of the Study

The following are the objectives of the study-

1. To compare Personality Factors of the B.Ed. student studying in self-financed and aided Institutions.

   This objective was divided into 16 sub-objective of 16 dimensions of personality factor.

2. To compare Socio Economic Status of the B.Ed. student studying in self-financed and aided Institutions.

Hypotheses of the Study

Following hypothesis corresponding to objectives of the study will formulated.

1. Significant difference does not exist between personality factors of B.Ed. student studying in self-financed and aided institutions.

   This hypothesis was divided into 16 sub-hypotheses of 16 dimensions of personality factor.

2. Significant difference does not exist between socio-economic status of B.Ed. student studying in self financed and aided institutions.

Delimitations of the Study

The study in hand was delimited to:

1. B.Ed. students only (B.Ed. student only).

2. Teacher training institutions affiliated to Ch. Charan Singh University, Meerut only.

3. B.Ed. Students (Pupil teachers) of self-financed and government aided institutions only.

4. Personality factors and socio-economic status of B.Ed. student only.

Method of the Study

The researcher will be used survey method of research for the present study.

Population of the Study

In present study B.Ed. student studying in self-financed and Govt. aided institution affiliated to C.C.S. University, Meerut constituted population.

Sample of the Study

Two hundred B.Ed. student from education department of aided colleges and three hundred B.Ed. student from self-financed institutions were selected finally from sample of the study.

Sampling Technique

Simple random sampling method was used to select sample of the study.

Tools to be Used

1. Cattle's 16 PF developed by R.B. Cattle

2. Socio-Economic Status Scale developed by S.P. Kulshresth

Statistical Techniques to be used

The researcher will used mean, SD and t-test as statistical techniques to analyze data of the study.

Analysis and Interpretation of Data

Table-1: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'A' (Reserved Vs Out going)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	3.10	2.16	0.755	Not Significant
2.	B.Ed. student of Govt. Aided College	200	2.97	1.72		

Interpretation & Discussion: Table No. 1 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education

institutions concerning personality factor 'A' i.e. Reserved Vs Outgoing. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 0.755 is less than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'A'. It is evident from the table that B.Ed. student of self-finance institutions are more reserved or more outgoing then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor A equally.

Table-2: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'B' (Dull Vs Bright)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	7.94	1.82	0.826	Not Significant
2.	B.Ed. student of Govt. Aided College	200	8.08	1.84		

Interpretation & Discussion: Table No. 2 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education institutions concerning personality factor 'B' i.e. Dull Vs Bright. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 0.826 is less than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'B'. It is evident from the table that B.Ed. student of self-finance institutions are less intelligent than their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor 'B' equally.

Table-3: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'C' (Affected by feelings Vs Emotionally Sable)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	4.47	2.72	0.336	Not Significant
2.	B.Ed. student of Govt. Aided College	200	4.39	2.23		

Interpretation & Discussion: Table No. 3 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education

institutions concerning personality factor 'C' i.e. Affected by feelings Vs Emotional stable. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 0.336 is less than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'C'. It is evident from the table that B.Ed. student of self-finance institutions more emotional stable but then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor 'C' equally.

Table-4: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'E' (Humble Vs Assertive)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	3.92	3.18	0.581	Not Significant
2.	B.Ed. student of Govt. Aided College	200	3.78	2.13		

Interpretation & Discussion: Table No. 4 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education institutions concerning personality factor 'E' i.e. Humble Vs Assertive. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 0.582 is less than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'E'. It is evident from the table that B.Ed. student of self-finance institutions are more Humble or more assertive then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor E equally.

Table-5: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'F' (Sober Vs Happy go lucky)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	3.85	3.08	1.551	Not Significant
2.	B.Ed. student of Govt. Aided College	200	3.50	2.05		

Interpretation & Discussion: Table No. 5 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education

institutions concerning personality factor 'F' i.e. Sober Vs Happy go luck. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 1.551 is less than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'F'. It is evident from the table that B.Ed. student of self-finance institutions are more sober or more happy go lucky then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor 'F' equally.

Table-6: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'G' (Expedient Vs Conscientious)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	3.25	3.12	2.337	Significant at 0.05 level
2.	B.Ed. student of Govt. Aided College	200	2.72	1.95		

Interpretation & Discussion: Table No. 6 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education institutions concerning personality factor 'G' i.e. Expedient Vs Conscientious. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 2.337 is more than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their personality factor 'G'. It is evident from the table that B.Ed. student of self-finance institutions are more Expedient or more conscientious than their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their personality factor 'G'.

Table-7: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'H' (Shy Vs Venture some)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	4.24	2.98	2.012	Significant at 0.05 level
2.	B.Ed. student of Govt. Aided College	200	3.78	2.07		

Interpretation & Discussion: Table No. 7 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education

institutions concerning personality factor 'H' i.e. Shy Vs Venture some. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 2.012 is more than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their personality factor 'H'. It is evident from the table that B.Ed. student of self-finance institutions are more shy or more venture some then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their personality factor 'H'.

Table-8: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'I' (Though minded Vs Tender-minded)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	1.89	1.70	7.289	Significant at 0.01 level
2.	B.Ed. student of Govt. Aided College	200	3.27	2.29		

Interpretation & Discussion: Table No. 8 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education institutions concerning personality factor 'I' i.e. though minded Vs tender minded. In order to be significant 't' value should be either equal to 2.58 or above it, for df 498. Obtained 't' value 7.289 is more than minimum significant 't' value 2.58. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their personality factor 'I'. It is evident from the table that B.Ed. student of self-finance institutions are less though minded or less tender minded then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their personality factor 'I'.

Table-9: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'L' (Trusting Vs Suspicious)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	1.88	1.62	6.043	Significant at 0.01 level
2.	B.Ed. student of Govt. Aided College	200	2.86	1.86		

Interpretation & Discussion: Table No. 9 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education

institutions concerning personality factor 'L' i.e. trusting Vs suspicious. In order to be significant 't' value should be either equal to 2.58 or above it, for df 498. Obtained 't' value 6.044 is more than minimum significant 't' value 2.58. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their personality factor 'L'. It is evident from the table that B.Ed. student of self-finance institutions are less trusting or less suspicious then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their personality factor 'L'.

Table-10: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'M' (Practical Vs Imaginative)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	2.30	1.87	3.773	Significant at 0.01 level
2.	B.Ed. student of Govt. Aided College	200	2.98	2.04		

Interpretation & Discussion: Table No. 10 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education institutions concerning personality factor 'M' i.e. Practical Vs Imaginative. In order to be significant 't' value should be either equal to 2.58 or above it, for df 498. Obtained 't' value 3.773 is more than minimum significant 't' value 2.58. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their personality factor 'M'. It is evident from the table that B.Ed. student of self-finance institutions are less practical or less Imaginative than their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their personality factor 'M'.

Table-11: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'N' (Forthright Vs Astute)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	3.07	3.24	3.051	Significant at 0.01 level
2.	B.Ed. student of Govt. Aided College	200	2.34	2.09		

Interpretation & Discussion: Table No. 11 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education

institutions concerning personality factor 'N' i.e. Forthright Vs Astute. In order to be significant 't' value should be either equal to 2.58 or above it, for df 498. Obtained 't' value 3.051 is more than minimum significant 't' value 2.58. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their personality factor 'N'. It is evident from the table that B.Ed. student of self-finance institutions are more forthright or more astute then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their personality factor 'N'.

Table-12: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'O' (Placid Vs Apprehensive)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	2.64	2.14	4.266	Significant at 0.01 level
2.	B.Ed. student of Govt. Aided College	200	3.51	2.26		

Interpretation & Discussion: Table No. 12 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education institutions concerning personality factor 'O' i.e. Placid Vs Apprehensive. In order to be significant 't' value should be either equal to 2.58 or above it, for df 498. Obtained 't' value 4.266. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their personality factor 'O'. It is evident from the table that B.Ed. student of self-finance institutions are less placid or less apprehensive then their counterpart B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their personality factor 'O'.

Table-13: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'Q1' (Conservative Vs Experimenting)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	3.22	2.96	0.089	Not Significant
2.	B.Ed. student of Govt. Aided College	200	3.20	2.00		

Interpretation & Discussion: Table No. 13 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education

institutions concerning personality factor 'Q1' i.e. Conservative Vs Experimenting. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 0.089 is less than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'Q1'. It is evident from the table that B.Ed. student of self-finance institutions are more conservative or more experimenting then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor 'Q1' equally.

Table-14: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'Q2' (Group dependent Vs Self-sufficient)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	3.45	2.86	2.748	Significant at 0.01 level
2.	B.Ed. student of Govt. Aided College	200	2.88	1.78		

Interpretation & Discussion: Table No. 14 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education institutions concerning personality factor 'Q2' i.e. Group dependent Vs Self-sufficient. In order to be significant 't' value should be either equal to 2.58 or above it, for df 498. Obtained 't' value 2.748 is less than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their personality factor 'Q2'. It is evident from the table that B.Ed. student of self-finance institutions are more group dependent or more self-sufficient then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their personality factor 'Q2' equally.

Table-15: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'Q3' (Undisciplined Vs Controlled)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	3.35	2.97	0.007	Not Significant
2.	B.Ed. student of Govt. Aided College	200	3.55	2.14		

Interpretation & Discussion: Table No. 15 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education

institutions concerning personality factor 'Q3' i.e. Undisciplined Vs Controlled. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 0.007 is less than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'Q3'. It is evident from the table that B.Ed. student of self-finance institutions are less undisciplined or less controlled then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor 'Q3' equally.

Table-16: Comparison of B.Ed. student of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'Q4' (Relaxes Vs Tense)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	2.94	2.12	6.177	Significant at 0.01 level
2.	B.Ed. student of Govt. Aided College	200	4.25	2.46		

Interpretation & Discussion: Table No. 16 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education institutions concerning personality factor 'Q4' i.e. Relaxed Vs Tense. In order to be significant 't' value should be either equal to 2.58 or above it, for df 498. Obtained 't' value 6.177 is less than minimum significant 't' value 1.96. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their personality factor 'Q4'. It is evident from the table that B.Ed. student of self-finance institutions are less relaxed or less tense then their counter part B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their personality factor 'Q4'.

Table-17: Comparison of B.Ed. student of Self-finance and Govt. Aided Institutions in terms of their Socio-Economic Status

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	134.30	26.46	4.208	Significant at 0.01 level
2.	B.Ed. student of Govt. Aided College	200	124.49	24.89		

Interpretation & Discussion: Table No. 17 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education

institutions, concerning Socio-Economic Status. In order to significant 't' value should be either equal to 2.58 or above it, for df 498. Obtained 't' value 4.208 is more than minimum significant 't' value 2.58. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their Socio-Economic Status. It is evident from the table that B.Ed. student of self-finance institutions are higher than their counterpart B.Ed. student of Govt. aided institutions but difference in mean scores of the two group is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their Socio-Economic Status.

Conclusions

On the basis of findings following conclusions have been drawn-

1. If social advantageousness of the B.Ed. student is not taken into consideration personality factors namely A, B, C, E, F, Q1 and Q3 of B.Ed. students are neither influenced by self-financed nor government aided teacher training institutions. Personality factors G, H, N and Q2 of B.Ed. student of self-financed institutions were better than B.Ed. student of government aided institutions. Contrary personality factors I, L, M, O and Q4 of the B.Ed. student of government aided institutions were found superior to that of self-financed students.

2. Academic performance of B.Ed. students are neither influenced by self-financed or government aided teacher training institutions.

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An Exploration of the Relation of Moral and Social Values to develop an adequate Peace Education Program

Sunita Magre* & Ritu Raj Singh**

ABSTRACT

The present study aims to identify the relation between Moral and Social Values and need of Peace Education program, taking into consideration the changes in Moral and Social Values. The study sample consisted of 100 students, including both boys and girls from Government high school of rural area of Kurukshetra and Karnal, Haryana. Moral Value Scale developed by AK Singh and A. Sen Gupta was used to find out the moral value of students. Nalani Rao's Social Maturity scale was used to find out the Social Value of the students.. The results revealed that moral and social values are related to each other and fading in the present scenario. The female students showed higher moral values and social maturity compared to the male students. The study highlights that there is need of aid to the present education system which is not well equipped with innovative tools to inculcate the values in students. The society needs a different approach to tackle the changing value system and bring peace and harmony in social circle as well in the mind of individuals. Peace Education is an approach that can provide aid to the current crisis of the declining moral and social values.
Key words: Moral Values, Social Action, Peace Education Program, Gender

Introduction

"Respect for ourselves guides our morals; respect for others guides our manners" Laurence Sterne

Moral and Social values are such close knitted concepts that there is no clear line drawn to differentiate between them, they are an inextricable part of social development. These are set of values passed from generations to generations, through various cultures, religions, society, environment, socialization, globalization that affects and develops the behaviour, attitude, personality and thoughts of each and every individual in certain ways. Values are shaped in behaviours, attitude and practices which enables that a society functions and adopted by majorities by sharing common customs, educational background, social structure and similar social, religious, psychological systems (Tas?p?nar, 2009). As the foundation, these values can help

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in predicting the attitudes, behaviour and actions of the people of concerned society as well reflects the changes society has gone through.

Many social researchers have agreed that the values are deeply rooted abstract motivations which set some rules that are widely accepted and shown in the attitude and behaviour across the different domains of life. As a universal value feature can summarized in main features on the basis of many theorists as values are beliefs, values are benchmarks to decide actions, values are ranked by importance depending on society or individuals, values are desired goals, values remain the same irrespective of actions and situations.

Moral values are described as the system of belief and opinions that guide the individual to do the good behaviours and to abstain from the bad ones with his/her own will to reach a goal (Aydin, 2010). Morals are the standards, of any individual to behave and judge the things which are right or wrong. Various cultures and religions have theirs different moral ethics but respect, honesty, helping, justice, family, kindness, charity, fidelity, kindness, modesty etc can easily be stated as universal values. Moral values are behavioural aspects to differentiate right from wrong, which can be defined as standards to get social acceptance, which involves self control, taking responsibilities, following customs and society norms.

Moral Maturity also requires that moral values are internalized and rooted in the conscious. For moral maturity, it is not adequate to have the moral values as opinions and judgment. Meanwhile, it is also necessary to convert these values into attitudes and behavioural conscious and requires an

agreement and consistency in terms of opinions and behaviours. When all these elements become habitual actions, only then, the moral maturity occurs (Fukuyama, 1998).

The concept of social values is also similar, these values make individuals closer to each other and lead a social life in a more harmonious way while communicating, sharing individual rights and respecting them. Social values have attributes which contributed to society by introducing human rights, democracy, freedom, women rights, justice etc. These values are carried out by individuals but it affects the lives and environment around the individual in a better way and helps in self-development. Dignity, Education, Respect, Right to health and welfare of all, Human Right, Justice, Safeguarding of vulnerable are considered social values according to the National Institute of Health and Care Excellence.

The perpetual changes in the society due to weakening family ties, show-off culture, fast paced life, self centric approach, globalization, digitalization and virtual expansion have changed the concept of moral and social ethics of decision making. Both moral and social values are not innate, they have to be learnt, which makes way for a different kind of approach; Peace Education Program, which can help in developing a positive attitude towards moral and social values. Moral and Social values cannot be learned by telling someone. Peace is not only related to non violence, it is a way of living, by becoming a good human being, while taking into consideration not only the society but also the environment and the individual himself.

Therefore education of peace can be seen as a possible way of transforming "culture

of violence" to "culture of peace" by developing children's peaceful attitudes and skills and by stimulating a change in their consciousness (Harris and Morrison, 2003: 178). Violence is not acquired with birth; it is the result of consequences faced by individuals. Which is also added in the constitution of UNESCO "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed" (in Wilson, 1946).

The word Peace is commonly taken as a world which simply means 'absence of war' if this is true, than what about the peace at individual level? Is it possible for a society to have sustainable peace when its individual is not peaceful? On the other hand if the society or country doesn't have peaceful environment how is it possible for an individual to be at peace? These two concept are closely entangled that means Peace is a relationship variable which bounds individuals, groups and nations. Through the history of mankind there have been struggles of power, conflict, clash, violence on the other hand we can find the way to attain peace guided by the world's great religions- Buddhism, Jainism, Hinduism, Christianity. It clearly shows Peace education is not a new to the world and several originations were promoting peace from ancient times.

As per UN declaration " A culture of peace is a set of values, attitudes, traditions and modes of behaviour and ways of life where there is respect of life, end of violence, respect of human rights, peaceful settlement of conflicts, right to equality, freedom of speech and respect of every caste, culture and society which are some of the most important characteristics of social peace.

The Paper Focus

The paper focuses on exploring the relation between moral and social values and developing a Peace Education Program to promote a positive attitude towards these values which are radically changing in society. Peace education program is a holistic approach to address the issue discussed above in comparison to any other program introduced in students' syllabus.

The Theoretical Background

According to many researchers the study of social and moral values are the research topic of sociology, but in changing prospective adequate focus are given to study these in the field of psychology, education, anthropology, social science and related studies. Durkheim (1897/1964), Weber (1905/1958) and (Braithwaite & Scott, 1991) were among the earliest researchers for explaining social and personal changes. These values are determined after evaluating the affiliation in between the individual and the experience in certain situations (Murray, (1999).

Kohlberg (1977) examined moral development into three periods which are Pre-Traditional Level and take notes of the reaction of people about certain events, when the rules are set by others, Traditional Level in which the welfare of society is rated before anything, Post-Traditional Level in which individual choose what is best for him/her, and the result were most of the people belong to 'Traditional Morality Level'.

Each individual holds numerous values, which are ranked on the basis of priority according to their interest which was developed into The value theory (Schwartz, 1992, 2006a) which segregate values into six main feature and are base of many theories

Work as being an important part of life, where the individual working and the person affected by it, is also one of the significant aspects for practicing the social maturity test in correlation to other factors. In one such research,(Shannon, J. 2012) the results show that nurses who scored higher in the empathy category on the emotional skills assessment process were perceived by their employers as satisfactory in overall job performance and in the specific job performance categories initiative, knowledge and communication.

Verma and Tyagi (1988) made an attempt to find out whether the six differences exist in the values of senior secondary school teachers. The findings indicated that male teachers were significantly higher on economic and political values and lower on social values as compared to female teachers

The study of values started focusing on individuals, expanding to society, in the 21st century the research approach to figure out the difference taking into account gender, strata and social economics (Arnab Pan 2014).

In the study of values major tools were made by psychologists and researchers to study the psychology, attitude, behavior by individuals shown on different occasions facing different variables, and find out the negative and positive correlation between them.

Statement of the problem

An Exploration of the Relation of Moral and Social Values to develop an adequate Peace Education Program

Objectives of the Study

The following are the objectives of the study-

1. To study the level of moral values of Government high school students in relation to gender, between the age of 11 to 17.

2. To study the level of social values of Government high school students in relation to gender, between the age of 11 to 17 .

3. To find out the significant relation between the moral values and social values of Government high school students between the age of 11 to 17.

Hypotheses of the Study

Following hypothesis corresponding to objectives of the study will formulated.

1. There is no significant difference in the level of moral values of Government high school students in relation to gender, between the age of 11 to 17 .

2. There is no significant difference in the level of social values of Government high school students in relation to gender, between the age of 11 to 17.

3. There is no significant relation between moral values and social values of Government high school students, between the age of 11 to 17.

The Model of Study

Methodology used in research

In the context of this study, the aim was to examine the moral and social value of government high school students and the relation between moral and social values of government high school students, between the age of 11to 17, in order to fulfil the objectives, normative survey method is used which is also referred as descriptive survey. Simple random sampling technique was used to select the sample.

Population and Sample

For the presented study the, a sample of students between the age of 10-17 years studying in Government high schools were selected. The presented study was delimited only to the high schools of Kurukshetra and Karnal rural areas.

Tools

For the study the investigator used the following tools:

Moral Value Scale: Moral values of the students were assessed by using a Moral value scale developed by Dr A Sen Gupta and Prof A K Singh which consists of 36 statement and the responses to all the statements are recorded in (Yes or No). The scale is divided on four aspect of moral value i.e. Cheating, Dishonesty, Lying and Stealing.

Social Maturity Scale: In order to find out the social value of the students, investigator used the social maturity scale developed by Nalini Rao. It contains 90 statements which measure social maturity under three dimensions- Personal Adequacy, Interpersonal Adequacy, Social Adequacy. The responses are recorded on a five point scale which are Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree with the score of 5,4,3,2,1 for positive items and 1,2,3,4,5 for negative items. Investigator used a social maturity scale in order to find out the social values of students.

Researcher decided to use social maturity tool to measure social values as the three components in this tools is highly relevant to social value, higher the social maturity it can be said the individual has high social values.

Results and Discussion

Table-1: Showing t-ratio between Moral Values of government school students in relation to gender, between the age of 11-17

Group	N	Mean	SD	SE$_D$	t-ratio	Level of significance
Male	50	295.60	2.28	0.42	2.90	Significant
Female	50	280.00	1.90			

Table-1 shows that t-ratio 3.20 is significant at 0.01 and 0.05 level of significance. It can be comprehended that there is a significant difference between the moral values of government high school students in relation to their gender, between the age of 11-17. Hence null hypotheses there is no significant difference between moral values of government high school students is rejected.

Table 2: Showing t-ratio between Social Maturity Value of government school students in relation to gender, between the age of 11-17

Group	N	Mean	SD	SE$_D$	t-ratio	Level of Significance
Male	50	307.40	2.41	0.47	3.40	Significant
Female	50	292.00	2.15			

Table-2 shows that t-ratio 3.20 is significant at 0.01 and 0.05 level of significance. It can be comprehended that there is significant difference between the social values based on the social maturity level of government high school students in relation to their gender, between the age of 11-17. Hence null hypotheses there is no significant difference between social values of government high school students is rejected.

Table 3: Showing the relation between moral values and social maturity values of Government high school students, between the age of 11-17

Variable	No. of Students	Pearson Correlation coefficient	P- Value	Significance Level
Moral Value	100	0.644	0.01	Significant
Social Maturity	100			

Table-3 shows that coefficient of correlation between moral values and social values of government high school students is significant at 0.01 level . Hence null hypotheses that there is no significant relationship between moral values and social values of government high school students is rejected.

Finding and Discussion

In the present study, the purpose was to find out the moral values and social values of government school students on the basis of gender and to find out the correlation between moral values and social maturity levels.

After analysing the data collected on moral values it is observed that there is a significant difference in male and female students between the age of 11 to 17 of government school on the basis of moral values.

After analysing the data collected on social values it is observed that there is significant difference in male and female students between the age of 11 to 17 of government school on the basis of social values.

It is concluded that there is a correlation between moral values and social values in students between the age of 11 to 17 of government school.

The radical changes in the world have brought great differences in each aspect of life, with each achievement in the field of science and technology, a visible impact is seen on every realm, and education, ethics, value are no different. Everyone is running in a rat race, focused on becoming more influential, materialistic leaving behind the moral and social values which are the establishment of society. The study was conducted to find out the moral and social values of students and if there is any correlation between them, as it is clear from the finding, there is correlation between these two variables and the difference on the basis of gender. The finding suggests that the present education system is not competent enough to inculcate the right values in students which are directly responsible for true social values. Society needs a different approach to tackle the chaotic situation and bring peace and harmony in the social circle as well in the mind of individuals. Peace Education is an approach that can provide aid to the current crisis of the declining moral and social values as well as provide a better way of living.

Need of Peace Education

'Peace education is process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviour to live in harmony with oneself, with others, and with the natural environment'
UNESCO

The Peace education program (PEP) developed by researcher focuses on focuses on three main aspect of peace which is Inner Peace, Social Peace, and Peace with Nature because peace can be achieved in true sense only when one focuses on all the three aspect of it, which can be understood as shown below:
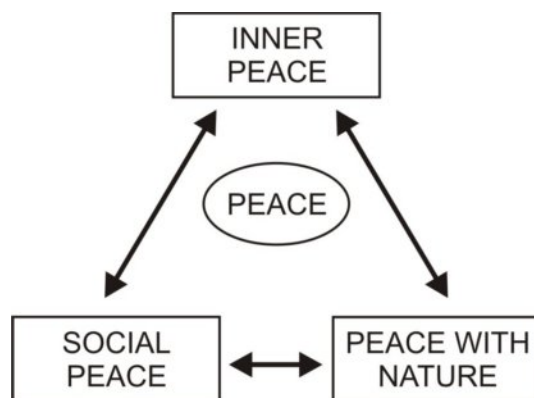
Inner Peace

The inner peace is the absence of conflict within. A person who is calm and is in harmony with oneself can attention contentment and reflect compassion, emotional harmony and will have awareness of health, hygiene, sense of joy and mental clarity. Through Inner peace in PEP, the researcher with the help of pedagogy such as yoga, meditation, informative movies/short chips will promote inner peace and its benefits which is the most important and first requirement for moral and social values.

Social Peace

Coming to the second concept of PEP, Social Peace, it involves conflict resolution, Harmony and Peace with Society, Human Rights, Gender Equality and Interpersonal Relationships. It can be comprehended that each and every single concept is cosmic in itself and has equal importance in today's life . The pedagogy such as real life examples, AV presentations, team and trust building workshops and games are the best tools to make students understand such complex topics by unconventional methods. Since social values are related to all issues discussed above students can gain new insights about Moral and Social Values.

Peace with Nature

Last concept which is taken in PEP, is Peace with Nature, which involves awareness about well-being of our surrounding and the importance of harmony with nature. The pedagogy involves recycling activity, plantation, real life facts and example and documentaries. Mother Earth is the origin of all the living and non living matter but it is being ignored and exploited by the humans. The Peace with Nature promotes the ideology that is our Moral and social responsibility to take care of "mother earth".

All the above concepts have separate goals and each pedagogy is introduced to unravel diverse perspectives of concerned concepts. But all the concepts in PEP are incorporated together in such a way to bring out the true sense of Peace Education. Peace Education Program as whole is the concept to bring out their ability to understand, explore, and incorporate the Moral and Social Values and its learning in their lives.

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A Comparative Study of Socio-Economic Status of B.Ed. Student of Self-Financed and Aided Institutions

Dileep Kumar Mishra*

ABSTRACT

The present study related with socio economic status of B.Ed. Students of Self-Financed and Aided Institutions. Objective of the study is compare Socio Economic Status of the B.Ed. Student studying in self-financed and aided Institutions. For the present study the investigator had selected 500 B.Ed. students (300 from Self-financed and 200 of Govt. Aided Institutions) have been selected from the population. The researcher administered the socio-economic status scale developed by S.P. Kulshreshta for analysis the data. Researcher concludes that B.Ed. student of self-finance institutions are higher than their counterpart B.Ed. student of Govt. aided institutions

Key words: Socio-Economic Status, B.Ed. Students, Self-Financed Institutions and Govt. Aided Institutions

Introduction

In the Indian mixed economy, where the contribution of private sector has been significant, to start with private colleges in India, Higher Education in the country is slowly coming under the grip of privatization. However, two major blocks within the private sector are distance, the government-aided colleges and those which are self-financed colleges both remaining within the affiliating system.

There are both increasing demands for supply of private higher education in India. From the demand of public, the private colleges have been growing in large number due to existence of excess demand particularly of the upper classes and of those who fail to get admission in government aided colleges for higher education on the basis of competition.

Till 1980s the resources of the government reached the limit and most of the state governments were forced to stop establishing or funding new colleges. In the same period, the preferences of students also shifted from academic disciplines to professional programmes to study particularly in areas related to engineering, medicine management, computer applications etc. The effect of these two factors resulted in the new category of private institutions. The government encouraged the establishment of these private and self-financing institutions and made them function under the academic regulations of the universities in the area. This new crop of private institutions, locally called "self-financing" institutions.

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It has been accepted now that providing for higher education is the responsibility of both the state and private investors. There are two main reasons, first is the demand for education from the growing numbers of regular students as well as from the many persons and who desire to more education. Secondly, there is an inability of the state to cotter the increasing demand due to financial constraint.

In the first five years plan, the allocation to education was 7.6%. It came down to 1.3% in the 8th plan. The government had committed 6% of the GNP on education during the 9th plan but could spend only 3.7% on education. The Ambani-Birla Report (2000) estimates that this figure will reduced to 1.8% by 2015.

There has been a phenomenal expansion of higher education in general and teacher education in particular during the post-independence period. To encourage the private sector in education, Government of India proposed "to explore the way and means of increasing resources for higher education through increasing grants fee hikes, industry support and self-financing courses" [10th plan (2002-2007)]. Due to ever increasing demand of qualified teachers in primary and secondary education, teacher education becomes a favourite course for the stockholders of higher education. There are 0.24 million primary teachers who are under qualified (MHRD Reports 2002-2003). In secondary education the picture is not very satisfactory.

Two important phenomenon, of nineties namely, globalization of economy and establishment of National Council of Teacher Education, set pace of privatization on, in the field of teacher education in India, in general and in U.P. in particular. Until 1999, there was no self-financed teacher training college in U.P. All teacher training colleges of state were either Govt. managed or funded by state govt. First self-financed teacher training college of U.P. came in existence was Ram Eesh Institute of Education Noida. It was affiliated to C.C.S. University, Meerut. In 2001, 18 New teacher education institutions got recognition of N.C.T.E. and affiliation of C.C.S. University, Meerut. Thus, year by year number of self-financed teacher education institutions increased and this number reached 277 during academic session on 2011-12.

This is picture of self-financed teacher training colleges of the C.C.S. University, Meerut. Similar mushrooming of teacher training institutions can be seen in other state universities of U.P.

It is said that these institutions lack in infrastructure i.e. building, play ground, library, laboratory and qualified teachers. The last charge against self-finance institutions is very grave in nature i.e. these self-financed institutions do not have qualified teacher educators. Teacher educators are not paid as per U.G.C. norms. How unqualified, under paid teacher can teach B.Ed. student? and how can he develop needed teaching skills in B.Ed. Student? None of these self-financed teacher education institutions have facility for practice teaching.

Above mentioned charges against self-financed teacher education institutions are very serious. These need immediate inquiry and explanations. Keeping the charges against self-finance teacher education institutions in mind, the researcher decided to verify them empirically by comparing teaching skills of the B.Ed. Student of self-financed and aided institutions.

B.Ed. programme runs in education

department of Government aided colleges is praised by the teachers and educationists. How for these education department of aided colleges satisfy B.Ed. students academically? Do they provide quality education to B.Ed. Student or not? To what extent quality of B.Ed. programme run in teacher education department of aided colleges is superior to quality of teacher education of self-financed teacher education institutions? Do they have better infrastructure than self-financed institutions? Do they have better teachers and superior staff than self-financed institutions? Thus the study impartially and scientifically compared quality of teacher education programme organized in self-financed and government aided teacher training institutions.

Statement of the Problem

The statement of the problem has been stated as-

A Comparative Study of Socio-Economic Status of B.Ed. Student of Self-Financed and Aided Institutions.

Objective of the Study

The following are the objectives of the study-

1. To compare Socio Economic Status of the B.Ed. Student studying in self-financed and aided Institutions.
2. To compare Socio Economic Status of the Male B.Ed. Student studying in self-financed and aided Institutions.
3. To compare Socio Economic Status of the Female B.Ed. Student studying in self-financed and aided Institutions.

Hypotheses of the Study

Following hypothesis corresponding to

objectives of the study will formulated and tested.

1. Significant difference does not exist between socio-economic status of B.Ed. Student studying in self financed and aided institutions.
2. Significant difference does not exist between socio-economic status of Male B.Ed. Student studying in self financed and aided institutions.
3. Significant difference does not exist between socio-economic status of Female B.Ed. Student studying in self financed and aided institutions.

Delimitations of the Study

The study in hand was delimited to:

1. B.Ed. students only (B.Ed. Student only).
2. Teacher training institutions affiliated to Ch. Charan Singh University, Meerut only.
3. B.Ed. Students (B.Ed. Student) of self-financed and government aided institutions only.
4. Personality factors and socio-economic status of B.Ed. Student only.

Method of the Study

The researcher will be used survey method of research for the present study.

Population of the Study

In present study B.Ed. student studying in self-financed and Govt. aided institution affiliated to C.C.S. University, Meerut constituted population

Sample of the Study

In present study five hundred B.Ed. student in all formed sample of the study. Two

hundred B.Ed. student were selected from the Govt. aided teacher education department of aided college and three hundred from self-financed institutions. Sample of the study was selected at two levels at first level unit of sample was institutions and at second level the unit of sample was individual pupil teachers.

Sampling Technique

Random sampling method will be used to select sample units of the study.

Tools to be Used

For present study researcher used socio-economic status scale developed by S.P. Kulshrestha.

Statistical Techniques to be used

The researcher will used mean, SD and t-test as statistical techniques to analyze data of the study.

Analysis and Interpretation of Data

Table-1: Comparison of B.Ed. Student of Self-finance and Govt. Aided Institutions in terms of their Socio-Economic Status

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	B.Ed. student of Self-finance College	300	134.30	26.46	4.208	Significant at .01 level
2.	B.Ed. student of Govt. Aided College	200	124.49	24.89		

Interpretation & Discussion: Table 1 displays analysed data in terms of 't' value regarding comparison of B.Ed. student of self-finance and Govt. aided teacher education institutions, concerning Socio-Economic Status. In order to significant 't' value should be either equal to 2.58 or above it, for df 498. Obtained 't' value 4.208 is more than minimum significant 't' value 2.58. It means B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their Socio-Economic Status.

It is evident from the table that B.Ed. student of self-finance institutions are higher than their counterpart B.Ed. student of Govt. aided institutions but difference in mean scores of the two group is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their Socio-Economic Status.

Table-2: Comparison of Male B.Ed. student of Self-finance and Govt. Aided Institutions in terms of their Socio-Economic Status

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	Male B.Ed. student of Self-finance College	300	3.25	3.12	2.337	Significant at .05 level
2.	Male B.Ed. student of Govt. Aided College	200	2.72	1.95		

Interpretation & Discussion: Table 2 displays analysed data in terms of 't' value regarding comparison of male B.Ed. student of self-finance and Govt. aided teacher education institutions, concerning Socio-Economic Status. In order to significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 2.337 is more than minimum significant 't' value 1.96. It means male B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their Socio-Economic Status.

It is evident from the table that male B.Ed. student of self-finance institutions are higher than their counterpart male B.Ed. student of Govt. aided institutions but difference in mean scores of the two group is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their Socio-Economic Status.

Table-3: Comparison of Female B.Ed. student of Self-finance and Govt. Aided Institutions in terms of their Socio-Economic Status

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	Female B.Ed. student of Self-finance College	300	4.24	2.98	2.012	Significant at .05 level
2.	Female B.Ed. student of Govt. Aided College	200	3.78	2.07		

Interpretation & Discussion: Table 3 displays analysed data in terms of 't' value regarding comparison of female B.Ed. student of self-finance and Govt. aided teacher education institutions, concerning Socio-Economic Status. In order to significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 2.012 is more than minimum significant 't' value 1.96. It means female B.Ed. student studying in self-finance and Govt. aided teacher education institutions are differ significantly in terms of their Socio-Economic Status.

It is evident from the table that female B.Ed. student of self-finance institutions are higher than their counterpart female B.Ed. student of Govt. aided institutions but difference in mean scores of the two group is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for

their Socio-Economic Status.

Conclusion

On the basis of analysis following conclusions have been drawn-

1. It is evident from the table that B.Ed. student of self-finance institutions are higher than their counterpart B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their Socio-Economic Status.

2. It is evident from the table that male B.Ed. student of self-finance institutions are higher than their counterpart male B.Ed. student of Govt. aided institutions but difference in mean scores of the two

groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their Socio-Economic Status.

3. It is evident from the table that female B.Ed. student of self-finance institutions

are higher than their counterpart female B.Ed. student of Govt. aided institutions but difference in mean scores of the two groups is real. Therefore, it can be said safely that two groups of pupil teacher differ significantly for their Socio-Economic Status.

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A study of Environmental Values among High School Students

R. Pushpa Namdeo*

ABSTRACT

Environmental Education has always been a priority area, in curriculum development programmes. Environmental education is not just about learning. It is about understanding the environmental issues confronting our planet and changing our behaviours as well. Developments in science and technology have not only made human living more comfortable but created several problems to ecological balance and to the environment. Hence, environmental education should equip children to transform scientific knowledge into optimum utilisation without affecting the environment. This could be achieved when inter and intra disciplinary approaches are practiced. Progress and development have become synonymous with the introduction of new technologies and products, aimed at making life better, safer and more viable. But, there have been instances where apparently useful products and technologies have turned out to be capable of inflicting extremely detritus impact on environment and development in the long run. Realising the importance of preparing younger generations to protect environment and maintain ecological balance for harmonious and healthy living free from hazards of natural calamities, school curriculum from time to time emphasize the need for promoting environmental awareness to develop environment friendly behaviour as well as attempting to inculcate these behaviours in value aspects. Values are basically the preferences related to one's action. If the values of the individual towards environment are high it will definitely pave a path towards sustainable environment. Keeping these rationales in mind the researcher investigates environmental values among high school students. The sample included 160 high school students. Stratified random sampling method was used for sample selection. The collected data were analyzed statistically using t-test. The results of the study inferred that students who studied in private schools and belong to urban areas of Bhopal district have higher environmental values than their counterparts' i.e. students of government schools which belong to rural area. It was also found that female students of both urban and rural areas have higher level of environmental values than the male students.
Key words: Environment, Environmental values

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Introduction

Environmental concern has attracted the attention of all the countries globally. For sustainable development of any nation it is necessary that it takes into consideration the environmental issues such as environmental education, environmental awareness and literacy, environmental attitude etc. Every individual in the society prefers to live in healthier environment, but very few of us are aware about the environmental problems. Whenever environmental problems are discussed industrialization and modernization are largely blamed, but basically the root of environmental problems and other issues related to the environment are due unfriendly environment behaviour. One of the most important behaviour towards environment is related to values which leads to environmental conservation and practices related to unharmed utilisation of the environmental resources. To save our environment so as to sustain it for future generation we need to relate it to our value system. Values are the deciding factors which help us to think about we choices we decide to act upon. The effect and result of our actions with respect to values are complex. Our values towards society as an individual is of outmost importance. It is in way connected to environment and our values in the form of our action towards it. It is we who decides about our actions which will affect our environment directly or indirectly thus preserving our environment. Though environmental studies have become a compulsory subject of study at each level of education system, it is the duty of teachers and every functionaries of education system to integrate environmental issues in teaching learning process so as to inculcate these issues in the value system of an individual so that the environment could be sustained.

Review of related literature

Chin, Chi-Chin (1994), found that students in rural high school appear to have low level of environmental attitude, awareness of environmental problems and girls tend to be more aware of environmental problems than boys. Similarly, Patel D.N (1995) also found that girls' student has greater sensitivity about the environmental awareness than boys. All these findings reveal that gender, type of school and locality of school have influence on environmental values. If influences are supported then we can adopt some strategies for increasing the environmental values among students. Dietz et al (2005) was of the view that environmentalism begins when basic material needs are met and that individuals and societies that are postmaterialist in their values are more likely to exhibit pro-environmental behaviours. Personal values, valuing the wellbeing and welfare of other human beings, valuing personal resources and valuing pleasure and comfort, valuing the environment are key determinant of environmental beliefs and behaviours. A study was conducted to assess environmental awareness of urban and rural students. There is significant difference is environmental awareness among urban and rural students, it was also concluded that this may be due to demographic (Sarojini, 2010). K. Shiva Kumar and S. M. Patil (2007) found teaching environmental education at post graduate level influences student's attitude towards environmental pollution and related issues.

In order to investigate, researchers decided the following objectives for the study.

Objectives of the study

Objectives of the present study are as follows:

(1) To find out environmental values of high school students.

(2) To study the influence of gender, type of school and locality of school on environmental value of high school students.

Hypothesis of the Study

On the basis of the objectives of the study, researchers developed following null hypothesis:

(1) There is no significant difference between boys and girls of high school with respect to environmental values.

(2) There is no significant difference between government and private high school students with respect to environmental values.

(3) There is no significant difference between high school students of urban and rural areas with respect to environmental values.

Design of the study

For the present study descriptive research was adopted. In which survey method was employed to collect data.

Sample

Stratified random sampling procedure was adopted to draw out the sample for the study. At first strata, 4 schools from rural area and 4 schools from urban area were selected at random. From rural and urban schools, considering schools type as second strata, 2 govt. and 2 private schools from rural area and 2 govt. and 2 private schools from urban area were selected. Total sample comprised of 160 students of X class of Bhopal district.

Tool

Environmental values of high school students were measured using self-prepared tool by the researcher. The self prepared test consists of 24 statements and each statement has two alternatives indicating high and low environmental values. After collection of data, the scoring was done. Minimum score obtained was 24 and maximum score was 48. Higher the score higher the environmental value.

Statistical Techniques used

For analyzing the data researcher used percentage, mean, standard deviation and 't' test.

Results and Discussion

The first objective was to study was to find out the environmental values among high school students. To fulfill the first objective of the study range of scores, frequency and percentage were calculated on the basis of which level of environmental values among high school students was classified.

Table-1: Range of Scores, frequency and percentage of students having different level of environmental value

Level	High Env. Value	Average Env. Value	Low Env. Value
Range of Score	40-48	39-28	27 and less
Frequency	32	89	39
Percentage	20.0	55.63	24.37

From table 1 it is found that majority of students' i.e., 24.37% have low level of environmental value, 20.0% of high school students have high level of environmental value. Around 55.63 % of high school students are found to have average level of environmental value.
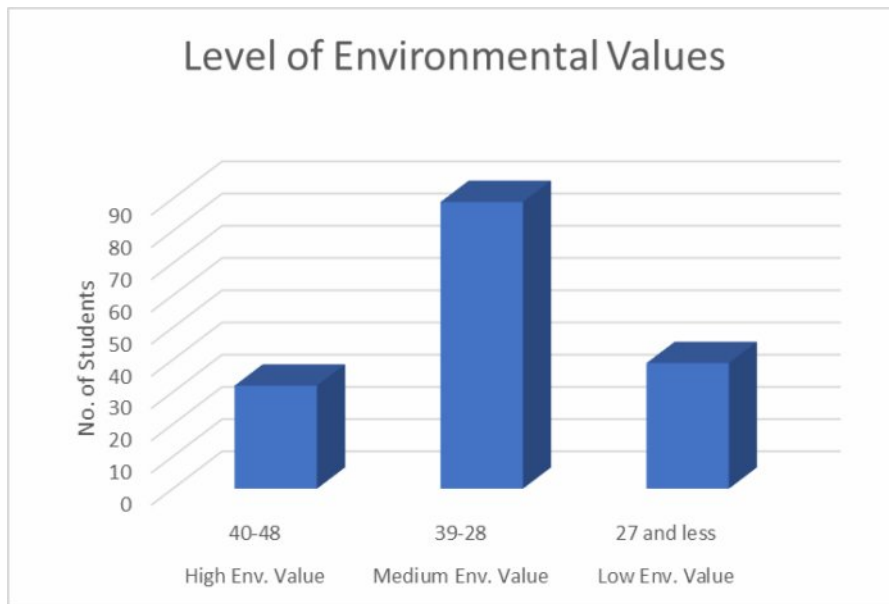

Fig:1. Level of environmental value among high school student's

Gender and Environmental values

The first hypothesis states that there is no significant difference between boys and girls of high school with respect to environmental values. This hypothesis is verified and shown in table. No 2.

Table-2: Significance of 't' between boys and girls in respect of environmental values

Category	Mean	SD	N	df	't'	Sig.
Boys	31.46	5.66	80	158	3.83	0.05
Girls	35.37	7.12	80			

From table 2 it is found that the calculated value of 't' i.e. 3.83 for environmental value of boys and girls is found to be significant at 0.05 level and hence the hypothesis "there is no significant difference between boys and girls of high school with respect to environmental values" is rejected. Thus, it is concluded that there is significant difference between boys and girls of high school with respect of their environmental values. On comparing the mean score it was found that the mean score of girls is higher than boys. Therefore, it can be said that girls have higher environmental values than boys. This shows that, the affect of gender difference is found environmental values of high school students. Chi-Chin (1994), Patel

(1995) also reports that girl's students were more sensitive about the environmental awareness than boys. These could be due to the cultural background of the girls which affects their upbringing.
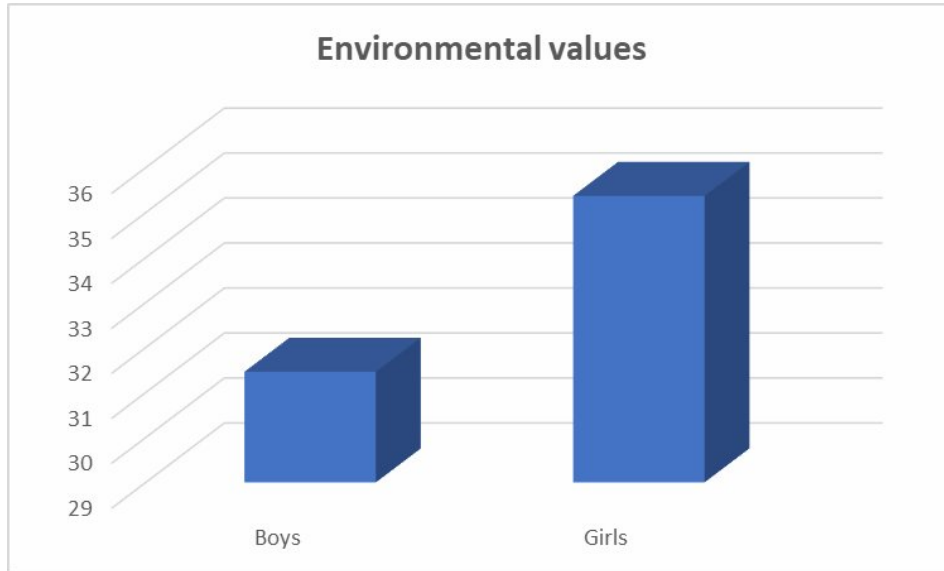

Fig:2. Mean score of boys and girls with to respect to environmental values

Type of School & Environmental Values

The second hypothesis states that there is no significant difference between government and private high school students with respect to environmental values. This hypothesis is verified and shown in table 3.

Table-3: Significance of 't' between govt. and private school students in respect of environmental values

Type	Mean	SD	N	df	't'	Sig.
Govt.	31.84	7.03	80	158	3.05	0.05
Private	35.00	6.04	80			

From table 3 it is found that the calculated value of 't' i.e. 3.05 is found to be significant at 0.05 level and hence the hypothesis "there is no significant difference between government and private high school students with respect to environmental values." is rejected. Thus, it is concluded that there is significant difference between government and private high school students with respect to environmental values. On comparing the mean score it was found that the mean score of private school students is higher than government school students. Therefore, it can be said that private school students have higher environmental values than government school students. Supremacy of private school students may be because of the attention paid by their parents and teachers through various

co-curricular channels and also the use of various electronic gadgets so they are more

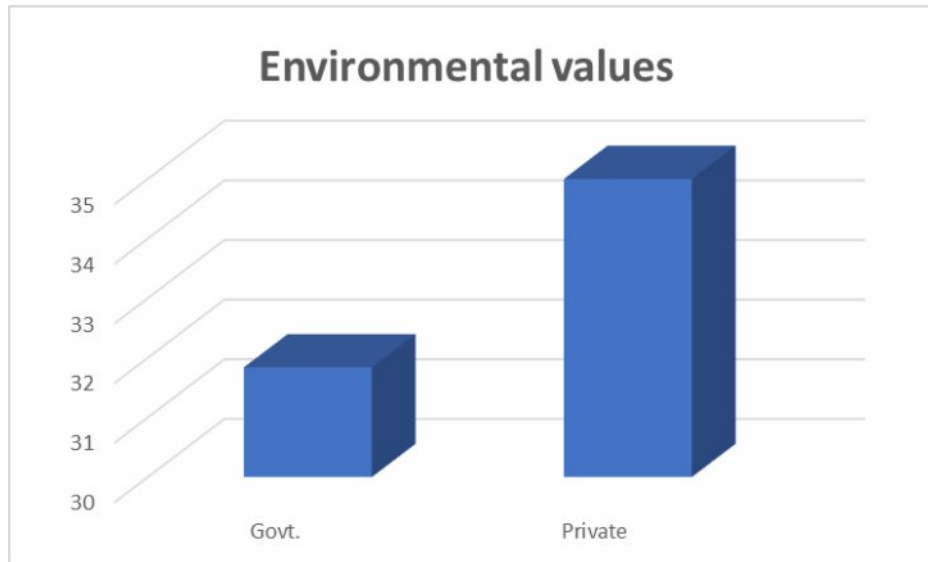aware and possess high level of environmental values.

Fig:3. Mean scores of govt. and private school students with respect to environmental values.

Locality and Environmental Values

The third hypothesis is that there is no significant difference between high school students of urban and rural areas with respect to environmental values. This hypothesis is verified and shown in tables 4

Table-4: Significance of 't' between urban & rural students in respect of their environmental values

Type	Mean	SD	N	df	't'	Sig.
Govt.	31.84	7.03	80	158	3.05	0.05
Private	35.00	6.04	80			

From table 4 it is found that the calculated value of 't' i.e. 4.35 is found to be significant at 0.05 level and hence the hypothesis "there is no significant difference between high school students of urban and rural areas with respect to environmental values." is rejected. Thus, it is concluded that there is significant difference between high school students of urban and rural areas with respect to environmental

values. On comparing the mean score it was found that the mean score of urban school students is higher than rural school students. Therefore, it can be said that urban school students have higher environmental values than rural school students. Sarojini (2010) also found that urban school students have higher level of environmental awareness compared to rural school students which is at par with the result of present study.
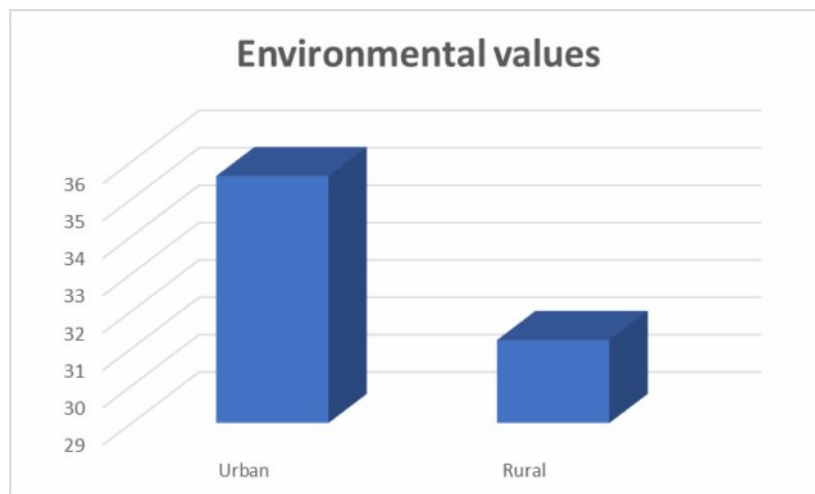
Fig:4. Mean scores of urban & rural students with respect to their environmental values

Discussion and Conclusion

TIssues related to environment is of the outmost importance in the present scenario. Efforts need to be made by various stakeholders whether it be teacher, administrators or policy makers to incorporate environmental issues at various levels of education system. This could be achieved by:

* Promoting environment sensitive issues during teaching in class and by the maximum utilization of senses by formal or informal method.

* Indigenous knowledge about the environment should also be utilized during teaching learning process.

* Inculcate the awareness of various issues of environmental problems.

* Involve the participation of students in various activities for environmental protection.

* Provide emphasis on the recycling of waste products.

* Motivate the students by giving some better examples related to protection, conservation of environment or by organizing campaign.

* Give opportunities to the students, to know the importance of nature.

Not only the teachers but parents should also make efforts for the same. Practising environmental sensitive values by teachers and parents will help to inculcate the same among the students. Therefore, the strategies mentioned above should be effectively implemented so as to increase the level of environmental values among the school going students, along with these indigenous knowledges should be incorporated in teaching strategies so that students from each stratum become aware about the well being of the environment and inculcate the values among themselves for the protection of the environment thus the entire society will be benefitted supporting the economy of the country. Thus, inculcation of environmental values among students is critical for the preservation of environment vis a vis enhancing sustainable development.

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A Study of Teachers Work Behaviour in Relation to Emotional Intelligence of Primary School Teachers

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ABSTRACT

The present study will be helpful for the Primary school teachers. Objective of the study is to compare the work behaviour in relation to emotional intelligence of primary school teachers. For the present study the investigator had selected 130 teachers (70 male and 60 female) primary school of Meerut have been selected from the population. The research used Mangal Emotional Intelligence Inventory by S.K. Mangal and Teacher Work Behaviour Scale of P. Sharma. Researcher concluded that no significant difference among rural and urban primary school teachers.
Key words: Teacher work behaviour, Emotional Intelligence, Primary School Teachers

Introduction

The teaching is a noble profession. The teachers are the heart of the matter and core of whole educational process. The strength of education system largely depends upon the quality of teachers who sustain it. Primary teachers are those individuals who makes a student from their skills it is therefore, imperative that those individuals, who gives the knowledge of basis of education, should be able to impart character among the students. They are the experts of arouse enthusiasm and be a source of inspiration for the students. No doubt, teacher is the real architect of nation and the maker of the humanity.

The present situation of primary teachers, give priority of cognitive and psychomotor development of behaviour rather than all round development of personality. The personality of individual includes whole behaviour as cognitive (knowing), affective (feeling), and psychomotor (doing). The main aim of education is all round development of personality.

The development of affective aspect of behaviour is not only helping the person for development of personality but also create certain abilities with in the learner to handle the feeling aspect of behaviour. The effective and efficient dealing with feeling side of behaviour of oneself is based on emotional intelligence.

Daniel Goleman (1996) in his book "Emotional Intelligence" why it can matter more than IQ has emphasized that emotional intelligence of an individual plays a key role in his personal and professional life.

Hence, it is being recognized that emotional intelligence plays a major role to

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reach at the top of the ladder of success in teaching and other professions.

Teacher is made not born. Based on the statement our society selects some persons towards teaching profession. As the learner, teachers required the education, which facilities all round development of personality. The personality of teachers includes three broad aspects of behaviour. These are cognitive, affective, and psychomotor.

The cognitive aspect of behaviour of teacher includes knowledge about learner, learning process and learning situation. The affective aspect of behaviour of teachers include all excited state of mind such as fear, anger etc. The psychomotor aspect of behaviour of teachers includes all type of activities in the educational situations.

In the present day, less priority is given to the development of feeling aspect of behaviour of teachers, which create certain problem for his/her for effective adjustment towards educational situations. They are unable to awareness of their own emotions, managing own emotions, motivating one-selves, recognizing and influencing other's emotions and handling relationship. Each individual is unique in nature. Some are normal and others are abnormal in relation to adjustment towards society. A normal person is well adjusted to his environment while abnormal one is unadjusted.

Some questions arise in our mind that normal person possesses high abilities to understand one's own emotions, the emotion of others and act appropriately based on these emotions rather than a person.

If we find some relationship between emotional intelligence in teachers work behaviour then we provide proper education

to those groups of persons. Therefore, the researcher selects the topic in order to study the emotional intelligence in relation to work behaviour of primary school teachers.

Statement of the Problem

A Study of Teachers Work Behaviour in Relation to Emotional Intelligence of Primary School Teachers.

Operational Definitions

Teachers Work Behaviour: Teachers work behaviour refers as the primary school teacher's ability towards teaching skills, work initiative, inter personal relationship and work habit as measured by P. Sharma on Teacher's Work Behaviour Scale (2002).

Emotional Intelligence: Emotional intelligence refers as person's ability to inter-personal awareness (own emotions), Intra-personal awareness (other emotions), inter-personal management (own-emotions) and intra-personal management (other emotions) as measured by S.K. Mangal and S. Mangal on Mangal Emotional Intelligence Inventory (2004).

Primary School Teachers: Primary school teachers are those individual who are teaching in government school affiliated by Uttar Pradesh Elementary Education Department from Class I to V.

Objectives of the Study

Objectives of the present study under as follows:

1. To study the significance relationship between teachers work behaviour and emotional intelligence of primary school teachers.

2. To study the significance relationship

between teachers teaching skills and emotional intelligence of primary school teachers.

3. To study the significance relationship between teachers work initiative and emotional intelligence of primary school teachers.

4. To study the significance relationship between teachers inter-personal relationship and emotional intelligence of primary school teachers.

5. To study the significance relationship between teachers work habits and emotional intelligence of primary school teachers.

6. To study the significance difference in mean emotional intelligence of male and female primary school teachers.

7. To study the significance difference in mean emotional intelligence of rural and urban primary school teachers.

Hypotheses of the Study

On the basis of the objectives of the study, researchers developed following hypotheses:

1. There exist no significance relationship between teachers work behaviour and emotional intelligence of primary school teachers.

2. There exist no significance relationship between teachers teaching skills and emotional intelligence of primary school teachers.

3. There exist no significance relationship between teachers work initiative and emotional intelligence of primary school teachers.

4. There exist no significance relationship

between teachers inter-personal and emotional intelligence of primary school teachers.

5. There exist no significance relationship between teachers work habits and emotional intelligence of primary school teachers.

6. There exist no significance relationship between the mean teacher work behaviour of male and female of primary school teachers.

7. There exist no significance relationship between the mean teacher work behaviour of rural and urban of primary school teachers.

Delimitations of the Study

1. The study was delimited to the Meerut district of Uttar Pradesh only.

2. The study was delimited to eighteen primary schools only.

3. The study was delimited to primary school teachers only.

Method of the Study

The analytic survey method of research were used in this study.

Population of the Study

In the present study, the primary school teachers who were teaching in different primary school from class first to fifth of Meerut District in the session 2017-18 represent as population.

Sample of the Study

Overall there will be 70 male teachers and 60 female teachers of primary schools which finally amount to 130 primary school teachers in total.

Sampling Technique

Simple random sampling method was used to select sample of the study.

Tools to be Used

(i) Mangal Emotional Intelligence Inventory (2004) by S.K. Mangal and S. Mangal.

(ii) Teacher's Work Behaviour Scale (2001) by P. Sharma.

Statistical Techniques to be used

For the present study, the following statistical techniques were used for analysis of data i.e. Mean, S.D. (Standard deviation), t-ratio and Product Moment Correlation.

Analysis and Interpretation of Data

Table-1: Co-efficient of Correlation between Teacher's Work Behaviour and Emotional Intelligence of Primary School Teachers

Variables	N	df N-2	Co-efficient of correlation	Nature of Correlation
Teacher's work behaviour	46			Positive Moderate Correlation
Emotional Intelligence	46	44	0.56	

Table No.1 reveals that the correlation of primary school teachers between teacher's work behaviour and emotional intelligence was 0.56. This result represented as positive moderate correlation between teacher's work behaviour and emotional intelligence of primary school teachers.

In the light of the above results, the hypothesis that there exists no significant relationship between teacher's work behaviour and emotional intelligence of primary school teachers stand rejected. Correlation of teachers work behaviour and emotional intelligence of primary school teachers indicates that increase of emotional intelligence has positive effect on teacher's work behaviour of primary school teachers.

Table-2: Co-efficient of Correlation between Teachers Teaching Skills and Emotional Intelligence of Primary School Teachers

Variables	N	df N-2	Co-efficient of correlation	Nature of Correlation
Teachers teaching skills	130			Positive Moderate Correlation
Emotional Intelligence	130	128	0.41	

Table No.2 reveals that the correlation of primary schools teachers between teachers teaching skills and emotional intelligence was 0.41. This result represented as positive moderate correlation between teachers teaching skills and emotional intelligence of primary school teachers.

In the light of the above results, the hypothesis that there exists no significant relationship between teachers teaching skills and emotional intelligence of primary school teachers stand rejected. Correlation of teachers teaching skills and emotional intelligence of primary school teachers indicates that increase of emotional intelligence has positive effect on teachers teaching skill of primary school teachers.

Table-3: Co-efficient of Correlation between Teachers Work Initiative and Emotional Intelligence of Primary School Teachers

Variables	N	df N-2	Co-efficient of correlation	Nature of Correlation
Teachers work initiative	130	128	0.73	Positive Moderate Correlation
Emotional Intelligence	130			

Table No.3 reveals that the correlation of primary schools teachers between teachers work initiative and emotional intelligence was 0.73. This result represented as positive moderate correlation between teachers work initiative and emotional intelligence of primary school teachers.

In the light of the above results, the hypothesis that there exists no significant relationship between teachers work initiative and emotional intelligence of primary school teachers stand rejected. Correlation of teachers work initiative and emotional intelligence of primary school teachers indicates that increase of emotional intelligence has positive effect on teachers work initiative of primary school teachers.

Table-4: Co-efficient of Correlation between Teachers Inter-personal Relationship and Emotional Intelligence of Primary School Teachers

Variables	N	df N-2	Co-efficient of correlation	Nature of Correlation
Teacher's work initiative	130	128	0.45	Positive Moderate Correlation
Emotional Intelligence	130			

Table No.4 reveals that the correlation of primary schools teachers between teachers inter-personal relationship and emotional intelligence was 0.45. This result represented as positive moderate correlation between teachers inter-personal relationship and emotional intelligence of primary school teachers.

In the light of the above results, the hypothesis that there exists no significant relationship between teachers inter-personal relationship and emotional intelligence of primary school teachers stand rejected. Correlation of teachers inter-personal relationship and emotional intelligence of primary school teachers indicates that increase of emotional intelligence has positive effect on teachers inter-personal relationship of primary school teachers.

Table-5: Co-efficient of Correlation between Teachers Work Habits and Emotional Intelligence of Primary School Teachers

Variables	N	df N-2	Co-efficient of correlation	Nature of Correlation
Teacher's Work Habits	130	128	0.45	Positive Moderate Correlation
Emotional Intelligence	130			

Table No.5 reveals that the correlation of primary schools teachers between teachers work habits and emotional intelligence was 0.45. This result represented as positive moderate correlation between teacher's work habits and emotional intelligence of primary school teachers.

In the light of the above results, the hypothesis that there exists no significant relationship between teachers work habits and emotional intelligence of primary school teachers stand rejected. Correlation of teacher's work habits and emotional intelligence of primary school teachers indicates that increase of emotional intelligence has positive effect on teachers work habits of primary school teachers

Table-6: Significant of difference between Male and Female Primary School Teachers in Teacher's Work Behaviour

Variables	Group	N	t-ratio	Level of Significance
Teacher's Work Behaviour	Male	70	1.53	Not significant at 0.5 level
	Female	60		

Table No.6 reveals that the t-ratio between male and female primary school teachers was 1.53. The mean difference of teacher's work behaviour between male and female primary school teachers was not significant at 0.5 level.

In the light of the above results, the hypothesis that there exists no significant difference in mean of teacher's work behaviour of male and female primary school teachers stand accepted. Comparison of male and female primary school teachers indicates that there was no significant difference between male and female primary school teachers on teacher's work behaviour.

Table-7: Significant of difference between Rural and Urban Primary School Teachers in Teacher's Work Behaviour

Variables	Group	N	t-ratio	Level of Significance
Teachers Work Behaviour	Rural	68	1.23	Not significant at 0.5 level
	Urban	62		

Table No.7 reveals that the t-ratio between rural and urban primary school teachers was 1.23. The mean difference of teachers work behaviour between rural and urban primary school teachers was not significant at 0.5 level.

In the light of the above results, the hypothesis that there exists no significant difference in mean of teacher's work behaviour of rural and urban of primary school teachers stand accepted. Comparison of rural and urban primary school teachers indicates that there was no significant difference among rural and urban primary school teachers on teacher's work behaviour.

Conclusion

1. There was positive correlation between teacher's work behaviour and emotional intelligence of primary school teachers. The relationship between teacher's work behaviour and emotional intelligence shows that the increase of emotional intelligence had positive effect on teachers work behaviour.

2. There was positive correlation between teacher's teaching skills and emotional intelligence of primary school teachers. The relationship between teacher's teaching skills and emotional intelligence shows that the increase of emotional intelligence had positive effect on teachers teaching skills.

3. There was positive correlation between teacher's work initiative and emotional intelligence of primary school teachers.

The relationship between teacher's work initiative and emotional intelligence shows that the increase of emotional intelligence had positive effect on teachers work initiative.

4. There was positive correlation between teacher's interpersonal relationship and emotional intelligence of primary school teachers. The relationship between teacher's interpersonal relationship and emotional intelligence shows that the increase of emotional intelligence had positive effect on teacher's interpersonal relationship.

5. There was positive correlation between teacher's work habits and emotional intelligence of primary school teachers. The relationship between teacher's work habits and emotional intelligence shows that the increase of emotional intelligence had positive effect on teachers work habits.

6. There was no significant difference between male and female primary school teachers in teacher's work behaviour. This shows that the variable of sex does not create difference in teacher's work behaviour among primary school teachers.

7. There was no significant difference between rural and urban in primary school in teacher's work behaviour. This shows that the variable of residence does not create difference in teacher's work behaviour among primary school teachers.

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