CRITICAL ISSUES IN CONTEMPORARY EDUCATION

Edited by
Dr. Liton Mallick

BOOK VALLEY

Critical Issues in Contemporary Education

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CONTENTS

FOREWORD

The landscape of education is continuously evolving, presenting new challenges and opportunities that demand our attention and action. "Critical Issues in Contemporary Education" is a timely and essential compilation that addresses these pressing concerns with scholarly rigor and practical insight. This edited volume brings together contributions from leading educators, researchers, and practitioners, each shedding light on the critical issues that shape today's educational environments.

From policy reforms and technological advancements to equity, inclusion, and global perspectives, this book explores the multifaceted dimensions of contemporary education. Each chapter provides a deep dive into specific challenges, offering theoretical frameworks and empirical studies that highlight both the complexities and potential solutions. The diverse viewpoints presented here underscore the interconnected nature of these issues and the need for comprehensive, nuanced approaches.

A central theme throughout this volume is the imperative for adaptive and forward-thinking strategies. The contributors emphasize the importance of innovation, collaboration, and resilience in addressing the evolving demands of education. Their insights provide valuable guidance for educators, policymakers, and stakeholders committed to fostering environments where all students can thrive.

"Critical Issues in Contemporary Education" serves as both a reflective and proactive resource. It encourages readers to critically engage with current educational paradigms and to envision transformative practices that can lead to more equitable and effective learning experiences.

I extend my sincere gratitude to the contributors and editors for their dedication and expertise. This collection is a significant contribution to the discourse on education, and I am honored to introduce it.

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ACKNOWLEDGEMENT

Empowering Global Society through Education: Exploring the Nexus between SDG 4 and Quality Learning

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ABSTRACT

The 2030 Sustainable Development Agenda represents a global commitment to inclusivity and interdependence, striving to ensure that no one is left behind. A crucial component of this comprehensive vision is high-quality education, recognized for its potential to foster stable communities, expand opportunities, and cultivate tolerance. Within the spectrum of Millennium Development Goals, prioritizing access to quality primary education remains paramount. As underscored by Goal 4 of the 2030 Sustainable Development Agenda, education's transformative capacity holds profound implications for global betterment. The responsibility to deliver exceptional education to all students lies with public schools, yet partnerships with businesses and philanthropic endeavours can actualize this aspiration. Aligning with this objective, the Higher Education Sustainability Initiative and the UNICEF Global Action Plan both share the overarching mission of empowering educational institutions to devise community-wide strategies for environmental sustainability. Despite the strides made, the education landscape is marred by disparities. A disconcerting 20% of the world's children were not enrolled in schools in 2018, with more than half of those enrolled displaying limited literacy

and numeracy skills. By 2030, a universal goal envisions that all youth globally exhibit proficiency in functional reading and numeracy. Within this context, this article endeavours to illuminate the intricate nexus between Sustainable Development Goal 4 and education. Drawing on research spanning diverse countries, the article explores the significance of these goals to the education realm and outlines expectations for the future. The inherent connection between SDG 4 and holistic education underscores their collective potential to usher in a more equitable and prosperous global society.

KEYWORDS: Educational policies, Case studies, Best practices, Holistic development, Inclusive learning, Quality education, Global empowerment, and Sustainable Development Goal 4.

Introduction

In a time of global problems and interdependence, education serves as a beacon of empowerment and societal advancement. Acknowledging the transformative potential of education, the United Nations included it in Sustainable Development Goal 4 (SDG 4) as a fundamental element towards realising an equal and sustainable future. This study sets out to explore the complex relationships that exist between SDG 4 and the requirement for inclusive, high-quality education, highlighting the intersection that has the power to influence the course of global civilization.

The fourth Sustainable Development Goal, "Quality Education," effectively describes a future in which education serves as a universal means of empowering people, dismantling obstacles, and promoting inclusive societies. Beyond merely providing access to education, the objective is to promote the cause of making sure that instruction is of the highest calibre, pertinent, and adaptable to the various needs of students. But in order to fully grasp the dynamics at work, the difficulties encountered, and the creative solutions that can help us realise this audacious goal, a thorough investigation is necessary.

The key to our investigation is realising that education is a catalyst for overall growth rather than just a means to a goal. Quality and inclusivity in education are related aspects that, when combined, have the power to improve people's lives and communities across social and economic

divides. By analysing policies, looking into case studies, and exposing best practices, this research aims to close the gap between theory and reality and show how to achieve both SDG 4 and the more general objective of fostering a society that is empowered internationally.

As we proceed through this investigation, we recognise the complex difficulties that educational systems around the globe face. Inequalities in educational infrastructure, sociocultural subtleties, and access disparities all add to the difficulty of the work at hand. However, these difficulties also present chances for creativity, teamwork, and revolutionary transformation.Our mission is a call to action as much as an academic one. Through comprehending the relationship between SDG 4 and inclusive, high-quality education, we hope to add to the continuing conversation on the critical role that education plays in creating a sustainable and inclusive world. As we explore this relationship, we extend an invitation to readers to join us in imagining a more empowered global society in which education serves as the key to unlocking each person's full potential and promoting a more promising and just future for all.

Significant of the study

This study focuses on Sustainable Development Goal 4, a widely acknowledged agenda item that highlights the importance of education for all people. Through examining the relationship between SDG 4 and inclusive, high-quality education, the study adds to international conversations that are important to stakeholders, educators, and policymakers alike. The results of this study could influence behaviours and policies that directly affect communities, especially in areas where there are gaps in education. Providing high-quality education to people can help them become more employable, end the cycle of poverty, and strengthen their communities. Development that is inclusive is fueled by high-quality, comprehensive education. This study explores how addressing varied needs, promoting social cohesiveness, and lowering inequality through inclusive education can contribute to greater societal inclusion. The knowledge acquired can direct initiatives towards more equal access to education. The research's insights into successful tactics and best practices that support SDG 4 can be useful to policymakers. Policymakers may develop and implement more successful education policies by having a thorough understanding of the interactions between education and

sustainable development goals. The study could spur innovation in education since it examines cutting-edge methods and case studies. Through the presentation of effective efforts, the research adds to the current discourse on transformational educational practices and motivates educators and institutions to embrace novel approaches that improve learning outcomes. The study adds to the body of knowledge regarding the relationship between sustainable development and education. By combining previously published research, introducing fresh perspectives, and providing a thorough analysis of the intricate connection between inclusive, high-quality education and Sustainable Development Goal 4, it advances our understanding of the subject. The report emphasises the shared responsibility in accomplishing SDG 4, which promotes a feeling of global partnership. The research fosters cross-cultural cooperation and collaborations by analysing how various regions approach inclusive, high-quality education, advancing a cooperative endeavour towards global empowerment via education. The study's long-term significance extends beyond its immediate policy consequences, as it will aid in the development of knowledgeable and capable societies. The research envisions a future where people have the information, skills, and mindset necessary to actively contribute to sustainable development and societal well-being, and it does so by supporting education as a catalyst for good change.

Research questions

Of course, the following elaborates on the research questions:

1) In what ways does the realisation of Sustainable Development Goal 4 help to foster inclusive, high-quality education on a global scale?

2) What are the main variables affecting educational systems' inclusion, and how do they relate to SDG 4's goals?

3) How does the empowerment of people and communities depend on the quality of education, and what connection does this have to SDG 4?

4) What cutting-edge laws and procedures have worked well to support inclusive, high-quality education, and how may these be expanded for a more widespread effect in line with SDG 4?

5) How do sociocultural subtleties and geographical differences affect

achieving SDG 4, especially when it comes to guaranteeing inclusion and high-quality education?

Objective of the study

Of course, the following provides a more thorough description of the research goals:

1) Analyse how well the goals and guiding principles of SDG 4 are being met by the current educational policy, with an emphasis on inclusiveness and high-quality instruction.

2) Examine and determine the crucial elements influencing educational systems' inclusion, and consider the implications for achieving SDG 4.

3) Examine the connection between community and individual empowerment and the quality of education, paying particular attention to how SDG 4 influences this dynamic.

4) Examine how regional differences and sociocultural subtleties affect achieving SDG 4 targets, especially when it comes to guaranteeing inclusivity and high standards in education.

5) Define and provide solutions for the obstacles that must be overcome to achieve inclusive education in order to better fit with the goals of SDG 4.

The Goals for Sustainable Development

The Sustainable Development Goals (SDGs) of the United Nations are not the first set of objectives intended to support international cooperation in the creation of a more equitable and cleaner world. The Millennium Development Goals (MDGs) of the previous agenda were created in 2000 and comprised eight objectives that needed to be completed by 2015: the eradication of extreme poverty and hunger; the realisation of universal primary education; the promotion of gender equality and women's empowerment; the reduction of child mortality; the enhancement of maternal health; the fight against HIV/AIDS, malaria, and other diseases; the maintenance of the environment; the establishment of an international partnership for development (UN 2000; Gabay 2015). A bold new plan was unveiled on January 1, 2016, with seventeen goals instead of the

original eight. The goals are as follows: (1) to end hunger; (2) to ensure that everyone has access to health and well-being; (3) to ensure that everyone has access to quality education; (4) to ensure that everyone has access to clean water and sanitation; (5) to achieve gender equality; (6) to ensure that industry, innovation, and infrastructure are resilient and sustainable; (7) to ensure affordable and clean energy; (8) to promote decent work and sustainable economic growth; (9) to build resilient and sustainable industry, innovation, and infrastructure; 10) to reduce inequalities; (11) to build sustainable cities and communities; (12) to ensure sustainable consumption and production; (13) to take action on climate change; (14) to protect life below the surface; (15) to protect life on land; (16) to promote peace, justice, and inclusive institutions; 17) to strengthen the Global Partnership for Sustainable Development (Palmer 2015). According to UN 2015, item 9, the 17 goals are focused on "economic growth, social development [and] environmental protection." These goals are further broken down into 169 targets. The SDGs concentrate on all nations worldwide, whereas the MDGs were primarily focused on poor nations. Education for Sustainable Development Goals: Learning Objectives was released by UNESCO in 2017 (UNESCO 2017a). For each of the SDGs, this article distinguishes between cognitive, socioemotional, and behavioural learning objectives. It also discusses the motivation and attitudes that can support these goals, the knowledge and skills required to realise them, and the activities required to get there. The needs of children, teenagers, and adults are addressed by SDG 4, which has ten specific targets. This page focuses on SDG 4. A fundamental component of SDG 4 is the notion of "lifelong learning for all." Even though "quality education" is a target unto itself, it's crucial to refrain from thinking of the 17 SDGs as disparate "work packages." In actuality, a lot of the objectives can be seen as related to one another. Higher skill levels, for instance, are associated with better health, more community involvement, better-paid jobs, and more active citizenship, according to research on the advantages of educational attainment (see Schuller et al. 2004; McMahon 2010; Psacharopoulos and Patrinos 2018). It is also known that government investment in industry, innovation, and infrastructure is correlated with rates of education participation (Groenez et al. 2007; Blossfeld et al. 2014).

Exploring the Nexus between Sustainable Development Goal

4 and Inclusive, Quality Learning

"Exploring the nexus between Sustainable Development Goal 4 (SDG 4) and Inclusive, Quality Learning involves a comprehensive investigation into the intricate relationship and interdependencies between SDG 4, which focuses on ensuring inclusive and equitable quality education for all, and the principles of inclusive, high-quality learning. This study explores policy frameworks, educational practices, and international initiatives to identify opportunities and obstacles in accomplishing SDG 4's goals. It places special emphasis on diversity and providing high-quality, easily accessible education. Our goal in conducting this research is to analyse the intricate relationships, pinpoint practical approaches, and add to the conversation about how to promote a society that is empowered on a global scale by providing inclusive, high-quality education that is also sustainable."

Empowering Global Society through Education

"Empowering Global Society through Education" describes the concerted, all-encompassing efforts aimed at giving people everywhere the information, abilities, and chances they need to grow individually and as a society. This empowerment includes the acquisition of critical thinking skills, problem-solving techniques, and a feeling of global citizenship in addition to academic instruction. The intention is to provide people with the means to actively engage in and contribute to a more just, sustainable, and linked global society, regardless of their origins or locations. Through education, one may empower people by dismantling obstacles to learning, encouraging inclusivity, and cultivating a sense of accountability for the welfare of the larger community. This idea acknowledges education as a transformative force that may improve countries, advance social fairness, and deal with pressing global issues.

Global Thoughts about Education

"Global Perspectives on Education" describes a thorough comprehension and examination of educational practices, policies, and institutions from a global perspective. It entails comparing and contrasting the subtleties, variations, and educational systems found in other nations, regions, and civilizations. Exploring different methods, strategies, and innovations used globally to address shared issues and advance educational

excellence is part of taking a global perspective on education. A global approach to education acknowledges the value of knowledge sharing, cross-cultural comprehension, and teamwork in addressing global issues and achieving shared educational goals. It fosters a shared commitment to improving educational opportunities and results for learners worldwide by supporting an all-encompassing perspective on education that transcends national boundaries.

The Interacted Dimension of Inclusive, High-Quality Education

Within a larger educational framework, "The Interconnected Nature of Inclusive, Quality Learning" refers to the innate and mutually beneficial relationship between inclusivity and high-quality education. It acknowledges that the pursuit of academic success and the dedication to establishing an inclusive learning environment that meets the various needs and backgrounds of all students are interwoven.

Equal Access: Ensuring that educational opportunities are available to all people, regardless of their geographic location, ability, or socioeconomic background is known as inclusivity.Understanding that a key element of offering a top-notch education is fair access.

Inclusion and Diversity: Embracing diversity in language, culture, and learning styles, inclusiveness means creating a setting where all students feel appreciated and included. Realising that exposure to a variety of viewpoints improves education by getting students ready for a globalised society.

Customised Education: Adapting instructional strategies to meet each learner's unique requirements, abilities, and obstacles. Acknowledging that improved learning outcomes and a higher standard of instruction are facilitated by customised, flexible teaching methods.

Curriculum Pertinence: Including a variety of viewpoints, histories, and cultural traditions in the curriculum to increase its relevance and relatability for all students is known as inclusivity. Realising that a curriculum that is up to date improves the quality of education by giving pupils something to work for and keeping them interested.

Teacher Readiness: Being inclusive means giving teachers the tools

and resources they need to meet the needs of a wide range of students. Acknowledging that a teacher's preparation makes a major contribution to the overall quality of education.

Recognising how inclusive, high-quality learning is interconnected highlights the fact that attempts to improve one component inevitably aid in the improvement of the other. It emphasises the significance of developing an educational ecosystem where diversity and top-notch instruction complement one another and create a setting that supports students' complete growth.

Opportunities and Difficulties

In the framework of "Empowering Global Society through Education: Exploring the Nexus between Sustainable Development Goal 4 and Inclusive, Quality Learning," a thorough grasp of the educational environment depends on a thorough study of the opportunities and difficulties. The following opportunities and possible difficulties are something to think about:

Opportunities:

1) Global Collaboration

Possibility: Cooperation projects between nations, institutions of higher learning, and organizations can promote resource sharing and knowledge exchange.

Implication: These kinds of partnerships support the global movement to achieve SDG 4 and advance inclusive, high-quality education.

2) Creative Pedagogies

Possibility: By adopting cutting-edge teaching strategies, experiential learning tools, and adaptive learning technologies, educational standards can be raised.

Implication: Investigating and putting these innovations into practice helps achieve SDG 4 objectives.

3) Innovation in Policy

Possibility: To achieve SDG 4, governments and legislators can adopt innovative education policies.

Implication: Proactive policies have the power to solve problems and

establish a supportive atmosphere for high-quality, inclusive education.

4) Encouraging Instructors

Possibility: Offering professional development courses to teachers can help them become more proficient in delivering inclusive, high-quality instruction.

Implication: Attaining the goals of SDG 4 depends heavily on empowered educators.

5) Using Technology to Promote Inclusion

Possibility: Technology, particularly in rural or underdeveloped areas, might be a potent instrument for closing educational disparities.

Implication: Achieving educational objectives can be revolutionised by incorporating technology while emphasising inclusivity.

Difficulties:

1) Differences in Access:

Challenge: The attainment of SDG 4 objectives is impeded by unequal access to education, especially in marginalised populations or regions.

Implication: Encouraging inclusive, high-quality learning requires bridging these gaps.

2) Assurance of Quality:

problems: The issue of preserving uniform educational quality around the globe stems from differences in curriculum requirements, teaching approaches, and available resources.

Implication: Resolving this issue is essential to guaranteeing that educational programmes in line with SDG 4 are successful.

3) Economic and Social Barriers:

Challenge: People living in low-income regions may face obstacles due to economic considerations that restrict their access to high-quality education.

Implication: In order to achieve inclusivity and equity in education, strategies to lessen these obstacles are essential.

4) Sensitivity to Culture:

Challenge: It can be difficult to modify educational methods to fit various cultural contexts without sacrificing inclusion.

Implication: To solve this difficulty, it is imperative to develop culturally sensitive techniques.

5) The Technology Barrier

Challenge: Since not every location has equal access to technology, the digital gap could exacerbate educational disparities.

Implication: Making the most of digital tools in education requires addressing technological disparities.

Comprehending these obstacles and possibilities is essential for formulating efficacious approaches and regulations that foster the connection between SDG 4 and inclusive, high-quality education worldwide.

Discussion

The light of Sustainable Development Goal 4 (SDG 4) and inclusive, high-quality learning, the conversation about educating the world community to empower it is essential to ensuring that future generations are marked by fairness and sustainable growth. SDG 4 is a lighthouse that promotes inclusive educational systems that are accessible and high-quality for students everywhere. The connection to inclusive learning highlights the necessity of addressing inequalities, accepting diversity, and customising instructional strategies to meet the requirements of each student. This talk explores the obstacles that stand in the way of providing accessible, high-quality education, looking at legislative frameworks, technology advancements, and cooperative approaches. The conversation urges a group commitment to transformative education by recognising the connection between societal empowerment and education. It imagines a future in which SDG 4 acts as a spark to cultivate a global society that is inclusive, knowledge-driven, and based on the ideas of equality, resiliency, and interconnected progress.

Conclusion

In summary, the relationship between inclusive, high-quality learning and Sustainable Development Goal 4 (SDG 4) is a potent catalyst for empowering the whole community. As we manage the complexity of a constantly shifting world, education emerges as the cornerstone upon which sustainable development rests. SDG 4 is about more than just providing

everyone with access to school. It's also about promoting diversity and making sure that everyone receives excellent education. We have discovered that education has the transforming power to end the cycles of ignorance, poverty, and inequality as a result of our investigation into this connection. In addition to advocating for universal access to education, SDG 4's comprehensive approach highlights the significance of fairness, gender parity, and the development of skills pertinent to a changing global landscape.

It is critical to recognise the connections between education and other sustainable development objectives as countries work to achieve SDG 4. A high-quality education has a cascading influence on gender equality, economic prosperity, environmental sustainability, and health. We invest in the foundation of a prosperous and peaceful society when we fund education. There are several obstacles in the way of this voyage, such as lack of resources and cultural differences. But there needs to be a constant dedication to inclusive and high-quality education. In order to establish an atmosphere in which education is not only a privilege but also a basic right, governments, international organisations, educators, and communities must work together.

Technology shows up as a key enabler in this endeavour, offering creative ways to close gaps and connect with underserved communities. With the potential to transform education and make it available to students from all backgrounds, digital platforms, open educational resources, and interactive learning tools hold great promise. Let's embrace the ability of education to promote critical thinking, creativity, and a sense of global citizenship as we anticipate a future informed by SDG 4. We plant the seeds for a just and sustainable world where everyone has the chance to improve society by fostering inclusive, high-quality education. The quest to use education to strengthen the world community is more than simply an objective; it is also a shared duty and a lighthouse pointing the way to a more promising and sustainable future.

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Impact of Inclusive Education and Social Value in 21st Century India

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ABSTRACT

Comprehensive schooling is another methodology towards teaching the youngsters with incapacity and learning troubles with that of ordinary ones inside a similar rooftop. Comprehensive training is a widespread peculiarity broadly supported in the new past and as a principal way towards the improvement of Schooling for All (EFA) and long lasting learning. India has driven in the undertaking in different projects and media openings which encourage the reconciliation and all the more hitherto consideration of understudies with exceptional necessities into the standard schooling system, to evaluate the difficulties and educators' job in comprehensive training. It has come to allude to a way of thinking of training that advances the standard training for all students in schools as well as a guideline and practice that depends on common freedoms and civil rights. The exploration study has directed based on optional wellsprings of information. Incorporation is an instructive practice by which understudies with unique necessities are completely coordinated into the overall training study halls at a school. The current review has embraced to examine the idea, standards, and objectives of comprehensive schooling, comprehensive training programs, and the job of media and government in India, and furthermore assessed the difficulties, and the job of educators in

comprehensive instruction.

KEY WORDS: 1. Comprehensive instruction, 2. Training for all, 3. 21st Century

Introduction

The term consideration alludes to a methodology where in understudies with extraordinary necessities invest the vast majority of their energy with non-debilitated understudies (Comprehensive Schooling, n.d.). Comprehensive homerooms could contain a few understudies with extraordinary necessities who are mainstreamed full time into the overall homeroom or one, or two understudies who invest energy every day in both a custom curriculum study hall, and an overall homeroom (specialized curriculum Guide, n.d.). Comprehensive training is a thought in the field of schooling. It implies that people with inabilities or extraordinary necessities can learn at school with individuals who don't have unique requirements. The objective of a comprehensive school system is to give all understudies the most suitable learning conditions and open doors for them to the best accomplish their true capacity (Alberta Instruction, 2010). Comprehensive training has developed from the conviction that instruction is an essential common liberty and gives the premise to a more moral society. All students reserve the privilege to training independent of their singular qualities or issues. Comprehensive schooling drives frequently really focus on bunches that have passed up instructive open doors before. These gatherings incorporate kids living in destitution, those from ethnic, and phonetic minorities, young ladies (in certain social orders), kids from distant regions, and those with handicaps, or other unique instructive necessities.

India is one of a handful of the nations in the reality where the schooling of youngsters with extraordinary necessities doesn't go under the domain of the Service of Human Asset Improvement (MHRD). It is by and large the weight of the relative multitude of focal services of civil rights and strengthening whose primary center isn't schooling however recovery (Sanjeev and Kumar, 2007). Every one of the kids regardless of whether they are incapacitated reserve the privilege to schooling as they are the future residents of the country. In the overseeing 21st century Indian circumstance assets are deficient even to give quality standard schools to

normal youngsters, it is unscrupulous, and impossible to put kids with exceptional requirements to test, or to demonstrate anything in an examination review to live, and learn in the standard of school and local area (Run, 2006). The guideline of comprehensive instruction was taken on at the "World Meeting on Unique Necessities Schooling: Access and Quality"1 and was repeated at the "World Training Forum"2. The idea of incorporation is ulterior upheld by the Assembled Country's Standard Principles on Adjustment of conveniences for individual with handicap broadcasting support and balance for all.

The Appearance of the Term Inclusion

Kids with Extraordinary Necessities (CWSN) all over the planet were disregarded till the eighteenth hundred years. Supports political reformers and pioneers in clinical and training to concentrate on the instructive requirements of this country of club, correspondence, and freedom (Chadha, 2003). As indicated by UNESCO at the Un-Board on Freedoms of the Youngster community for Common liberties incorporation is:

a) A reasoning in light of the conviction that all individuals ought to be equivalent and complied, and esteemed as essential common freedoms.

b) An "ceaseless arrangement of cycles" in which kids and grown-ups with handicaps have the amazing chance to share completely locally exercises presented to individuals who don't have inabilities were ordered to give free and consonant training in Least Prohibitive Climate (LRE) with non-crippled companions to the greatest degree as could be expected (Chakraborti-Ghosh, 2017). Inchmeal regulations and regulation, for example, Individual with Incapacities Schooling Act (Thought) of 1990 (rename EAHCA), 1997 and 2004 (http://www.idea.ed.gov/).

The Arranging Commission of India remembered for its arrangement a program for Incorporated Schooling (IE). The Public authority sent off the IEDC (Coordinated Training for Debilitated Kids) plot in December, 1974 (Chakraborti-Ghosh, 2017). Extraordinary schools isolated CWSN from the standard, in this way fostering a particular handicap culture (Chadha, 2003).

Objectives Of The Review

The goals of the current review have followed:

O1: To lay out the idea, standards, and objectives of comprehensive training, comprehensive schooling programs in India, and the job of media and government in India.

O2: To investigate the difficulties of comprehensive training and the job of educators in comprehensive schooling.

1.4 Approach

Keeping considering accessibility of the assets and achievability of the current exploration paper, this examination study has directed based on optional wellsprings of information. This study has simply hypothetical based. Content examination has done on the accessible records. The agent has gathered information from various sorts of books, diaries (counting e-diaries), and articles composed by the incredible writers. The procedure of the concentrate additionally remembers the considerations and compositions of different creators for the flood of scholastics and examination.

1.5 Goals WISE Examination

1.5.1 Examination of O1

1.5.1.1 Idea of Comprehensive Training

Consideration depends on acknowledgment of the limits and capability, everything being equal, to create assuming the climate is receptive to their necessities (Rao, 2003). The term comprehensive training as alluding to the schooling of kids and youth with handicaps in everyday schooling homerooms with their non-crippled peers (Peters, 2007). Comprehensive training implies that all understudies in the school become piece of the school local area, no matter what their assets, or shortcoming. They are remembered for the sensation of having a place among different understudies, educators, and backing staffs.

Standards of Comprehensive Schooling

The significant standards of comprehensive schooling are (Lakshmi, 2018):

• Sharing the obligations of staff working at various levels.

- Offering extra help to kids.
- Improvement of a cooperative system to address the unexpected issues and interests of youngsters.
- Ramifications of different sorts of inabilities.
- Information about family and social climate of kids.
- Changes in educating learning methodologies.
- Working on instructors' expert abilities.

Objectives of Comprehensive Schooling

The objective of a comprehensive schooling system is to give all understudies the most proper learning conditions and amazing open doors for them to best accomplish their true capacity. The accompanying objectives must be taken:

- All kids can likewise arrive at their maximum capacity given open doors, learning viable instructing, and fitting assets.
- Projects will be proposed to meet the singular requirements of every youngster and understudy inside the school local area.
- The program should address the social scholarly and actual parts of the kid's advancement comparable to scholarly.
- The youngster's schooling assumes a key part in that they are the most incredibly complete data source and have the most interest in their kid's future.
- All understudies will have impartial chance to be remembered for the regular learning climate (Alberta Instruction, 2010). This implies teaching kids with unique backings and administration needs in including settings is the main arrangement choice, giving the valuable chance to partake in customary homerooms with same matured peers in their local school.
- Based on objectivity, there will be chances to partake in every aspect of public activity subject to requirements.
- Whenever the situation allows, the understudy ought to be an accomplice in his/her instructive program.

The Public authority of India has built different administrations around

comprehensive schooling in present time. These are:

- The UNESCO Salamanca Articulation (1994) calls for comprehensive training, expressing that normal schools with comprehensive direction are the best method for battling unfair perspectives, making inviting networks, constructing a comprehensive society, and accomplishing "Instruction for All" (UNESCO, 1994). Salamanca system for activity, article no. 53 expressed that "The outcome of the comprehensive relies significantly upon early distinguishing proof, appraisal, and excitement of the extremely small kid with unique instructive necessities" (Rao, 2003).

- The Public Strategy on Training, 1986 prescribed an objective to incorporate the debilitated inside the overall local area, at all levels as equivalent accomplices to set them up for typical development (Desai and Pradhan, 2017).

- In the sixth long term plan (1980-85), Government thought about training of youngsters with handicaps as vital (Desai and Pradhan, 2017).

- Legislature of India executed Locale Essential Training Project (DPEP) in 1994-95 which laid exceptional accentuation on kids with gentle and direct handicaps, and the DPEP was one more significant stage towards universalisation of essential schooling where in CWSN are additionally included (Chadha, 2003).

- Sarva Shiksha Abhiyan (SSA) was asked to determine the goal of Universalisation of Rudimentary Schooling (UEE) in 2001, is one such action. Three critical piece of UEE are access, engraving, and achievement of all kids in 6-14 years of age. A zero rejection approach has been pervaded under SSA, which ensures that every Kid with Extraordinary Requirements (CWSN), free of the sort, class, and level of insufficiency, is given significant quality instruction (Sanjeev and Kumar, 2007).

- Public Educational program System (NCF, 2005) has set out an unconcealed setting of comprehensive training. In 2005, the Service of Human Asset Improvement (MHRD) executed a public activity plan for the foundation in training of young people, and youth with handicaps.

- IEDC was refreshed and named Extensive Schooling of the Crippled of the Auxiliary Stage (IEDSS) in 2009-10 to give assistance to the comprehensive training of the impaired offspring of 10th and tenth classes.

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA), 2013 compulsory to integrate these children into sound schools to help them conjoined and assembles their conviction.

- Public Arrangement for People with Handicaps (2006) ready by Service of Civil rights and Strengthening perceives that people with incapacities are significant human asset for the nation, and tries to establish a climate that gives them equivalent open doors, assurance of their privileges, and full cooperation in the public eye.

The Jobs Of Media And Government In India

The media in Indian culture has done whatever it may take to enhance consideration practices and acknowledgment of people with handicaps (Chakraborti-Ghosh, 2017), like a neoteric bollywood film "Tare Zameen Paar: Each Kid is Unique (2007)" hit block buster greeting dyslexia as a feature of learning handicaps. The film made an earnest effort in portraying the necessities and qualities of a little fellow who competed all through his initial rudimentary grades with dyslexia. The message was very much conveyed. During the time spent persuading the crowd the chief Amir Khan made inferences of a few eminent individuals who had dyslexia including Leonardo Da Vinci, Thomas Alva Edison, Alexander Graham Chime, Winston Churchill, Keaunu Reeves, Albert Einstein, and to wrap things up well known hot bollywood star Abhishek Bachhan (Dubey, 2001).

Motion pictures like 15 Park Road (tended to schizophrenia) on serious profound handicaps issues and administrations were delivered and granted by entertainment worlds, yet at the same time there is no indication of consideration of these kids in broad daylight, or tuition based schools (Chakraborty-Ghosh, 2007). An unscripted TV drama "Sa Re Ga Mama Dad" facilitated by Zee television (www.zeetv.com) raised a few skilled and capable performer with inabilities, for example, visual hindrance, mental imbalance, various incapacities and so on, (Rational, 2008)and one more Program "Aap Ki Antara" created by Zee television (www. zeetv.com) has tended to the difficulties of cultural unacceptance of a

mentally unbalanced youngster (Sekhri, 2009), the Indian media has helped made way for acknowledgment among Indian crowds, and it is basic for schools to reflect this advancement, yet to set up all kids for their jobs on the comprehensive stage.

Difficulties of Comprehensive Instruction

Established arrangements with new changes are there, rigid regulations are set up, strategies are in bounty, endeavors of Government organizations, NGOs, and different partners are there according to rules of Worldwide organizations, yet the consequences of consideration are appallingly low, even following 25 years of India marking the Salamanca articulation (Desai and Pradhan, 2017).

- Absence of mindfulness: A school having comprehensive training needs to confront an analysis by society and needs to bear the fault of disregarding their kids while focusing on impaired or various youngsters (Kumar, Rani and Singh, 2016).

- Absence of involvement with a consideration setting: A few educators have not been presented to exceptional necessities study halls and this can be a weakness. Teachers need to facilitate endeavors and grasp the requirements of the homeroom with regards to creating abilities, and illustration plans.

- Negative demeanor of the instructor: Educators, similar to the overall population, have negative perspectives on both debilitated understudies, and mainstreaming. Instructors have pessimistic demeanor to mainstreaming genuinely upset and intellectually impeded understudies.

- Absence of involvement managing extreme and significant incapacities: Understudies with serious and significant inabilities require more transformation, and clinical consideration than the typical understudies. Educators should be gifted in taking care of extreme handicaps and make example plans in light of individual capacities, and stick to dietary necessities of the kid. Absence of involvement can prompt the youngster not advancing with abilities or reason for unfavorable clinical episodes.

- Suitable climate: Most schools don't have the climate to cause kids with exceptional necessities to feel appreciated. There is absence

of assets and foundations.

- Showing sympathy of understudies: Not all understudies have been presented to people with exceptional necessities and this turns into a test to educators. Instructors should not endure cold-heartedness and remorselessness and train that all understudies are to be treated with deference, paying little mind to capacity.

- Absence of thoughtfulness regarding individual turn of events: The ongoing school system doesn't take into consideration individual advancement of kids at their own speed. Educators can't adapt to contrasts in youngsters.

- Absence of preparing: Instructors can't distinguish and work with kids who are different not on the grounds that they would rather not, however because of absence of preparing. This makes youngsters with unique requirements powerless, especially in the Indian milieu. The educators don't have any idea how to manage these youngsters.

- Individualized illustration plans: Since they are shifting capacities in the study hall; educators can be tested to address individual scholastic requirements in view of capacity.

- Enormous homeroom size: In a common Indian class of fifty kids, youngsters with exceptional necessities, fall outside the educator's resistance level.

- Disapproval: Their non impaired peers don't acknowledge these understudies because of their powerlessness and gradualness to partake in ordinary exercises.

- Comprehensive training ought to begin from pre-school foundations: Kids are secured home until the age of 6 and afterward are taken to school. They are encountering sure mental issues, stress; the incorporation cycle is very hard for them.

Proposals and Ideas of Comprehensive Instruction

- In India, the Public authority and NGOs are starting measures to survey, and plan suitable methodologies for understudies with unique necessities, and comprehensive schooling. These actions incorporate advancing approach rules, investigating works on,

creating instructor preparing programs, and making asset people and unique educators by laying out linkages to complete one another.

- The Public Educational program System (NCF, 2005) for School Training has suggested comprehensive schools for students with unique instructive requirements by making proper alterations in the substance, show, and exchange methodologies, getting ready educators, and creating learning well disposed assessment strategies.

- Educators' demeanor towards comprehensive schooling could be shaped and created with regards to a schooling system which can give a particular circumstances to have a decent practice in this field (Singh, 2006).

- Kids with exceptional necessities can be essential for standard training with early intercession. In the event that a kid's particular learning trouble can be distinguished by class III, then, at that point, with right help of educator the youngster can conquer the trouble when he arrives at center schools. Thusly, preparing for educators at pre-essential and essential levels is the most significant. As a matter of fact, such preparation ought to be given to understudy instructors at the pre-administration level. So they are prepared to take care of kids with exceptional requirements when they join the schools as an educator.

- Those functioning in the field of schooling feel those educator preparing programs at all levels M.Ed., B.Ed., and D.El.Ed. require a total update. Educators should be sharpened and outfitted to assist understudies with various requirements. Any development in showing will help all students.

- Support administrations for educators with mainstreamed classes seem crucial to instructor perspectives. Having therapists or custom curriculum educators who can give data and help on a particular debilitated kid, conduct the executives, or showing methods, will make instructors more certain towards comprehensive training.

- We take no notice, other nation's of the directors (Top of the establishments), from different nations of the world, communicated an inspirational perspective towards comprehensive training. Directors with information on a custom curriculum showed high uplifting outlook towards consideration than those without earlier

information (Run, 2006).

- Decreasing understudies' rejection from schools and centering their increment support in the way of life, educational programs, and networks of neighborhood schools.

- To answer the variety of understudies in the territory, there is a requirement for rebuilding the way of life, strategies, and practices in schools.

- Lessening obstructions to learning and support for all understudies in the schools. Particularly the individuals who are classified as having extraordinary instructive requirements.

- Gaining from endeavors to beat obstructions to the entrance and interest of specific understudies to generally make changes to serve understudies more.

- Proper checking and assessment systems should be set up to assess the effect of comprehensive instruction arrangements.

- An organized activity plan of all encompassing methodology is expected to draw out an adjustment of the whole school system.

- Distinctively capable youngsters ought to be dealt with similarly as the ordinary kids and on second thought of looking them in compassion their gifts and capacities ought to be perceived for their confidence and government assistance of the general public (Singh, 2006).

- Seeing the contrast between understudies as assets to help learning, instead of as issues to be survived.

- Accentuating the job of schools in building local area and creating values, as well as in expanding accomplishments.

- Permit adaptable utilization of assets to help exercises for comprehensive schools, instruction, and preparing programs.

- Perceiving that consideration in training is one regard of incorporation in the public eye.

Conclusion

As per official appraisals from the Enumeration of India (Legislature

of India, 2011), the quantity of individuals with handicaps in the nation is 26 million, or generally 2.1% of the complete populace. Effective comprehensive training requires school change and frameworks change. Nonetheless, quite a bit of this change is configuration centered, and not asset serious. It is critical to accentuate that comprehensive schooling implies that all kids are together in standard homerooms for most of their day. Comprehensive instruction needs a bunch of conditions important to advance comprehensive practice. Consideration is fundamental for the development of an individual and it begins from his/her experience growing up, local area gives sufficient assets to incorporation of the person. It is essential to recall that comprehensive training is at a beginning phase of conceptualisation and execution in India. The way that is being examined, discussed, and in certain spots carried out albeit falteringly, exhibits a readiness to draw in with components of another idea that can possibly be created later on in a positive way (Kumar, Rani and Singh, 2016). Without schooling, various youngsters will be unable to satisfy their privileges as a resident in the biggest majority rule government of the world. In this manner, giving consideration the characteristics of fearlessness, confidence, and strength of body, psyche, and heart are supported to address such difficulties. Consideration is felt fundamental for outcome of life and any rejection is harming for youngsters' turn of events (Mohanty and Mohanty, 2011).

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Harmonies of Peace: Unveiling the Transformative Power of Bob Dylan's Songs in Classroom Education

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ABSTRACT

This article delves into the transformative potential of Bob Dylan's songs as a tool for peace education in classrooms. The exploration goes beyond conventional pedagogy, emphasizing the emotional resonance of Dylan's melodies to foster dialogue on peace, compassion, tolerance, and global citizenship. Specifically focusing on Dylan's "With God on Our Side," the study dissects its narrative to provide a pedagogical tool for instilling the importance of peace in young minds. The song prompts critical analysis of historical reflections, encouraging discussions on faith, patriotism, and the consequences of armed conflict.The timeless anthem "Where Have All the Flowers Gone?" is presented as an educational vessel, tracing the cyclical nature of conflict and the impact of war on generations. Its haunting refrain serves as a motif, inviting contemplation on the futility of conflict, the human cost, and the imperative need for peace. Educators are encouraged to harness this literary and musical masterpiece to instil a nuanced understanding of the consequences of war.In the poignant verses of "John Brown," Dylan's narrative delves deep into the intricacies of war, sacrifice, and shattered illusions of glory. The song subverts traditional

wartime narratives, revealing the harsh realities faced by those who serve and the emotional turmoil experienced by those left behind. Overall, Dylan's songs emerge as powerful tools for prompting contemplation on the importance of peace within an era marked by discordant narratives.

KEY WORDS: Bob Dylan, Peace education, Pedagogy, Songs, War

Introduction

In the harmonious realm of education, where the pursuit of knowledge intertwines with the nurturing of empathy and understanding, there exists an unexplored symphony waiting to resonate within the classroom walls – the profound influence of songs in promoting peace education. As the researcher embarks on the journey to illuminate this melodic pathway, the intention is to unravel the transformative potential that songs carry, transcending mere musical notes to become powerful conduits for cultivating peace-mindedness among students.

In an era where discordant narratives often permeate the educational landscape, the researcher endeavours to weave a different tapestry – one adorned with the rhythmic cadence of melodies that not only captivate the senses but also sow the seeds of compassion, tolerance, and global citizenship. This exploration seeks to traverse beyond the conventional boundaries of pedagogy, embracing the emotional resonance of songs as invaluable tools for fostering dialogue on peace, social harmony, and cultural understanding.

As the researcher embarks on this harmonious quest, the goal is not only to unravel the myriad ways in which songs can be seamlessly integrated into the educational milieu but also to underscore the potential of this musical medium in transcending linguistic, cultural, and geographical barriers. The melodies that echo through the corridors of learning have the power to echo louder – resonating not only in the hearts of students but also in the collective consciousness of a society yearning for the transformative echoes of peace education. Through this exploration, the researcher invites educators and scholars alike to join in orchestrating a new educational crescendo, where songs become the harmonious catalysts for a world steeped in the cadence of peace.

Discussion

In the poignant verses of Bob Dylan's "With God on Our Side," a profound narrative unfolds, presenting a critical lens through which the complexities of war, history, and the elusive concept of divine favour are explored. As we delve into this lyrical masterpiece, the researcher discerns a compelling pedagogical tool for instilling in children the profound importance of peace.

Dylan's verses, laden with historical reflections, prompt an introspective journey for young minds. The opening lines, "Oh my name it ain'tnothin' / My age it means less," subtly encourage a detachment from personal identity, beckoning listeners to transcend individual biases and immerse themselves in a collective narrative.

The historical recounting, from the cavalries charging to the wars laid away, serves as a vivid tableau for critical analysis. The poet's depiction of soldiers memorizing heroes' names with "guns in their hands / And God on their side" becomes a poignant juncture for discussions on the intersection of faith, patriotism, and the consequences of armed conflict.

Dylan's narrative takes an unexpected turn with the forgiveness extended after World War II, challenging preconceived notions. The verse "Though they murdered six million / In the ovens they fried / The Germans now, too / Have God on their side" subtly underscores the impermanence of enmity and the potential for reconciliation.

The song further dissects the enduring human inclination to scapegoat, portraying a learned hatred of the Russians. This theme becomes an invaluable entry point for discussions on the perpetuation of animosity and the dire consequences it may hold for future generations.

As the verses navigate through the evolving nature of warfare, from traditional battles to the ominous spectre of weapons of mass destruction, Dylan's cautionary tone becomes evident. The lines "And you never ask questions / When God's on your side" provide an opening for children to critically engage with the notion of blind faith and its implications in matters of war and peace.

The poignant climax arrives with reflections on betrayal and the potential for divine intervention. The analogy of Judas Iscariot's betrayal of Jesus Christ becomes a powerful allegory, encouraging students to grapple with the moral dimensions of decisions made in the name of faith and conviction.

The conclusion, "That if God's on our side / He'll stop the next war," becomes a contemplative prompt for young minds. It challenges them to consider the responsibility that comes with divine favour and to ponder the agency they hold in preventing future conflicts.

"With God on Our Side" emerges not merely as a song but as a profound educational tool. It invites children to dissect historical narratives, question blind allegiances, and contemplate the moral fabric of human conflicts. Through Dylan's eloquent expressions, this analysis becomes a bridge, guiding young learners toward a nuanced understanding of peace, empathy, and the collective responsibility to halt the relentless march of war.

Bob Dylan and Joan Baez's poignant rendition of "Where Have All the Flowers Gone?" stands as a timeless anthem that transcends the confines of music, transforming into a profound educational vessel. Through eloquent verses, the song traces the cyclical nature of conflict and the profound impact of war on generations. It provides a thought-provoking canvas upon which children can paint a vivid understanding of the human cost of strife and the imperative lessons that echo through history.

The opening lines, "Where have all the flowers gone? Long time passing," serve as a haunting refrain that reverberates through the verses, encapsulating the inevitability of the passage of time and the persistent questions that linger regarding the futility of conflict. The repetition of the question becomes a powerful motif, inviting contemplation and emphasizing the perpetual cycle of loss.

As the lyrics unfurl the narrative, the focus shifts to the young girls who once picked the flowers, symbolizing innocence and the profound impact of conflict on the youth. The question "When will they ever learn?" serves as a poignant plea, echoing the universal desire for an end to the repetitive patterns of war and its toll on the younger generations.

The subsequent verses weave a tapestry of interconnected stories, tracing the journey from young girls to young men, soldiers, and ultimately, graveyards. The line "Gone to young men, everyone" portrays the inexorable link between the youth and the conflicts that beckon them, underscoring the collective responsibility to break this tragic cycle of violence.

The refrain "When will they ever learn?" becomes a refrain of hope and frustration, encapsulating the central theme of the song. It prompts a critical reflection on the human tendency to repeat history, imploring

listeners, including children, to strive for a deeper understanding of the consequences of conflict and the imperative need for peace.

The concluding verses, with their stark imagery of graveyards covered with flowers, evoke a poignant juxtaposition of life and death. This powerful imagery challenges the listeners to ponder the senselessness of war and the cyclical pattern that ensnares societies. The line "When will they ever learn?" echoes in the silence that follows, leaving an indelible mark on the consciousness of those who engage with the song.

In the educational realm, "Where Have All the Flowers Gone?" serves as a literary and musical masterpiece that can be harnessed to teach children about the profound importance of peace. The song invites educators to delve into discussions on the human cost of conflict, the impact on youth, and the collective responsibility to break free from the chains of history. By dissecting the song's verses, educators can instil in children a nuanced understanding of the consequences of war, nurturing a generation that strives not only for knowledge but also for a world where the flowers may flourish undisturbed.

In the poignant verses of Bob Dylan's "John Brown," a haunting narrative unfolds, serving as a stark commentary on the toll of war and its profound impact on the human spirit. Through eloquent expressions and evocative imagery, Dylan crafts a song that transcends its musical notes, delving deep into the intricacies of war, sacrifice, and the shattered illusions of glory.

The ballad begins with the proud send-off of John Brown, a young man venturing to fight on a foreign shore. His mother, initially filled with pride, exclaims, "Oh son, you look so fine, I'm glad you're a son of mine." The tone is one of patriotic fervor, with the anticipation of medals adorning the walls upon his return, a celebration of what society deems a "good old-fashioned war."

However, as the narrative unfolds, Dylan masterfully subverts the traditional wartime narrative. The letters cease to come, and the once-proud mother, now eagerly awaiting her son's return, is met with a disconcerting reality. When John Brown finally arrives, the image of a triumphant soldier is shattered. His face is "all shot up," his hand "all blown off," and a metal brace encircles his waist.

The song takes a poignant turn as John Brown reveals the unsettling truth about war, presenting a dialogue between the mother and her wounded son. The profound impact of the lyrics lies in the juxtaposition of the

mother's initial pride and the devastating reality faced by the returning soldier. Dylan captures the essence of inner conflict experienced by those who serve, as John Brown confesses, "I was on the battleground, you were home . . . acting proud. You wasn't there standing in my shoes."

The climactic moment comes when John Brown, with a heavy heart, discloses the disquieting realization he faced in the midst of war. He reflects on the shared humanity with his perceived enemy, recognizing that "his face looked just like mine." This revelation cuts through the glorified notions of war, highlighting the dehumanizing nature of conflict.

The concluding lines, where John Brown drops his medals into his mother's hand, symbolize a poignant rejection of the supposed honors of war. The medals, once symbols of valor, become weighty reminders of the cost paid in flesh and spirit. Through these profound lyrics, Dylan invites listeners to reflect on the true toll of armed conflict, challenging societal perceptions and advocating for a deeper understanding of the human consequences of war.

In "John Brown," Bob Dylan masterfully navigates the complexities of war, employing eloquent expressions and evocative storytelling to unveil the harsh realities faced by those who serve and the emotional turmoil experienced by those left behind. This song stands as a powerful testament to the capacity of music to illuminate the darker corners of our collective consciousness and prompt contemplation on the importance of peace.

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Behavioural Consequences of Perfectionism as well as Sports Perfectionism

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ABSTRACT

Perfectionism, in psychology is characterised by an individual's concern with motivated for flawlessness and perfection, accompanied by critical self-evaluation. It is best conceptualised as a multidimensional and multilayered personality characteristic. Being a perfectionist can have both positive and negative aspects. On the positive side, striving for perfection can drive individuals to achieve high levels of success, excellence, and mastery in their endeavours. However, being overly perfectionist can also have drawbacks. It may lead to excessive stress, anxiety, and self-criticism, as individuals may never feel satisfied with their achievements. Sports perfectionism refers to the tendency for athletes to set extremely high standards for themselves and to engage in behaviours aimed at achieving flawless performances.

This might involve intense self-criticism, relentless practice, and an unyielding pursuit of excellence. In sports, it might result in burnout, fear of failure, and impaired performance as athletes become overly critical of them and fixate on mistakes. It can also strain relationships and diminish enjoyment of the activity. Recognizing these behavioural consequences and finding ways to manage perfectionism, which includes to set up a realistic goal, working on self-compassion, and looking for backing from coaches or mental health professionals, can be crucial for maintaining well-being and enjoyment in sports and life overall.

KEYWORDS: Flawlessness, Perfection, Critical Self-Evaluation, Realistic Goals, Practicing Self-Compassion

1. Introduction

Perfectionism is a personality trait. It can be considered as a firm hunt of impeccability and an intense focus on achieving high standards, often accompanied by critical self-evaluation and an inclination to be too modest when these standards are not met. When this trait attached positively, it can assist self-motivation, driving individuals to overcome challenges and attain success. From extremely high personal standards to overly critical self-evaluation, perfectionist athletes desire unblemished performance every time they compete. Perfectionists can fix an excessively high canon for themselves. For that people think that maybe it's not right. Some persons used to think that perfectionism might work as a good motivator but it not always right.

Perfectionism in sports can be described as a sport man's tendency to set extremely high standard for his/her performance in sport and seeking flowless execution of skills and outcomes. It involves relentless pursuit of excellence and a desire to avoid mistakes in sporting endeavours. Sports perfectionism's dimensions can manifest like in this way, when athletes set really high standards for themselves and are driven to meet or exceed these standards in their performance, they may be excessively focused on avoiding errors or imperfections, leading to heightened anxiety and fear of failure. Sometimes athletes experience persistent doubts about their abilities, techniques, or decisions during training or competition. External

pressure from parents, coaches, or peers can contribute to perfectionistic tendencies, as athletes feel the need to live up to others' expectations, simultaneously sporting individual perceive that others expect them to be perfect, leading to heightened pressure to perform flawlessly. That's why participants feel the need to appear perfect in the eyes of others, leading to concerns about how they are perceived by teammates, coaches, or fans. Each dimension can influence a competitor's performance and well-being in different ways, highlighting the importance of understanding and addressing perfectionism in sports.

2. Perfectionism: The Construct and Behavioural Appearances

Perfectionism is seen as a durable personality trait **(Hewitt & Fleet, 1991)**. Perfectionism is demarcated as upholding of idealistically high standard and expectancy and critical evaluation of act. Works done by **Burns (1980), Pacht (1984)** perfectionism was described as a negative quality. **Burns (1980)** stated perfectionism as a web of cognitions including belief, clarification and assessment of events. **Burn (1980)** further described perfectionism as obsessive draining towards impossible goals. **Pacht (1984)** supported this by adding that perfectionism "keeps people in turmoil". Another view of perfectionism which **Hamachek (1978)** explored to be a neglected personality traits is "the practice of demanding of oneself or others in a higher quality of performance than is required by situation". Generally, the thought of perfectionism is used to describe an individual with high expectation for performance which may impact negatively one's perceived self-worth.

Hemanchek (1978) differentiated normal perfectionism from neurotic perfectionism. Normal Perfectionism can be a positive trait that imitates a healthy pursuit of high standard. Equally neurotic perfectionism is exhibited by a fear of letdown and is related with some negative inferences. Maladaptive perfectionism is concerned with evaluation and is associated with a fear of failure.

Perfectionism can develop due to various factors, like pressure from family, society, or oneself to achieve exceptionally high standards. Growing up in an environment where perfectionism is valued or enforced. Events like criticism, failure, or abuse can trigger a need to seek perfection as a defence mechanism. Along with theses certain personality traits, such as

conscientiousness or neuroticism, may predispose individuals to perfectionist tendencies. Sometimes societal norms and cultural expectations can play a significant role in shaping perfectionistic tendencies. Underlying mental health conditions like anxiety or obsessive-compulsive disorder (OCD) can contribute to perfectionism.

The behavioural consequences of perfectionism can vary, but common outcomes include:

- **Overworking:** Perfectionists used to spend excessive time and effort on tasks to meet their high standards, leading to burnout and exhaustion.

- **Procrastination:** Fear of failure or not meeting expectations can sometimes lead perfectionists to procrastinate on tasks, as they may feel speechless or anxious about starting.

- **Avoidance of challenges:** Perfectionists may avoid taking on new challenges or risks if they fear they won't be able to achieve perfection or if they anticipate criticism or failure.

- **Micromanaging:** Perfectionists may have difficulty in deputation of tasks or trusting others to meet their standards, leading to micromanagement in personal or professional settings.

- **Self-criticism:** Perfectionists often engage in harsh self-criticism when they perceive their performance or outcomes as falling short of their high standards, which can negatively impact self-esteem and mental well-being.

- **Difficulty making decisions:** Perfectionists may struggle with decision-making, as they fear making the wrong choice or not achieving the perfect outcome.

- **Strained relationships:** Perfectionistic tendencies can strain relationships, as others may feel criticized or judged by the perfectionist's high standards and expectations.

- **Physical symptoms:** The stress and pressure associated with perfectionism can manifest in physical symptoms such as headaches, muscle tension, or insomnia.

2.1 Sports Perfectionism: The Construct and Behavioural Appearances

Like general perfectionism, sports perfectionism is often seen as a maladaptive, dysfunctional, and unhealthy characteristic **(Flett & Hewitt, 1991; Hall, 1997).** In particular, Flett and **Hewitt's (1991)** focused on the negative associations of perfectionism, argues that perfectionism in sports is negative characteristic that may prevent the very outcomes that it seeks to promote. Research findings on the role of perfectionism in sports and exercise is important in its own right. Perfectionism is primarily a negative factor that contributes to maladaptive outcomes among sportspersons and exercisers (**Chakraborty & Adhikari, 2014).** It cannot be denied that athletes need a lot of flawless performance to be successful. Where there is a perfectionism paradigm, there are many sports that require excessive perfection, which in many cases is considered negative personality trait.

Sports perfectionism, like other forms of perfectionism, can stem from various factors. High Performance Standards set unrealistically high standards for sportspersons, driven by a desire to excel in their sport and pressure to be succeed from coaches, teammates, parents, or oneself to perform exceptionally well can contribute to perfectionistic tendencies. Sometimes constant comparison with other athletes, particularly those who are perceived as more successful, can fuel perfectionist tendencies. Then, coaches or parents who emphasize winning over personal development or who have perfectionistic tendencies themselves can contribute to the development of sports perfectionism. Last but not the least reward systems that prioritize winning or achieving specific outcomes over effort, improvement, or enjoyment of the sport can reinforce perfectionistic behaviour. Also, in today's social media era exposure to images and narratives of sports perfectionism in the media or on social platforms can shape athletes' beliefs about what constitutes success and how they should pursue it.

The behavioural consequences of being a sports perfectionist include:

- **Intense training:** Sports perfectionists often engage in rigorous training regimens, pushing themselves to excel and meet their high standards for performance.

- **Fear of failure:** Athletes may experience intense fear of making mistakes or not meeting their own or others' expectations, which can lead to performance anxiety and avoidance of challenging situations.

- **Self-criticism:** Like other perfectionists, sports perfectionists tend

to be highly self-critical, analysing their performance in minute detail and focusing on perceived flaws or errors.

- **Difficulty coping with setbacks:** Sports perfectionists may struggle to cope with setbacks or failures, experiencing sharp frustration, distress, or even anger when they don't meet their expectations.

- **Risk of burnout:** The persistent hunt of perfection in sports can lead to physical and mental exhaustion, increasing the risk of burnout and injury.

- **Social isolation:** Sports perfectionists may withdraw from social activities or relationships to focus solely on their sport, sacrificing balance in their lives.

- **Unhealthy coping mechanisms:** Some sportspersons may resort to unhealthy coping mechanisms such as overtraining, disordered eating, or substance abuse to cope with the pressure to perform.

- **Difficulty receiving feedback:** They may struggle to accept constructive criticism or feedback from coaches or teammates, viewing it as a reflection of their failure to meet their own high standards.

- **Performance fluctuations:** Despite their efforts to achieve perfection, athletes may experience inconsistent performance levels due to the pressure they place on themselves and the inherent variability of sports competition.

3. Review on Perfectionism and Sport Perfectionism

As a construct perfectionism is complex and is considered to be reflective of various contextual interactions. Cognition, emotional, motivational and behavioural factors take place in this context **(Yildizbas & Topuz, 2014).** According to **Geranmayepour and Basharat (2010)** perfectionism, as a neurotic structure. The tendency to evaluate behaviour takes up a very high degree of space that is clearly critical. Many have been associated with perfectionism **(Capan, 2010).** One aspect may be positive or normal perfectionism and includes such aspects related to perfectionism challenges such as having high level personal standards and trying to be the best. Another aspect has called neurotic or negative perfectionism which has shown positive correlation with maladjustments

as a negative effect. **Capan (2010)** A negative affecter describes a trait in which perfectionism is associated with delaying outcomes. In view of this, it is considered that university students exhibit perfectionist character get delay in their academics. **Erozkan (2016)** searched for that perfectionist. Individuals usually ignore their relatively low success and strive to do better. They perceive joy in their greatest achievements, they not only reject imperfect but unrealistically greater mistakes as they create higher thoughts and under pressure they feel more anxiety. Perfectionism sets a very high standard that is temporarily unrealistic and expects excessive performance and is later critically evaluated **(Chatterjee, Nandy & Adhikari, 2012)**. Perfectionism can be broken down into both healthy and unhealthy dimensions **(Frost, 1990; Stoeber, 2006)** Which would not be unhealthy under all circumstances. A will manifest in different ways with different effects in different contexts for different people **(Gaudreau, 2012)**. In addition, excessive perfectionism can be attributed internally and externally. These dimensions manifest as self-constructed perfectionism and socially prescribed perfectionism. **(Chen et al., 2008)**.

Sport perfectionism leads to the achievement motivation in an athlete's drive for success. This motivation will be intrinsically motivating for athletes. Every athlete will have a tendency to strive to maintain extremely high standards and high levels of performance. **Chatterjee, Nandy, and Adhikari (2012)** drown in accordance with sport perfectionism with the development of attitude toward physical education. Their study revealed Personal standards had a positive impact whereas perceived parental pressure harmed the development of attitudes towards physical education. This has a positive effect on physical education, where the level of attitude increases as personal values increase, reflecting the expression of positive attitudes by parents in many cases, but the level of attitude often decreases when parental pressure increases.

4. Correlation and Behavioural Consequences between Perfectionism and Sport Perfectionism

Perfectionism, in general, can correlate with sports perfectionism, as individuals who struggle for perfection in one aspect of lives often encompass that mindset to the athletic pursuits. This can manifest as high standards, intense self-criticism, and a drive to excel in sports. However, it's important to note that not all perfectionists are athletes, and not all

athletes are perfectionists. Factors such as personality traits, upbringing, and external pressures can also influence the relationship between perfectionism and sports perfectionism. Perfectionism and sports perfectionism can have various behavioural consequences. In both cases, individuals may exhibit traits such as:

- **High Standards:** Setting excessively high standards for performance, leading to increased compression to succeed.

- **Forceful Self-Criticism:** Being overly critical of one's own performance, leading to feelings of frustration and dissatisfaction, even after achieving success.

- **Fear of Failure:** A strong aversion to making mistakes or underperforming, which can lead to anxiety and avoidance behaviours.

- **Overtraining:** Pushing oneself beyond healthy limits in pursuit of perfection, which can result in physical and mental exhaustion, burnout, and increased risk of injury.

- **Difficulty Coping with Setbacks:** Struggling to bounce back from setbacks or losses, which can negatively impact confidence and motivation.

- **Interpersonal Relationships:** Difficulty in team environments due to perfectionistic tendencies, such as being overly critical of teammates or having unrealistic expectations.

- **Impaired Performance:** Excessive perfectionism can impair performance by increasing stress and anxiety, interfering with focus and concentration, and hindering enjoyment of the sport.

Overall, while some level of perfectionism can drive excellence in sports, excessive perfectionism can have detrimental effects on both performance and well-being. Finding a balance between striving for excellence and maintaining a healthy mindset is essential for long-term success and enjoyment in sports.

5. Conclusion

Perfectionism is a multidimensional personality paradigm that has been linked with various forms of estrangement. The role of perfectionism in sports and exercise is immense, although some sports require athletes to

perform perfectly to achieve optimal results. the tendency to be characterized by perfectionistic personality traits and to be cognitively preoccupied with the attainment of perfection often undermines performance and adopts a sense of displeasure with performance. Perfectionism can significantly impact mental health. The constant pressure to achieve unrealistic standards can lead to stress, anxiety, depression, and even burnout. It's important to strive for excellence without expecting perfection and to practice self-compassion.

Perfectionism is a predominant characteristic in athletes. In the realm of sports, perfectionism can manifest as an intense drive to excel, coupled with a fear of failure. While it can fuel motivation and performance, in contrast, perfectionistic strivings show unique positive relationships with self-confidence, hope of success, approach goal orientations, and performance in training and competitions. It can also lead to stress, anxiety, and self-doubt. Athletes may benefit from finding a balance between striving for excellence and maintaining mental well-being through strategies like mindfulness, resilience training, and seeking support when needed.

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A Probe into the Self-Concept of the School-Going Adolescents

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ABSTRACT

Self-concept is an individual's organized and evaluative perception of themselves in relation to others, incorporating values, self-identity, and dimensions such as self-evaluation and aspirations for growth. To ascertain the status of the Self-Concept of school-going adolescents, the present study was carried out through the descriptive survey method by administering the Self-concept inventory (Shah, 1986) on a random sample of 1024 school-going adolescents. The results reflect that the school-going adolescents expressed high self-concept across all facets as well as in self-concept as a whole. The female school-going adolescents expressed significantly higher self-concept in some dimensions of self-concept and also in composite self-concept than the male school-going adolescents.

1. Introduction

Each normal person experiences himself as a distinct, continuous object: I or Me or Myself. Self-concept (SC) is a person's perception of himself. The self or self-concept, as defined by **Rogers (1959)**, is an organized conceptual gestalt incorporating perceptions of 'I' or 'Me' in relation to others and various aspects of life, along with the values attached to these perceptions. **Cooley (1902)** likened the self to a reflection in a looking glass, a mirror reflecting others. **Rogers (1951)** provided a systematic framework for self-concept, describing it as an individual's self-image— a portrayal of themselves distinct from others. The self-image includes elements of self-identity, self-evaluation, and aspirations for growth and accomplishment. According to **Harter (1999)**, self-esteem serves as an evaluative indicator of the self, arising from interactions with the environment. **Shavelson, Hubner, and Stanton (1976)** emphasize that self-concept develops through experiences and interpretations of environmental reinforcement, including demands or expectations from significant others like parents and teachers. Self-concept is characterized as organized, multifaceted, hierarchical, stable, developmental, evaluative, and differentiable.

Cooley (1909) identified three distinguishable aspects of consciousness: self-consciousness, social consciousness, and public consciousness. As per **Hurlock (1974)**, the self-concept comprises perceptual (physical), conceptual (psychological), and attitudinal components. **Sood (2006)** describes self-concept as encompassing perceptions of physical, social, temperamental, and academic competence, including beliefs, convictions, and values held by an individual. **Saraswat (1984)** divides self-concept dimensions into physical, social, temperamental, educational, intellectual, and moral aspects.

In the self-concept model proposed by **Shavelson, Hubner, and Stanton (1976)**, the highest level of the self-concept hierarchy encompasses a general or global facet, which is further divided into academic and non-academic domain-specific components. The non-academic self-concept is then segmented into social, emotional, and physical self-concepts. Social self-concept consists of peer and significant others self-concepts, emotional self-concept pertains to self-perceptions related to specific emotional states, and physical self-concept includes self-perceptions of physical ability and physical appearance. Within the

academic self-concept (ASC) category, specific self-concepts are further divided based on subject areas such as English, history, math, and science. In the Marsh/Shavelson model of academic self-concept, ASC is specifically categorized into Math/academic self-concept and Verbal/academic self-concept (**Marsh & Shavelson, 1985; Marsh, 1990**). Academic self-concept involves both describing and evaluating one's perceived academic abilities (**Marsh, Byrne, & Shavelson, 1988**). Additionally, it encompasses a set of attitudes, feelings, beliefs, and perceptions held by students regarding their academic skills and performance. This evaluative self-perception is shaped by the students' experiences and interpretations within the school environment (**Marsh & Craven, 1997; Shavelson, Hubner, & Stanton, 1976**). **Skaalvik (1997)** makes a further distinction between the descriptive/evaluative and affective/motivational aspects of academic self-concept.

Self-concept, shaped by self-evaluation and experiences, goes beyond mere self-description. It is a relatively stable set of self-evaluations encompassing personality traits, skills, and physical qualities. Researchers **Brooks-Gunn** and **Levis** suggest that self-concept arises from perceiving oneself as a separate entity. It's distinct from self-consciousness and is a generalized form of self-esteem. Adolescents may experience rapid self-concept changes during identity crises. "Me" development involves physical, active, social, and psychological aspects, while "I" development includes continuity, distinctiveness, willingness, and self-reflection. Both "Me" and "I" play roles in various life stages, influencing self-perception. In preschool, children focus on physical attributes, while primary school emphasizes active self-esteem. Junior high emphasizes the social self, and senior high highlights the psychological self. The "I" sense evolves from physical continuity to emotional distinctiveness, active willingness, and self-reflection. The developmental nuances of "Me" and "I" underscore the complexity of self-concept formation across the lifespan. In the case of school-going adolescents in South 24 Parganas, their self-concept is likely influenced by a combination of cultural and societal norms, the educational environment, family dynamics, peer relationships, socioeconomic factors, educational achievements, regional identity, and the pervasive influence of media and technology. The unique interplay of these elements within the specific cultural context of South 24 Parganas can contribute to shaping adolescents' perceptions of themselves, affecting their self-esteem, confidence, and overall self-concept. Understanding and

addressing these multifaceted influences is crucial for providing effective support and fostering positive self-development among adolescents in this region.

1.1 Objectives of the study

The objectives of this study were –

(i)   To find out the present status of self-concept among the school-going adolescents

(ii) To compare the self-concept of the male and female school-going adolescents

The Hypotheses were –

(i)   The school-going adolescents considering both male and female as a whole have high self-concept

(ii) The male school-going adolescents and the female school-going adolescents do not differ with respect to their self-concept

2. Self-Concept – the Construct of the Study

Social self-concept (SSC) captures how individuals perceive themselves in social settings, incorporating traits like sociability, solitude appreciation, cooperation, frankness, friendliness, social work involvement, fashion consciousness, and responsibility. *Emotional self-concept (ESC)* revolves around one's emotional self-perception, encompassing traits like kindness, jealousy, cheerfulness, fearfulness, impatience, hesitance, obstinacy, suspicion, imagination, sensitivity, excitement, aggression, and neutrality. *Physical self-concept (PSC)* relates to the evaluation of physical attributes, abilities, and appearance, covering dimensions such as physical appearance, abilities, fitness, illness, and health. *Cognitive self-concept (CSC)* delves into how individuals view their cognitive abilities, with components like feeling wise, literature-loving, skilled in conversation, acknowledging moments of confusion, possessing a creative mindset, and being studious. *Aesthetic self-concept (ASC)* involves the perception of aesthetic qualities, including personal style, beauty, and artistic preferences, with operational terms like 'jolly,' 'deceiving,' 'attractive,' and 'beautiful' providing subjective descriptors. *Political self-concept (PoSC)* encompasses an individual's beliefs and values regarding their political

views, with operational terms like 'democratic,' 'partial,' 'possessing leadership quality,' 'opponent,' and 'politics-loving' shedding light on specific attitudes. *Study-related self-concept (SRSC)* focuses on how individuals perceive their academic traits, covering components like honesty, justness, laboriousness, obedience, carelessness, dutifulness, perseverance, reliability, and dominance. *Self-confidence (SC)* centers on an individual's belief in their abilities, including traits like dependence on others, courage to face challenges, willingness to take risks, and firmness in unwavering self-assurance. *Self-concept related to beliefs and traditions (SCRBT)* involves perception and identification with beliefs, values, and cultural traditions, including dimensions like being fortunist, valuing truthfulness, practicing religion, potentially being stereotyped, and avoiding pompous attitudes. *Self-concept related to Personality Traits (SCRPT)* for students includes traits like humility, caution, well-behaved behaviour, and seeking the balance between academics and personal life.

3. A Brief Review of Self-Concept

Marsh and Ayotte's 2003 study investigated self-concept development in 1,103 students (Grades 2–6) using the Self-Description Questionnaire—I. The findings revealed a linear decline in mean self-concept levels with age, indicating that self-concept tends to decrease as children grow older. Small gender differences were noted, suggesting similar self-concept patterns for boys and girls. The study identified modest differentiation between academic competence and affect in self-concept, indicating that students could distinguish between academic abilities and emotional/social aspects. The "differential distinctiveness hypothesis" proposed by the authors suggested that, with age and cognitive development, there's simultaneous integration and differentiation in self-concept. Correlations among self-concept factors declined with age, more so for theoretically distinct factors but less for closely related ones, indicating increased differentiation in conceptually distinct dimensions while maintaining stronger correlations between closely related dimensions as individuals age **(Marsh, & Ayotte, 2003)**. **Wigfield, et al. (1991)** studied 1,850 young adolescents transitioning to junior high. They found that self-esteem decreased during the transition but increased in 7th grade. Abilities in math, English, and social activities declined initially, while perceptions of social abilities increased in 7th grade. Sports ability perceptions declined

over both grades. Likings for math and sports decreased, but liking for English and social activities initially dropped, then increased during 7th grade. Changes were attributed to altered school environments during the transition **(Wigfield, Eccles, Mac Iver, Reuman, & Midgley, 1991)**. **Minnalkodi's (1997)** study on higher secondary school students in zoology found that parental income levels significantly influenced students' self-concept. However, no significant variations in self-concept were observed based on gender, school type (government vs. private), or parental occupational status. **Vats (2018)** investigated the self-concept of 9th-grade students concerning their gender, using the Self-concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat. Results indicate that most students have an above-average self-concept level, and there is a positive correlation between self-concept and gender. **Char et al. (2018)** conducted a study to assess the self-concept of school-going adolescents in Purulia District. Using Beena-Shah's (1986) Self-Concept Inventory (SCI), administered to 1083 students from 50 schools, the results indicated high self-concept across all ten dimensions, including overall self-concept. **Nimbhorkar and Bhende (2016)** investigated the self-concept of B.Ed. students in Amravati and Wardha Districts. Using Beena-Shah's (1986) Self-Concept Inventory on 100 students, the study found overall high self-concept. Notably, female B.Ed. students exhibited higher self-concepts than their male counterparts across dimensions like SSC, ESC, ASC, PISC, JRSC, SC, and SCRBT. **Saikh and Parvin (2017)** conducted a comparative study using a Causal Comparative Research Design to examine the self-concept differences between male and female B.Ed. teacher trainees. The Self-Concept Inventory (Adults) by Dr. Beena Shah was employed as the measuring tool, and the results indicated no statistically significant difference in self-concept between the two groups.

4. Methods

The current study utilized a descriptive survey methodology. Details regarding variables, sample characteristics, the research tool employed, data collection procedures, and the statistical techniques utilized are outlined below.

4.1 Variables

Self-concept was the only variable of the present study.

4.2 Sample

To make the sample representative *multiphasic stratified random sampling technique* was adopted. In the present study, 1024 school-going adolescents of aged 14-16 yrs. studying in 9th and 10th standard were randomly selected from 20 Government Sponsored Secondary and Higher Secondary Schools (Bengali medium) of South 24 Parganas Districts, West Bengal.

4.3 Tool of Research

The research tool employed in this study was chosen based on criteria such as relevance, appropriateness, reliability, validity, and suitability. It was carefully selected to ensure its effectiveness in collecting the required data. Below is a concise overview of the chosen research tool.

4.3.1 Self Concept Inventory (SCI) – Shah (1986)

Dr. Beena Shah created the Self-Concept Inventory (SCI) scale, comprising 62 items or adjectives categorized into 10 subscales. Participants assess their agreement with each of the 62 items using a 5-point Likert-type scale: Always, Often, Occasion, Seldom, and Never. Scores for each item within a subscale are averaged, with higher scores indicating greater levels of self-concept within that specific dimension.

Table-4.3.1: The distribution of items in different dimensions is shown below:

Sl. No.	Dimensions of SCI	Item
1.	Social Self-Concept	8
2.	Emotional Self-Concept	13
3.	Physical Self-Concept	3
4.	Cognitive Self-Concept	6
5.	Aesthetic Self-Concept	4
6.	Political Self-Concept	5
7.	Job-Related Self-Concept	9
8.	Self-Confidence	4
9.	Self-Concept Related to Beliefs and Traditions	5
10.	Self-Concept Related to Personality Traits	5
11.	Composite Self-Concept	62

The domains contain an unequal number of items. The mean score of each dimension is made comparable by normalizing.

The normalization procedure is as follows:

Normalized Mean = Mean of the item responses in a dimension (or total scale) /number of total items of the dimension (or total scale).

Therefore, the maximum score in each domain is 5, the minimum is 1 and the mid value is 3.

The mean of the scores of each dimension or total scale was interpreted as –

1.00 to 1.99	:	Very Low Self-Concept
2.00 to 2.99	:	Low Self-Concept
3.00 to 3.99	:	High Self-Concept
4.00 to 5.00	:	Very high Self-Concept

4.4 Procedure for Data Collection

Permission was sought from the heads of the institutions to collect the required data. The data collection process involved administering the mentioned tool to the subjects according to the instructions provided in the tool's manual.

4.5 Analysis of the Collected Data

Descriptive statistics, including minimum, maximum, range, mean, and standard deviation, along with inferential statistics, were calculated using SPSS-20 software to test the hypotheses.

5. Results

The results of the present study are presented in tabular forms. Here the results are placed in two sub-sections – (a) **Descriptive Presentation** and (b) **Gender Wise Comparative Analysis**.

5.1 Descriptive Presentation

To prove the hypothesis-i (i.e., The school-going adolescents considering both male and female as a whole have high self-concept) descriptive statistics were computed and the table-5.1 exhibits the descriptive statistics of scores on different facets and as a total of the Self-

Concept Inventory (SCI) of the school-going adolescents in the present study.

Table-5.1: Descriptive Statistics of Scores of Different Dimensions of Self-Concept Inventory (SCI) of School-Going Adolescents

Self- Concept	N	Range	Min.	Max.	Mean	Std. Deviation	Remark
Social Self-Concept	1027	3.00	1.44	4.44	3.24	0.46	**High**
Emotional Self-Concept	1027	2.77	2.23	5.00	3.68	0.48	**High**
Physical Self-Concept	1027	3.67	1.33	5.00	3.48	0.68	**High**
Cognitive Self-Concept	1027	3.50	1.33	4.83	3.02	0.58	**High**
Aesthetic Self-Concept	1027	3.50	1.50	5.00	3.45	0.63	**High**
Political Self-Concept	1027	3.60	1.40	5.00	3.13	0.55	**High**
Job-Related Self-Concept	1027	3.44	1.56	5.00	3.55	0.57	**High**
Self-Confidence	1027	3.75	1.25	5.00	3.59	0.67	**High**
Self-Concept Related to Beliefs and Traditions	1027	3.20	1.80	5.00	3.77	0.55	**High**
Self-Concept Related to Personality Traits	1027	3.80	1.20	5.00	3.84	0.63	**High**
Self-Concept in Totality	1027	2.41	2.35	4.76	3.54	0.41	**High**

Table 5.1 outlines the descriptive statistics for various dimensions of the Self-Concept Inventory (SCI) scores among school-going adolescents. Social Self-Concept scores had a minimum of 1.44 and a maximum of 4.44, with a range of 3.00, a mean of 3.24, and a standard deviation of 0.46. Emotional Self-Concept scores ranged from 2.23 to 5.00, with a range of 2.77, a mean of 3.68, and a standard deviation of 0.48. Physical Self-Concept scores varied between 1.33 and 5.00, having a range of 3.67, a mean of 3.48, and a standard deviation of 0.68. Cognitive Self-Concept had scores from 1.33 to 4.83, with a range of 3.50, a mean of 3.02, and a standard deviation of 0.58. Aesthetic Self-Concept scores spanned 1.50 to 5.00, with the same range of 3.50, a mean of 3.45, and a standard deviation of 0.63. Political Self-Concept ranged from 1.40 to 5.00, with a range of 3.60, a mean of 3.13, and a standard deviation of 0.55. Job-

Related Self-Concept scores were between 1.56 and 5.00, with a range of 3.44, a mean of 3.55, and a standard deviation of 0.57. Self-Confidence scores ranged from 1.25 to 5.00, with the largest range of 3.75, a mean of 3.59, and a standard deviation of 0.67. Self-Concept Related to Beliefs and Traditions had scores from 1.80 to 5.00, with a range of 3.20, a mean of 3.77, and a standard deviation of 0.55. Self-Concept Related to Personality Traits ranged from 1.20 to 5.00, with a range of 3.80, a mean of 3.84, and a standard deviation of 0.63. Finally, the total Self-Concept scores were between 2.35 and 4.76, with a range of 2.41, a mean of 3.54, and a standard deviation of 0.41.

Figure 5.1 depicts the bar diagram of means scores of different ten subscales of the Self-Concept Inventory (SCI) of school-going adolescents.

Figure-5.1: Bar Diagram of Different Subscale's Mean Scores of SCI

Figure 5.1(a) presents a histogram with a normal curve overlay showing the distribution of self-concept scores among school-going adolescents, combining data from males and females. A visual inspection suggests that the distribution closely approximates a normal distribution (**Fein, Gilmour, Machin & Hendry, 2022**).
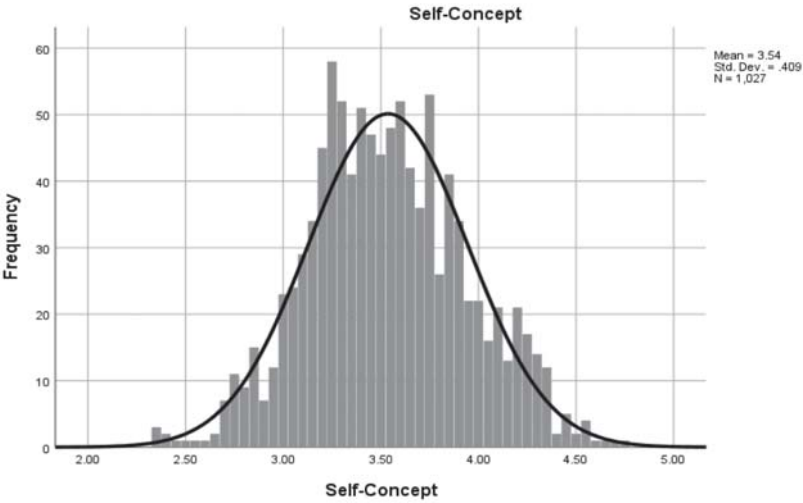
Figure-5.1(a): Histogram with Normal Probability Curve of the Self-Concept Inventory (SCI) Scores of the School-Going Adolescents

5.2 Gender Wise Comparative Analysis

To prove the hypothesis-ii (i.e., The male school-going adolescents and the female school-going adolescents do not differ with respect to their self-concept) gender wise the comparison was done.

Table-5.2(a): Group Statistics of Scores on Different Dimensions of Self-Concept Inventory (SCI) of the male and the female school-going adolescents

Self-Concept	Type	N	Mean	Std. Deviation	Remark
Social Self-Concept	Male	572	3.19	0.48	High
	Female	455	3.30	0.43	High
Emotional Self-Concept	Male	572	3.61	0.47	High
	Female	455	3.76	0.46	High
Physical Self-Concept	Male	572	3.46	0.71	High
	Female	455	3.51	0.63	High
Cognitive Self-Concept	Male	572	2.96	0.60	Low
	Female	455	3.10	0.54	High
Aesthetic Self-Concept	Male	572	3.46	0.62	High
	Female	455	3.43	0.64	High
Political Self-Concept	Male	572	3.13	0.55	High
	Female	455	3.12	0.54	High

Job-Related Self-Concept	Male	572	3.48	0.59	High
	Female	455	3.63	0.54	High
Self-Confidence	Male	572	3.57	0.69	High
	Female	455	3.61	0.65	High
Self-Concept Related to Beliefs and Traditions	Male	572	3.70	0.56	High
	Female	455	3.85	0.53	High
Self-Concept Related to Personality Traits	Male	572	3.74	0.66	High
	Female	455	3.96	0.58	High
Self-Concept in Totality	Male	572	3.49	0.42	High
	Female	455	3.60	0.39	High

Table 5.2 (a) presents the statistics for different dimensions of the Self-Concept Inventory (SCI) comparing male and female school-going adolescents. In Social Self-Concept, males had a mean score of 3.19 with a standard deviation of 0.48, while females scored slightly higher with a mean of 3.30 and a standard deviation of 0.43. For Emotional Self-Concept, the mean scores were 3.61 for males and 3.76 for females, with standard deviations of 0.47 and 0.46, respectively. Physical Self-Concept showed males with a mean of 3.46 and females with a mean of 3.51, and their standard deviations were 0.71 and 0.63, respectively. Cognitive Self-Concept averages were 2.96 for males and 3.10 for females, with standard deviations of 0.60 and 0.54 respectively. In Aesthetic Self-Concept, both genders scored similarly, with males at 3.46 and females at 3.43, with standard deviations of 0.62 and 0.64. Political Self-Concept was nearly the same for both genders, with males at a mean of 3.13 and females at 3.12, and standard deviations of 0.55 and 0.54 respectively. Job-related Self-Concept had males averaging 3.48 and females 3.63, with standard deviations of 0.59 and 0.54. Self-Confidence scores were close, with males at 3.57 and females at 3.61, and their standard deviations were 0.69 and 0.65. In Self-Concept Related to Belief and Tradition, males scored a mean of 3.70 and females 3.85, with standard deviations of 0.56 and 0.53. For Self-Concept Related to Personality Traits, males scored 3.74 and females scored higher at 3.96, with standard deviations of 0.66 and 0.58 respectively. Finally, the overall Self-Concept scores had males at 3.49 and females at 3.60, with standard deviations of 0.42 and 0.39 respectively, indicating generally higher scores for females across most dimensions.

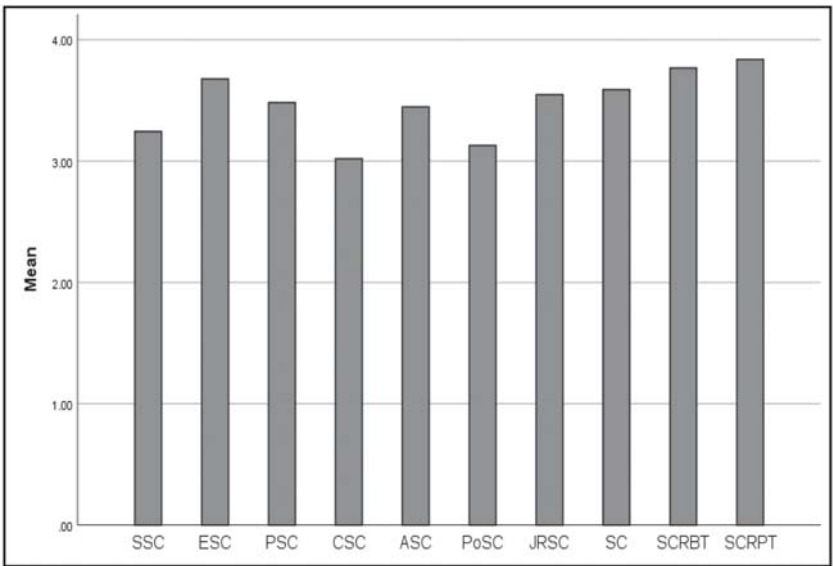Figure 5.2 shows the bar diagram of means of scores of different dimensions of the *Self-Concept Inventory (SCI)* of male school-going adolescents and female school-going adolescents.
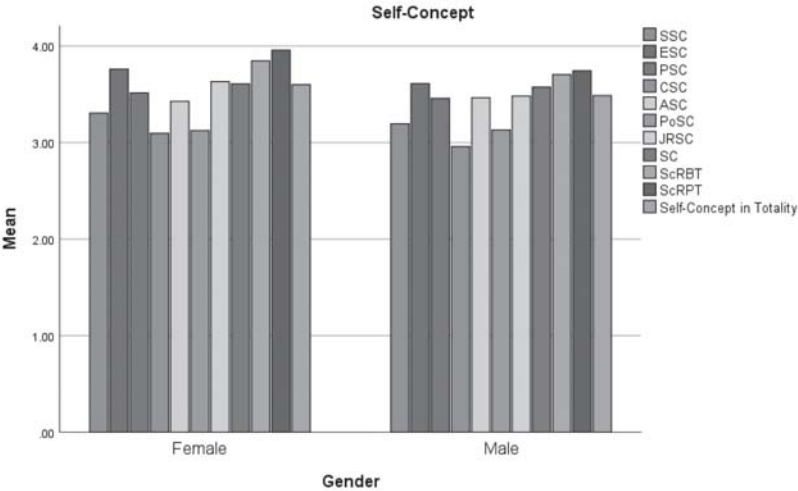
Figure-5.2: Bar Diagram of Mean of the scores in Self-Concept Inventory (SCI) of the male school-going adolescents and the female school-going adolescents

Table-5.2 (b): Results of Independent Samples Test of Type Wise Comparison of Means of Scores of Different Dimensions of Self-Concept Inventory (SCI) of the male school-going adolescents and the female school-going adolescents

Self-Concept		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Social Self-Concept	Equal variances assumed	6.46	0.01	-3.83	1025.00	0.00
	Equal variances not assumed			-3.87	1010.89	0.00
Emotional Self-Concept	Equal variances assumed	0.14	0.71	-5.06	1025.00	0.00
	Equal variances not assumed			-5.07	983.56	0.00
Physical Self-Concept	Equal variances assumed	9.26	0.00	-1.32	1025.00	0.19
	Equal variances not assumed			-1.34	1013.23	0.18
Cognitive Self-Concept	Equal variances assumed	2.75	0.10	-3.82	1025.00	0.00
	Equal variances not assumed			-3.86	1005.31	0.00

Aesthetic Self-Concept	Equal variances assumed	0.95	0.33	0.96	1025.00	0.34
	Equal variances not assumed			0.96	955.36	0.34
Political Self-Concept	Equal variances assumed	0.55	0.46	0.15	1025.00	0.88
	Equal variances not assumed			0.15	985.13	0.88
Job Related Self-Concept	Equal variances assumed	1.77	0.18	-4.18	1025.00	0.00
	Equal variances not assumed			-4.22	1005.00	0.00
Self-Confidence	Equal variances assumed	1.19	0.28	-0.78	1025.00	0.44
	Equal variances not assumed			-0.78	995.84	0.44
Self-Concept Related to Beliefs and Traditions	Equal variances assumed	1.14	0.29	-4.14	1025.00	0.00
	Equal variances not assumed			-4.16	994.69	0.00
Self-Concept Related to Personality Traits	Equal variances assumed	11.09	0.00	-5.43	1025.00	0.00
	Equal variances not assumed			-5.51	1012.60	0.00
Self-Concept in Totality	Equal variances assumed	3.85	0.05	-4.42	1025.00	0.00
	Equal variances not assumed			-4.46	1000.95	0.00

From table 5.2 (b) it is observed that the two groups (male & female) differed (statistically) significantly in self-concept score in total and six of the ten dimensions of *Self-Concept inventory (SCI)* except Physical self-concept, Aesthetic self-concept, Political self-concept and Self-confidence.

6. Discussion

It was observed from the results of Table 5.1 that on average the school-going adolescents of both genders (male and female considering as a whole) experienced high self-concept across all facets as well as in self-concept as a whole. Hence, the hypothesis (i) was failed to be rejected. The consistently high mean scores in various dimensions of self-concept, including social, emotional, physical, cognitive, aesthetic, political, study-related, self-confidence, beliefs and traditions, and personality traits, suggest a positive and well-rounded self-perception among these adolescents.

This finding is supported by previous studies (**Nimbhorkar& Bhende,**

2016; Vats, 2018; Char, Karmakar, Mahato & Adhikari, 2018). **Vats (2018)** observed that the majority of 9th-grade students exhibited self-concept levels above the average. The research conducted by **Char, Karmakar, Mahato,** and **Adhikari** in **2018** revealed high self-concept across all ten dimensions, encompassing the comprehensive self-concept of school-going adolescents in the Purulia District. **Nimbhorkar and Bhende's (2016)** study identified a generally high self-concept among B.Ed. students.

From the results of Table 5.2 (a)it was transparent that both male and female school-going adolescents exhibited their high self-concept across all facets as well as in self-concept as a whole. From the results of Table 5.2(b) it was observed that there was a statistically significant difference between the two groups, with females scoring higher than males, in the following facets: Social Self-Concept, Emotional Self-Concept, Cognitive Self-Concept, Job Related Self-Concept, Self-Concept Related to Beliefs and Traditions, Self-Concept Related to Personality Traits, and the composite scores of the Self-Concept Inventory (SCI). Hence, hypothesis (ii) was rejected. However, no statistically significant difference was observed between the male and female groups in the facets of Physical self-concept, Aesthetic self-concept, Political self-concept, and Self-confidence.

This finding is supported by a previous study by **Nimbhorkar and Bhende (2016)** found that female B.Ed. students exhibited higher self-concepts than their male counterparts across dimensions like SSC, ESC, ASC, PISC, JRSC, SC, SCRBT, and overall Self-concept. However other previous studies (**Minnalkodi, 1997; Saikh & Parvin, 2017; Vats, 2018**) did not align with the present finding. In their study, it was found that there was no significant gender difference in self-concept among 9th-grade students (**Vats, 2018**), higher secondary school students (**Minnalkodi, 1997**), and B.Ed. teacher trainees (**Saikh & Parvin, 2017**).

7. Conclusion

Based on the results and the subsequent discussion of the *Descriptive Presentation* of the present study, it might be concluded that on average school-going adolescents in South 24 Parganas District, experienced high self-concept across all facets as well as in self-concept as a whole.

Similarly, from the results and subsequent discussions of *Gender-wise Comparative Analysis* of the present study**,** it might be concluded that on average the female school-going adolescents expressed their significantly

higher self-concept in the dimensions of SSC, ESC, CSC, JRSC, SCRBT, SCRPT, and also in composite Self-Concept than the male school-going adolescents.

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Self-efficacy and Teachers' Sense of Efficacy

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ABSTRACT

The concept of self-efficacy is derived from self-efficacy theory by **Albert Bandura** in 1977. Self-efficacy is the belief upon the potential to finish a assignment or attain a goal. It involves a person's confidence in ability to control behaviour. Self-efficacy is critical as it affects how one feels approximately oneself and whether or not you will reap the dreams in life. According to **Bandura**, self-efficacy is a part of an individual's body that has human characteristics, abilities and skills. This system plays an important role in how one perceives and responds to different situations. Sense of efficacy is an important aspect of this self-efficacy. Teachers' sense of efficacy refers to their determination and belief in their ability to accomplish important teaching tasks. "The teacher's actions must be good" refers to teachers' beliefs about their ability to influence student performance. Teachers with a strong sense of efficacy leads to extend more effort than

the teachers' with weak sense of efficacy and experience a lower incidence of stress. The importance of this construct is widely recognized, but researchers have not reached consensus on the concept or measure of teacher effectiveness.

KEY WORDS: Self-Efficacy, Sense of Efficacy, Belief, Confidence, Student Performance, Teacher Effectiveness

1. Introduction

Teaching becomes a challenging profession due to our upgraded technology-based education system. In present situation, many education institutions are facing the shortages of skilled and expert teachers. To cope with this situation, teachers should expertise themselves in the areas of student engagement, instructional strategies and classroom management. It is a great challenge for every efficient teacher to develop teaching strategies and active and pleasant learning environment in the classroom. Self-efficacy and sense of efficacy both are associated with positive learning outcomes which develop student motivation and achievement.Teacher's self-efficacy creates a positive impact on classroom which is much useful for the learning process, as well as for the benefit of the teacher himself. High level of self-efficacy tends to foster a more positive outlook and enhance the individual's competencies. Conversely, low level of self-efficacy is associated with avoidance of the challenge. So, efficient teachers are more effective in teaching and teach learners in the most productive manner.

2.1 Self-efficacy

The psychologist **Albert Bandura** was first coined the term 'Self-efficacy' in 1977. Self-efficacy refers to one's belief in one's ability to perform the behaviour required to achieve a specific performance. Self-efficacy is a particular set of beliefs that determines a person's ability to complete a plan of action **(Bandura, 1977).** It is a capability to produce desired results and judgments about one's ability to do a certain thing. It depends on an individual's knowledge, skills, thoughts and actions. Teachers' self-efficacy is a very important part which needed for effective teaching. It measures a variety of different aspects of teaching like subject knowledge, skill of effective communication, preparation in lesson, and

presentation. **According to Bandura (1997),** self-efficacy is one of the most important mechanisms which, affecting human behaviour and controls their thoughts and emotions. Self-efficacy plays an important role in improving teachers' teaching and ultimately student outcomes. Teachers having high self-efficacy have many desires for teaching and they generally stay at their teaching profession **(Soodak & Podell, 1993).**

2.1.1 Development of Self-efficacy
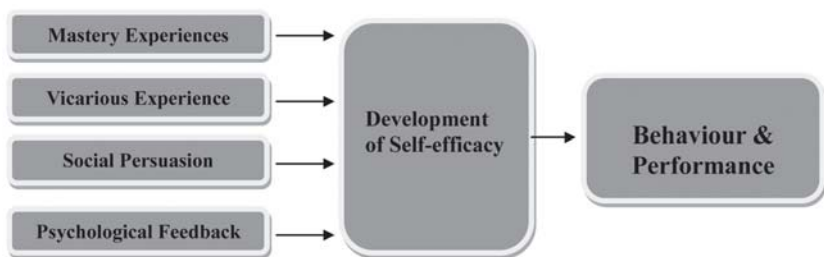
Self-efficacy Theory: Bandura's Four Sources of Efficacy

2.1.2 The Role of Self-Efficacy

High self-efficacy creates the following thinking and activities:

- Consider the activities where they participate in
- Show a strong commitment to their interests and activities
- Rapid recovery from depression and anxiety
- Difficulty in seeing problems as daily tasks

Weak self-efficacy creates the following situations:

- Avoid difficult tasks
- Believing that difficult tasks and situations can be handled according to their capabilities
- Focusing on personal failure and poor outcomes
- Quickly loses confidence and self-efficacy

2.2 Teachers' Sense of Efficacy

Teachers' sense of efficacy is the confidence about their own capabilities to achieve desired learning outcomes. Sense of efficacy gives the belief

about teachers' own capabilities. **Tschannen-Moran and Hoy (2001)** state that "a teacher's effectiveness is determined by his ability to bring about desired results in student engagement and learning, even among those students who are uninterested". It is the confidence of the teachers' that bring out desired outcomes of the students' learning. Teachers with a high sense of efficacy create positive experiences for students, exhibit better planning and preparation skills, tend to experiment with new teaching strategies and achieve goals with higher level of aspiration whereas teachers with low sense of efficacy loses their confidence and personal ability. Teachers with high sense of efficacy are mainly focus on teaching activities rather than other activities **(Gibson & Dembo, 1984)**. **Guskey (1988)** determined that the teachers' sense of efficacy is thought to be a good indicator of teachers' attitudes towards implementing new or improved teaching methods. High self-efficacy can positively impact teaching practice, student motivation, achievement and job satisfaction.

2.2.1 Effects of Teachers' sense of Efficacy

Teachers' sense of efficacy has significant effects on various aspects of their professional lives. Such as:

- **Job Satisfaction:** Teachers with excessive self-efficacy will have more satisfaction in job. They will enjoy their roles when they believe in their ability to influence student learning and effectively manage challenges in the classroom.

- **Reduced work-related stress:** Effective teachers are associated with lower levels of work-related stress. When teachers are confident in their ability to teach, they can meet the demands of the job without too much stress.

- **Students' Attitudes and Unwanted Behaviours:** Teachers' self-efficacy affects their relationships with students. People with a strong sense of accomplishment are good at managing student behaviour and dealing with inappropriate behaviour.

- **Student performance:** Teachers' performance affects students' performance. When teachers used to believe that they have the ability to change, they show more effort, patience, and positive teaching behaviour. These, in turn, have a positive impact on student learning.

- **Teaching Skills:** Self-efficacy is relevant to improve teachers

teaching skill. Confident teachers can use new ideas, adapt to students' needs and create collaborative learning.

- **Burnout and Mental Illness:** The Role of the Effective Teacher in Preventing Illnesses. When teachers feel competent, they are less likely to experience stress and tension. Their overall mental health is positively affected by self-efficacy.

In summary, training and developing effective teacher knowledge can help improve teacher quality, student learning outcomes and in general, all jobs are interesting. This is a powerful design that can shape the learning environment in a meaningful way.

3. Review on Self-efficacy and Teachers' Sense of Efficacy

Based on self-awareness theory, Bandura argued that human behaviour is influenced by person's belief about two types of expectations outcome expectations in which people predict that certain behaviour will lead to certain consequences and performance expectations. Teacher education is the belief in once ability to guide and motivated student to achieve desired learning outcomes **(Armor et al., 1976; Bandura, 1977)**. **Guo, Connor, Yang, Roehrig and Morrison (2012)** showed that teacher training is effective by supporting teachers and providing student with a positive learning experience. Teachers' efficacy believes are also related to their behaviour in the classroom. Performance depends on the effort they put into teaching the goals they set and their expectation. **Midgley et al. (1988**) found teachers' belief had a positive impact on students' lower achievement and higher achievement. **Gueskey (1988)** reported that teachers' self-efficacy can affect students' learning, which in turn affects their attitude towards new practice, and stated that efficiency is the key to innovation. **Al-Alwan and Mahasneh (2014)** pointed out that there is a positive relationship between the teachers' performance and student attitude towards school. It is associated with self-awareness and students' achievements. Teachers' with a strong sense of effectiveness will demonstrate more planning and success **(Allinder, 1994). Karmakar, Saha and Adhikari (2023)** found that school teacher in Purulia district have average score on student engagement, teaching strategies, and respect in the classroom and overall participation of effectiveness of the teacher. Experienced teachers reveal their enthusiasm for teaching **(Allinder, 1994 & Guskey, 1988)** and passion for teaching

(Evans & Tribble, 1986).

4. Self-efficacy correlates with Teachers' Sense of Efficacy

Teacher education is related to their self-efficacy **(Ahokoski et al., 2017).** According to **Moran and Hoy (2001),** Teachers who are confident in their effectiveness are open to new ideas and want to better explore in new teaching ways for their students to learn. Likewise, when they encounter students' mistake, they ask fewer question and can help them to overcome from these mistakes. Teachers' effectiveness relates to teachers' motivation, which affects teachers' behaviour **(Klassen & Chiu, 2011).** Teachers' personality is not only beneficial to the teacher himself but also has an impact on students' outcomes such as student learning and performance level **(Corkett, Hatt & Benevides, 2016).** Teachers' effectiveness is related to students' critical needs that are the performance and assessment, as well as learning outcome and teacher performance. It is acknowledged to promote academic success and is important for student knowledge and performance **(Midgley et al., 1988).** Teachers with high self-efficacy believe that they can do anything to change their teaching environment while teachers with low self-efficacy believe that they cannot do anything to change their environment. At the same time people with high self-efficacy will work harder to solve problems. Effective teachers play an important role in motivating employees to complete difficult tasks related to achieving goals **(Ayupp & Kong, 2010).**

5. Conclusion

Teachers' knowledge of performance appears to play an important role in building teachers' confidence in tasks and problems. This is correlates with less outdoors and more freedom in teaching positions. It improves teachers' practice and contributes to their well-being in the workplace. Teachers with high self-efficacy are more effective; compared to those with high-efficacy they tend to accept and develop ideas for students that will lead to good decisions in the classroom. Effective teachers are more likely to use teaching strategies, but less effective teachers are more likely to use teaching strategies such as lecturing or reading from the textbooks. In summary, teachers' values and motivations can affect their own performance, which in turn can affects their health and performance in the classroom.

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A Probe into the Intrinsic Motivation of the Female Learners

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ABSTRACT

"Intrinsic Motivation" plays an important role in the lives of the learners. To ascertain the present status of the intrinsic motivation of female learners, the study was carried out through the descriptive survey method by administering the **Intrinsic Motivation Inventory (IMI) (Ryan, 1982).** Sample was collected by random sampling of 884 female learners. From the

results it was found that the normalized mean scores of different facets i.e., Interest/Enjoyment, Perceived Competence, Perceived Choice, and Pressure/Tension of intrinsic motivation inventory were high. Based on the findings, it can be inferred that female learners exhibited high levels of intrinsic motivation. Different governmental as well as nongovernmental initiatives put fuel to the motivation of the female learners.

KEYWORDS: Intrinsic Motivation, Interest/Enjoyment, Perceived Competence, Perceived Choice, and Pressure/Tension

1. Introduction

Motivation can be divided into two main types: intrinsic motivation and extrinsic motivation. Passion originates from the individual and is driven by things such as the enjoyment of an activity, the pleasure of learning a new skill, or the knowledge of success in achieving a goal. It is a spontaneous inclination triggered by inner rewards or incentives. Often described as an inherent desire, intrinsic motivation challenges students to find genuine enjoyment in engaging activities, pursuing goals solely for personal satisfaction. This form of motivation allows students to experience pleasure on their own terms, establishing internal standards without external rewards or pressure (**Grolnick, Deci & Ryan, 1997; Ryan, Connell & Grolnick, 1992; Deci & Ryan, 1985**). In essence, intrinsic motivation, characterized by enjoyment, interest, and inherent satisfaction, epitomizes autonomy and signifies authentic self-determination (**Ryan & Deci, 2000**). The self-determination theory (SDT) holds that three fundamental needs - autonomy, perceived competence and relatedness - are integral to human motivation and well-being. Students who perceive autonomy (the ability to make choices), competence (mastery of skills), and relatedness (connections with others) are more likely to exhibit intrinsic motivation and active engagement in their academic pursuits (**Deci &Ryan, 1985; Ryan & Deci, 2000**). Autonomy, the female learner of these needs, involves the psychological requirement for individuals to feel independent, self-directed, and in control of their actions and decisions. It encompasses the desire to align actions with personal values, preferences, and goals, rather than succumbing to external influences like authority, social pressures, or constraints. Experiencing autonomy contributes to intrinsic motivation, engagement, and satisfaction

with activities. Competence, another need, pertains to the necessity of feeling capable and effective in female learner's endeavours. Those with a strong need for competence strive to enhance their skills, conquer tasks, and attain their objectives. A sense of accomplishment and satisfaction arises when female learners believe they are making progress and achieving results.

1.1 Objectives of the study

The main objective of this study is to find out the current status of the intrinsic motivation of female students in the Bankura and Jhargram districts.

The hypothesis was –

i)   Female learners have high Intrinsic Motivation.

2. Intrinsic Motivation – the Construct of the Study

Intrinsic motivation is the internal drive, desire, or personal enjoyment that leads an individual to engage in an activity, pursue a goal, or perform a task. This type of motivation arises from within the person and is not dependent on external rewards, incentives, or pressures. Instead, intrinsically motivated individuals find inherent satisfaction, pleasure or interest in the activity itself (**Deci & Ryan, 1985; Ryan & Deci, 2000**). The *Interest/Enjoyment* dimension of Intrinsic Motivation refers to a psychological construct that assesses the individual's internal drive, interest, and enjoyment associated with a particular activity. The *Perceived Competence* dimension of Intrinsic Motivation refers to an individual's subjective assessment of their competence, skill level, and proficiency in a particular activity. The *Perceived Choice* dimension of Intrinsic Motivation refers to an individual's subjective experience of autonomy and the perceived sense of having control over their actions and decisions in a specific activity. The *Pressure/Tension* dimension of Intrinsic Motivation refers to an individual's subjective experience of external pressures, tensions, anxiety, or stress related to a specific activity.

3. Review of Literature

Das, Adhikari, and Sen (2019) conducted a study to evaluate the impact of the Kasturba Gandhi Balika Vidyalaya (KGBV) strategy on

academic support of female students. The research compared the motivational aspects of girls who benefited from the KGBV scheme (KGBV group) with those who did not (Reference Group). The study included 200 participants in the KGBV group and 247 in the Reference Group, utilizing the Motivation Strategies for Learning Questionnaire (MSLQ). The findings indicated that, on average, the KGBV group displayed significantly higher motivation in areas such as Self-Efficacy, Intrinsic Value, Cognitive Strategy Use, Self-Regulation, and overall MSLQ scores. However, in the aspect of Test Anxiety, the KGBV group showed lower levels compared to the Reference Group. In summary, the KGBV scheme positively influenced the academic motivation of hostel-dwelling students, with the KGBV group exhibiting higher levels of perceived competence, self-efficacy, intrinsic interest in coursework, Emphasis on work, preference for competitive and intellectual goals, use of intellectual strategies, self-regulation, and academic support compared with the reference group. Notably, the KGBV group reported relatively lower levels of test anxiety in comparison to the Reference Group **(Das, Adhikari & Sen, 2019).**

Das, Salam, and Adhikari (2013) conducted a study to compare motivational aspects among female students enrolled in Kasturba Gandhi Balika Vidyalaya (KGBV), which are residential schools designed for inaccessible and deprived girls, with a specific focus on SC, ST, OBC, and minority groups, in comparison to their counterparts in general schools. This study used the Motivation Strategies for Learning Questionnaire (MSLQ) to measure differences in self-efficacy, values, and stress levels and to attempt to explain the process in post-design research. The results showed that there was no significant difference in positive outcomes between the two groups. However, in terms of self-efficacy, hotel residents in the KGBV showed higher scores. In contrast, KGBV hotel residents had lower stress scores. Research results show that KGB violence solves the problem of differential motivation, making the motivations of poor groups equal to or greater than ethnic groups (Das, Salam & Adhikari, 2013).

4. Methods

This study was conducted through descriptive research. Detailed information about variables, samples, instruments, data collection

procedures, and statistical methods is shown below.

4.1 Variables

Intrinsic motivation was the only variable of the present study.

4.2 Sample

To ensure a representative sample, the study employed a multiphasic stratified random sampling technique. In this research, a total of 884 female students, enrolled in the 7th and 12th grades, were randomly chosen from five blocks of Bankura and two blocks of Jhargram, West Bengal.

4.3 Tool of Research

The following research tools were used to collect data in this study. The tool is selected using criteria of relevance, appropriateness, reliability, validity and usability. Below is a brief description of the tool.

4.3.1 Intrinsic Motivation Inventory (IMI)(Ryan,1982)

Ryan (1982) developed a 22-item scale to assess intrinsic motivation. This scale is sketched to measure different aspects of intrinsic motivation in the context of a classroom setting. The scale includes items that are presented in both reverse-keyed (R) and non-reverse-keyed formats, and participants are requested to rate their agreement with each statement using a 7-point "Likert-type scale." The 22 items on the scale are divided into four subscales, each of which represents a distinct facet of intrinsic motivation: **Interest/Enjoyment (7):** This subscale focuses on the extent to which individuals find the activity inherently interesting and enjoyable. **Perceived Competence (5):** This subscale measures an individual's beliefs about his or her ability to perform effectively. It reflects the perception of being capable and skilled in the activity, which can positively contribute to intrinsic motivation. **Perceived Choice (5):** This subscale assesses the sense of autonomy and freedom individuals feel when engaging in the activity. It measures the perception that one is choosing to participate in the activity willingly, rather than feeling coerced or controlled. **Pressure/ Tension (5):** This subscale gauges the degree of external pressure, anxiety, stress, or tension associated with the activity.

Validity-The IMI has demonstrated strong *construct validity*, as

indicated by *exploratory factor analyses* in several studies (**Ryan, 1982; Ryan, Mims & Koestner, 1983; Plant & Ryan, 1985; Ryan, Connell, & Plant, 1990).** Items were selected for subscales if they had factor loadings of at least 0.6 on the relevant subscale and didn't cross-load above 0.4, with most loadings exceeding these thresholds. *Confirmatory factor analyses*, as demonstrated by **McAuley, Duncan, and Tammen (1989),** and later by **McAuley, Wraith, and Duncan (1991),** provide additional evidence for the multidimensional, hierarchical model of the IMI. This model consists of a higher-order general factor of intrinsic motivation at the top of the hierarchy and four or five first-order factors or dimensions beneath it. Additionally, the IMI has shown *convergent validity* through its correlations with the 'Differential Emotions Scale' **(Ryan, Connell, & Plant, 1990).**

Reliability- Various publications, including **McAuley, Duncan, and Tammen (1989)** and **McAuley, Wraith, and Duncan (1991)**, have reported internal consistency (alpha) coefficients for the IMI. These findings indicate that the reliability of the IMI subscales falls within the acceptable range for research purposes, with coefficients typically ranging from 0.70s to 0.90s.

The mean score of each dimension is made comparable by normalizing. The normalization procedure is as follows:

Normalized Mean = Mean of the item responses in a dimension /number of total items of the dimension. Then, the normalized mean fell within the range extended from 1 to 7 with 4.0 as the mid-point (moderate value).

The normalized mean of the scores of each dimension was interpreted as –

1.00 to 2.49	:	**Very low**
2.50 to 3.99	:	**Low**
4.00 to 5.49	:	**High**
5.50 to 7.00	:	**Very high**

4.4 Procedure for Data Collection

Researchers contacted the heads of these institutions and asked for permission to collect the necessary information. Relevant data were collected using the above instrument of the study according to the instructions in the instrument manual.

4.5 Analysis of the Collected Data

The descriptive statistics were presented by computing with the help of SPSS-20.00 software. To ascertain the objective descriptive statistics such as minimum, maximum, range, mean and standard deviation have been calculated and interpreted by the different statistical techniques.

5. Results

The results of the study are presented herewith.

Table 5.1: Descriptive Statistics of Different Facets of Intrinsic Motivation Inventory (IMI) Scores of the Female Learners

Intrinsic Motivation	N	Range	Minimum	Maximum	Normalized Mean	Std. Deviation	Remark
Interest/ Enjoyment	884	5.00	2.00	7.00	5.20	0.99	High
Perceived Competence	884	6.00	1.00	7.00	4.86	1.15	High
Perceived Choice	884	4.80	2.20	7.00	4.42	0.87	High
Pressure/ Tension	884	6.00	1.00	7.00	3.91	0.89	Low

Table 5.1 presents the descriptive statistics for various dimensions of the Intrinsic Motivation Inventory (IMI) scores among female learners. For the Interest/Enjoyment dimension, scores ranged from 2.00 to 7.00, with a range of 5.00. The mean score was 5.20, and the standard deviation was 0.99. For Perceived Competence, scores ranged from 1.00 to 7.00, with a range of 6.00. The mean score was 4.86, and the standard deviation was 1.15. In the case of Perceived Choice, scores ranged from 2.20 to 7.00, with a range of 4.80. The mean score was 4.42, and the standard deviation was 0.87. Finally, for the Pressure/Tension dimension, scores ranged from 1.00 to 7.00, with a range of 6.00. The mean score was 3.91, and the standard deviation was 0.89.

From figure 5.1 it is observed that the distribution of different Facets of Intrinsic Motivation Inventory (IMI) scores of the female learners was about to normal.

Interest/Enjoyment Dimension of Intrinsic Motivation

Mean = 5.20
Std. Dev. = .986
N = 884

Perceived Competence Dimension of Intrinsic Motivation

Mean = 4.86
Std. Dev. = 1.148
N = 884
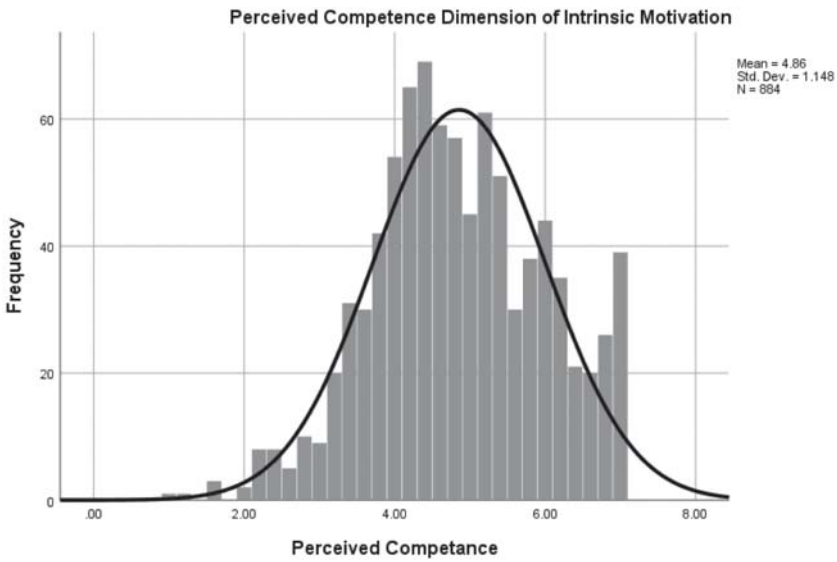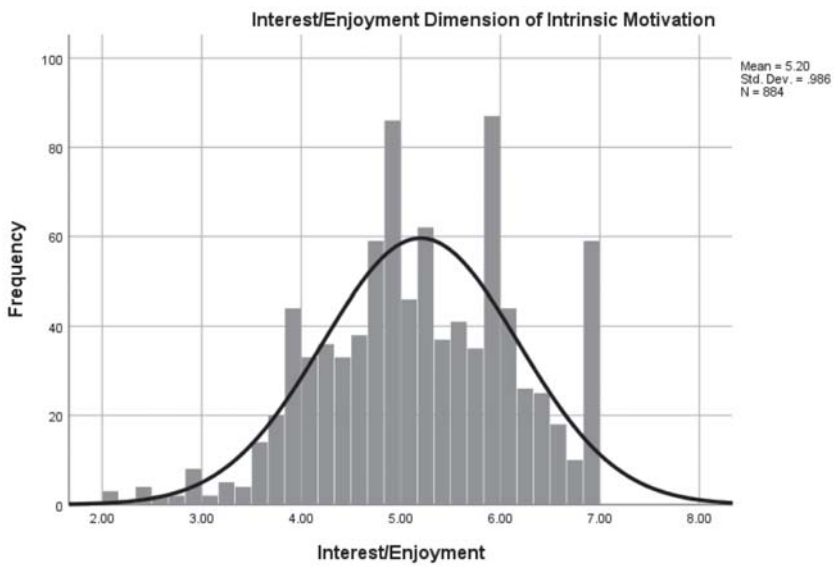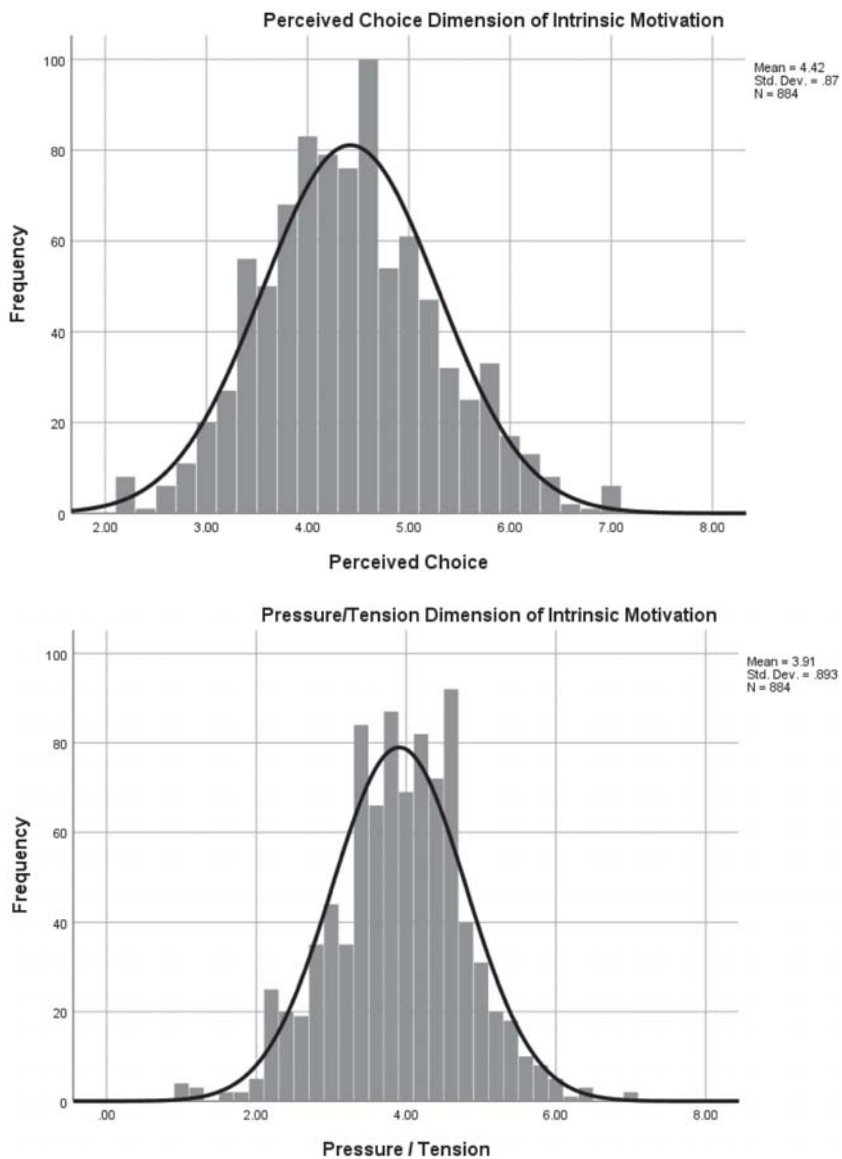
Figure-5.1: Histogram with Normal Probability Curve of different Facets of Intrinsic Motivation Inventory (IMI) scores of the female learners

6. Discussion

From table 5.1 we get the descriptive statistics of the different facets of *Intrinsic Motivation Inventory (IMI)* scores of the female learners. It was observed that –

(a) Regarding **Interest/Enjoyment**, the average score was 5.20, falling within the 4.00 to 5.49 range. This indicated that, on average, female learners exhibited high motivation in this aspect. The elevated score on the Interest/Enjoyment dimension implied a heightened level of internal motivation, enjoyment, and interest in the study among female learners. This suggested that these learners were more inclined to participate in their studies for the inherent rewards rather than external influences.

(b) Concerning **Perceived Competence**, the mean score was 4.86, falling within the 4.00 to 5.49 range. This indicated that, on average, female learners had experienced high motivation in this aspect. The elevated score on the Perceived Competence dimension suggested a heightened sense of personal competence and proficiency among female learners, contributing positively to their intrinsic motivation for studying.

(c) Regarding **Perceived Choice**, the mean score was 4.42, falling within the 2.50 to 3.99 range. This indicated that, on average, female learners had experienced high motivation in this aspect. The elevated score on the Perceived Choice dimension suggested a heightened sense of autonomy and personal agency among female learners, indicating that they felt their engagement in their studies was self-determined. This sense of choice was positively linked to intrinsic motivation, as female learners were more likely to be motivated when they perceived their actions as being driven by their own interests and values.

(d) Concerning **Pressure/Tension**, the mean score was 3.91, falling within the 2.50 to 3.99 range. This indicated that, on average, female learners had experienced high motivation in this aspect. The lower score (3.91) on the Pressure/Tension dimension suggested a greater negative influence of external pressures on intrinsic motivation. This is a positive indicator of intrinsic motivation because decreased stress can induce the fun and motivation of the task.

Hence female learners expressed high intrinsic motivation across all facets of IMS. So, hypothesis-(i) was failed to reject. This finding is

supported by previous findings (**Das, Adhikari & Sen, 2019; Das, Salam & Adhikari, 2013; Mondal, Mazumder & Biswas, 2024).**

7. Conclusion

Based on the findings and the subsequent discussion, it can be inferred that female learners in Bankura and Jhargram District exhibited high levels of intrinsic motivation across all facets, namely Interest/Enjoyment, Perceived Competence, Perceived Choice and Pressure/Tension.

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Learning Style the Indicator of Good Studentship

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ABSTRACT

The human brain receives input through the five sensory organs, and a learning style represents an individual's unique way of processing and absorbing information. It encompasses characteristics, attitudes, and behaviors that connect personality to cognitive dimensions. Learning styles manifest in cognitive, affective, and psychological behaviors, reflecting one's preferred method of acquiring and retaining new knowledge and skills. Learning indicators serve as evidence to measure a learner's engagement and progress within their educational environment. Studies indicate that learning styles significantly impact academic achievement, influencing how students learn and interact with teachers. This research aims to describe students' learning styles and identify indicators of successful studentship.

KEYWORDS: Learning Style, Learning Indicator, Good Studentship, Academic Motivation

1. Introduction:

Education is an ongoing process aimed at the holistic development of students, contributing to a higher quality of life. It serves as a key to national and individual progress. The contemporary focus on academic achievement often overlooks understanding the reasons behind a student's unsatisfactory performance and the emotional challenges faced by adolescents. This research explores learning styles as indicators of effective student performance.

Numerous theorists have delved into various student learning styles, particularly emphasizing visual, auditory, and kinesthetic modes. Recognizing the significance of grasping these styles benefits both students and teachers, enhancing the effectiveness of the learning environment. Although assessing learning preferences may be time-consuming, it proves valuable in promoting a child's growth and future success. Integrating technology in classrooms aids student focus, as instructions come from various sources. Learning indicators play a crucial role in measuring student performance, encompassing statements describing observable success and behaviors in the learning process. Learning styles impact academic achievement and motivation, emphasizing the need to understand and address these factors. This study aims to describe students' learning styles as indicators of successful studentship.

2.1 Learning Style:

Learning styles are enduring patterns used by individuals to organize and process information, reflecting their characteristic responses to instructional variables **(Laycock, 1997).** Research in learning styles is grounded in the recognition of individual differences in how people learn. Tyler (2003) explores preferred learning styles, emphasizing diverse approaches to

understanding and problem-solving. The conceptualization and organization of activities based on these styles become defining characteristics of an individual's learning process. **Smith and Holiday (1986)** investigated learning styles across students achieving at high, average, and low levels, highlighting significant variations in how students

learn. The term "learning style" pertains to how learners perceive, process, and retains information, considering their sensory modality. Fleming's Visual, Auditory, Read/Write, Kinesthetic (VARK) model is a widely recognized categorization of learning styles.

- **Visual learners**: Learn best from visual images that do not include writing. Graphs and diagrams are easy for them to understand.

- **Aural or auditory learners:** Dowell with hearing information. They remember words to songs and can recall conversations in detail by hearing them in their minds.

- **Reading/Writing learners**: Are at home with written material. They comprehend and remember what they read, and they often enjoy writing. If you want a reading/writing learner to come to your house, provide written directions.

- **Kinaesthetic learners:** Learn by doing. Hands-on activities and real-life experiences help them remember. If you want a kinesthetic learner to come to your house, the simplest way is to take him or her there yourself or get someone else to do so.

2.1.1 Learning Indicator: Learning outcomes measure on different competences called learning indicators. Learning indicators is the overall development of a child and assess the health of an education system it requires a fair idea to be obtained of the extent of children's learning process. Learning indicators are quantifiable benchmarks that evaluate a student's progress, growth, and accomplishments in acquiring knowledge and skills. These benchmarks serve as visible cues or proof of learning and are commonly employed to measure the success of educational programs. Learning indicators can differ based on subjects, educational levels, and systems. They offer insights into a student's comprehension, application, and mastery of the material being taught. Several typical examples of learning indicators include:

- **Assessment Scores:** Performance on tests, exams, assignments, and standardized evaluations can indicate how well a student understands the content.

- **Class Participation:** Actively engaging in class discussions, posing questions, and contributing to group activities showcases a student's active involvement in the learning process.

- **Project Completion:** Successfully finishing projects or assignments demonstrates the practical application of acquired knowledge and skills.

- **Homework Completion:** Consistently and promptly finishing homework assignments reflects a student's dedication to continual learning.

- **Critical Thinking Skills:** Demonstrating the capability to analyze information, solve problems, and think critically is a crucial indicator of learning.

- **Communication Skills:** Proficiency in expressing ideas clearly, both verbally and in writing, is often viewed as an essential aspect of learning.

- **Creativity and Innovation:** Generating new ideas, solutions, or perspectives highlights a student's creative thinking and ability to apply knowledge in innovative ways.

- **Peer and Self-Assessment**: Engaging in self-reflection and providing constructive feedback to peers can signify meta-cognitive skills and a deeper understanding of one's own learning.

2.2 Good studentship

Good studentship is a commendable quality. Motivation includes characteristics such as curiosity, responsibility and participation in learning. Student well-being includes many important factors that contribute to academic success and personal development. Some important qualities of a good student are:

- **Self-discipline:** Good students demonstrate self-discipline by monitoring their learning, setting goals, and knowing the difference between important and unimportant tasks. They not only rely on external support, but also take initiative in the learning process.

- **Motivation:** Personal motivation helps students progress. It makes them determined, patient and willing to learn and grow. Good students always want to improve their skills and knowledge.

- **Punctuality:** Good students attend classes regularly and arrive on time. Time is the key to getting the most out of learning and creating

positive emotions.

- **Courteous Behaviour:** Respect for teachers, school staff, and classmates demonstrates not only academic commitment but also good behavior. Morality and determination will help create a good education.

- **Honesty:** Honesty is an important part of being a good student. They promote fair education and avoid injustice and dishonesty.

These qualities not only contribute to academic success, but also shape people's character and future career. If you continue to develop these characteristics, you will continue to improve.

3. Review of literature

Wesley (2008) conducted a study on the effect of interactive reviews and learning style on student learning outcomes. The findings revealed that interactive lessons do make a significant impact on learning outcomes compared to traditional review. **Saeed and Sinnappan (2009)**Conducted a study on incorporating blogs and social bookmarks in a web programming course based on student learning styles and technology preferences reveals significant relationship among student learning style and technology preferences and their impact on academic performance. **Murat (2013)** revealed that study was aimed to evaluate the learning styles of education faculty students and to determine the effect of their learning style and academic success. Depending on the results obtained from pre-test, it was aimed to improve student's knowledge and skills in studying. There was a significant difference between the scores of pre and post- tests. **Vaishnav (2013)** studied learning style and academic achievement of secondary school students and reported that kinaesthetic learning style was most prevalent than visual and auditory learning styles. **Kalaia and Gulpinal (2011)** examined medical students learning style and indicated that there were four types of learning styles among medical students. The findings suggest that a variety of teaching methods and learning activitics should be provided in medical school in order to address the range of learning styles.

Cesur (2015) investigated the correlation between language education methods and achievement in understanding a foreign language among preparatory grade students in Turkish universities. The study involved 368 students from 8 universities in Istanbul, using Oxford's (1990) Strategy

Inventory of Language Education and English Language Placement Test for data collection. **Ismail and Azman (2010)** conducted a study focusing on various learning methodologies of adults, particularly in non-formal education in Malaysia. The research involved 959 adults from fourteen community colleges, revealing that adult learners exhibited both learner-cantered and teacher-cantered patterns in their learning methods. **Ahmed and Majid (2010)** explored the connection between Self-Directed Learning (SDL) and Malaysian cultural heritage. Twenty adult learners participated in the study, completing the Self-directed Learning Readiness Survey (SDLRS) and maintaining journals. The results indicated that culture significantly influences adult learners' communication skills and learning approaches.

4. Conclusion

After delving into research on learning style the indicator of good studentship and their significance in education, concluded that inadequate assessment of learning styles can adversely impact both students and the schools they attend. Properly identifying the types of tests needed to assess students' learning preferences can not only improve how students learn but also assist teachers in refining their teaching methods. While common learning styles like visual, auditory and kinesthetic were discussed; various other theories on learning modes can be compared to these approaches. Enhancing the utilization of learning style assessments in schools has the potential to boost student performance both inside and outside the classroom. While further research is warranted, the initial exploration of learning styles has significantly influenced education. Understanding how students learn can empower teachers to adapt and prepare for potentially new learning styles emerging each year. Ongoing research at elementary and middle school levels can shed light on changes in learning styles as children experience different phases of life.

A school student is anticipated to be a 'lifelong learner,' and their learning style and approach significantly impact the quality of their learning and academic success. Effective recognition of students' learning styles provides enhanced opportunities to attain desired learning outcomes, reflecting in academic achievement. Learning indicators, representing the overall development of a child, play a crucial role in assessing the health of an education system. Obtaining a fair understanding of the extent of

children's learning processes is essential. This study aims to describe students' learning styles as indicators of good studentship, offering insights into the correlation between learning styles and academic success.

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Anxiety-Trait and State Anxiety

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ABSTRACT

Anxiety is a feeling of uneasiness and worry, often generalized and unfocused. It occurs as an overreaction to a situation that is subjectively perceived as menacing. Trait anxiety is a stable and persistent aspect of a person's personality. It describes the tendency to feel anxious across many situations. State anxiety is temporary and occurs in response to specific stressors, whereas, trait anxiety remains consistent over time. Seeking professional help is essential if anxiety interferes with daily life or causes distress. Trait anxiety affects how students approach learning over time. It persists across various contexts, influencing their overall academic experience. Anxious students may struggle with concentration, memory, and focus, impacting their performance.

State anxiety often peaks during exams or high-pressure academic tasks. High state anxiety can impair memory, focus, and cognitive functioning. Students may experience nervousness, rapid heartbeat, and difficulty concentrating during exams. In summary, recognizing and addressing both trait and state anxiety is crucial for fostering students' well-being. Educators, counsellors, and students themselves play essential roles in creating a supportive environment that promotes mental health and academic success.

KEY WORD: Stress, Anxiety, Trait Anxiety, State Anxiety, Personality Trait, Well-being, Mental health, Academic Success.

1. Introduction

Anxiety is a feeling of apprehensive uneasiness or nervousness, often over an impending or anticipated ill. Anxiety involves a state of nervousness or apprehension, especially when facing an anticipated negative event. Anxiety can manifest with physical symptoms such as tension, sweating, and an increased pulse rate. These signs often accompany an overwhelming sense of fear. Anxiety can also be characterized by mentally distressing concern. Sometimes, anxiety arises from a strong desire mixed with doubt, fear, or uneasiness. Anxiety varies in intensity and affects individuals differently. Seeking professional help is crucial if you experience chronic anxiety. Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. It is not the same as fear, although these terms are often used interchangeably.

According to the **APA (2022)**, anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. People with anxiety disorders often experience recurring intrusive thoughts or concerns, which may lead them to avoid certain situations due to worry.

As educators, understanding anxiety is crucial. It's essential to recognize when anxiety becomes chronic and excessive, impacting an individual's ability to function day-to-day. For instance, someone consumed with worrying thoughts about job performance might struggle to function at work. This worry can lead to avoidance behaviour (such as excessive sick leave) or maladaptive coping (like substance use). Physiological symptoms (such as rapid heart rate, sweating, and difficulty sleeping), behavioural signs (like avoidance), and cognitive aspects (such as a sense of impending

doom or thoughts of not coping) are common in anxiety disorders.

1.1 Trait Anxiety: The Construct

Trait anxiety, as defined by the **American Psychological Association (APA)**, refers to a stable tendency in individuals to experience anxiety across various situations. Trait anxiety is the proneness to experience anxiety. People with high trait anxiety tend to view the world as more dangerous or threatening compared to those with low trait anxiety. Additionally, they respond with state anxiety (temporary anxiety) to situations that would not evoke this response in individuals with low trait anxiety. Unlike state anxiety, which is temporary and situation-specific, trait anxiety is persistent and affects a person's thinking and feeling in the long term. Many models of personality include trait anxiety (also known as neuroticism) as a component

Trait anxiety refers to a stable tendency in an individual to experience anxiety across various situations. It is part of their personality, influencing how they perceive the world and respond emotionally. Trait anxiety is the proneness to experience anxiety. People with high trait anxiety tend to view the world as more dangerous or threatening compared to those with low trait anxiety. **Vitasari et al., (2010)** observed that there was significant correlation of high-level anxiety and low academic performance among engineering students. **Kumaraswamy (2013)** explored academic stress anxiety and depression among college students are a cause of concern. Many students suffering from psychological problems such as stress, anxiety and depression. Researcher focused that stress among college students, nature of psychiatric morbidity, emotional problems and adjustment, psychological problems of college students. Generalized anxiety disorder (GAD) has specific criteria, including excessive worry, physical symptoms, and impaired functioning over an extended period. In summary, trait anxiety reflects an individual's inherent tendency to experience anxiety, shaping their overall emotional landscape and responses to life's challenges.

1.2 State Anxiety: The Construct

State anxiety has been defined as an unpleasant emotional response while coping with threatening or dangerous situations, which includes cognitive appraisal of threat as a precursor for its appearance. In general,

states refer to any reliably measured characteristic, but typically, state variables refer to conscious, verbally reportable qualities such as moods **(Tovilovic et al., 2009).** According to the **American Psychological Association (APA)**, state anxiety refers to an acute form of anxiety experienced in a specific and temporary situation. It is distinct from trait anxiety, which represents a dispositional and relatively chronic state of anxiety. State anxiety arises in response to a particular situation that is perceived as threatening or dangerous. In contrast, state anxiety items measure the frequency with which respondents experience anxiety in the face of perceived threats in their environment. **Pradhan (2017)** explored State anxiety reflects a transient emotional state or a condition that is characterized by subjective conscious perceived feelings of tension and apprehension, and gives rise to autonomic nervous system activity simultaneously. It may fluctuate and can vary in intensity.

1.3 Trait Anxiety vs State Anxiety

1.3.1 Trait Anxiety

Trait anxiety is generally considered part of a person's personality rather than caused by a specific scenario. Those with trait anxiety may feel more anxious in everyday situations, such as their partner being distant or concern over their works –

- **Threat in daily routines:** Individuals with trait anxiety may be anxious about what could happen in their daily routines, such as making mistakes at work.

- **Ambiguous threat:** A constant worry about bad things happening can plague those with trait anxiety.

- **Threat of physical danger:** When driving or flying, those with trait anxiety may worry about getting hurt or injured.

- **Threat of social evaluation:** People with trait anxiety can feel anxious about being criticized or judged in social situations.

1.3.2 State Anxiety

State anxiety occurs when someone face a threat or a stressful, frightening situation. It is a normal response to various triggers, and many people who experience state anxiety do not have an underlying anxiety

disorder. People with state anxiety may notice symptoms such as rapid heartbeat, difficulty concentrating, intense feelings of worry and muscle tension. State anxiety is fleeting and tied to specific situations, while trait anxiety lingers and is an inherent part of an individual's personality. Both forms of anxiety can be debilitating, and therapeutic treatment may benefit those affected.

2. Fascinating Word of Anxiety and its Connection to Education

Anxiety in education is a complex issue. It can stem from various sources such as academic pressure, social expectations, or even fear of failure. When students feel overwhelmed by these pressures, it can significantly impact their ability to learn and perform well in school. It's important for educators and institutions to create supportive environments and provide resources for managing anxiety effectively.

2.1 Managing Trait and State Anxiety

Anxiety can be managed in many ways. Here are some procedures by which one can manage trait and state anxiety –

2.1.1 Management Procedures of Trait Anxiety

Managing trait anxiety involves adopting a combination of strategies to help cope with ongoing feelings of anxiety. Some approaches include:

- **Mindfulness and Relaxation Techniques:** Practices such as deep breathing, meditation, and progressive muscle relaxation can help reduce overall anxiety levels.
- **Regular Exercise:** Engaging in physical activity releases endorphins, which can improve mood and reduce anxiety levels over time.
- **Healthy Lifestyle Habits:** Prioritize getting enough sleep, eating a balanced diet, limiting caffeine and alcohol intake, and avoiding substance abuse.
- **Cognitive Behavioural Therapy (CBT):** Working with a therapist trained in CBT can help you identify and challenge negative thought patterns contributing to your anxiety.

- **Stress Management:** Identify sources of stress in your life and develop strategies to cope with them effectively, whether through problem-solving or seeking support from others.

- **Setting Realistic Goals:** Break larger tasks into smaller, manageable steps to prevent feeling overwhelmed, and celebrate your achievements along the way.

- **Social Support:** Seek support from friends, family, or support groups who can provide understanding, encouragement, and perspective.

2.1.2 Management Procedures of State Anxiety

Managing state anxiety, which is the temporary feeling of anxiety in response to a specific situation or trigger, involves strategies to help alleviate those feelings in the moment. Here are some techniques:

- **Deep Breathing:** Practice deep breathing exercises to calm your body's physiological response to stress. Inhale deeply through your nose, hold for a few seconds, then exhale slowly through your mouth.

- **Progressive Muscle Relaxation:** Tense and then release each muscle group in your body, starting from your toes and working your way up to your head. This can help reduce muscle tension and promote relaxation.

- **Mindfulness Meditation:** Practice mindfulness by paying attention to your thoughts, feelings, and bodily sensations without judgment. This can help you detach from anxious thoughts and reduce their intensity.

- **Positive Self-Talk:** Challenge negative thoughts and replace them with positive affirmations or realistic statements. Remind yourself that you have the ability to cope with the situation and that the feeling of anxiety is temporary.

3. Students' Well-Being and Trait and State Anxiety:

The well-being of students can be influenced by various factors, including trait anxiety. Trait anxiety refers to a stable tendency to perceive situations as threatening and to respond with anxiety. High levels of trait anxiety can negatively impact students' mental health, academic performance, and overall well-being. It's important for educators and

institutions to provide support and resources to help students manage anxiety and promote their well-being.

State anxiety refers to a temporary emotional state characterized by feelings of apprehension, tension, and worry. It can fluctuate in response to specific situations or stressors, such as exams or social interactions. Like trait anxiety, high levels of state anxiety can impact students' well-being and academic performance. Supporting students in managing their state anxiety through strategies like mindfulness, relaxation techniques, and seeking support can contribute to their overall well-being.

4. Conclusion

Trait anxiety and state anxiety are two constructs used to describe different aspects of anxiety, Trait anxiety refers to a relatively stable tendency to experience anxiety across different situations and over time. It's like a baseline level of anxiety that an individual tends to have. Simultaneously, state anxiety refers to the temporary feelings of anxiety that can fluctuate based on situational factors. It's more about how anxious someone feels in the moment.

These two types of anxiety are positively correlated. This means that individuals who have higher levels of trait anxiety tend to experience higher levels of state anxiety as well. However, it's important to note that while there is a relationship between the two, they are still distinct constructs and can be influenced by different factors. For example, someone with high trait anxiety may not always experience high state anxiety if they are in a situation that they feel comfortable and confident in. Similarly, someone with low trait anxiety may experience high state anxiety in a particularly stressful or anxiety-provoking situation.

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Job Satisfaction and its Impact on Workplace Behaviour : An Overview

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ABSTRACT

Job satisfaction refers to a person's satisfaction with their job and a sense of accomplishment. This is a self-evaluation of all aspects of the job, including the work performed, relationships with co-workers and supervisors, income received, and the work environment. Essentially, it is about whether the work a person does is successful, satisfying and meets their expectations. Job satisfaction is affected by factors such as the nature of the job, organizational culture, development opportunities and personal value. This is important because it affects employees' motivation, engagement and commitment to their work, ultimately affecting their well-being at work. Job satisfaction is an important aspect of work and affects employee behaviour in an organization. Behavioural outcomes associated with job satisfaction cover a

wide range of workplace behaviours, including employee engagement, turnover, performance work, public behaviour, and negative behaviour.

KEY WORDS: Job satisfaction, Organisational Commitment, Organisational Citizenship Behaviour, Workplace Behaviour, Organizational Culture, Job Performance.

1. Introduction:

Job satisfaction is a complex and multidimensional concept that encompasses an individual's overall feelings, attitudes, and perceptions towards their job or work experiences. It involves a combination of emotional, cognitive, and behavioral components that reflect the degree of fulfillment, contentment, and happiness an individual derives from their work. Job satisfaction stands as a cornerstone concept in the field of organizational psychology and human resource management, garnering substantial attention from researchers, practitioners, and organizational leaders alike. It represents a crucial determinant of employee's well-being, organizational effectiveness, and overall workplace dynamics. As individuals spend a significant portion of their lives engaged in work-related activities, their levels of satisfaction with their jobs profoundly impact various aspects of their lives, ranging from psychological health and job performance to organizational commitment and turnover intentions.

Furthermore, in an era marked by rapid technological advancements, evolving organizational structures, and shifting workforce demographics, the importance of comprehending and addressing factors influencing job satisfaction has only intensified.

By synthesizing existing literature and empirical findings, this study seeks to contribute to the body of knowledge surrounding job satisfaction, elucidate the theoretical underpinnings of job satisfaction, examine various models and frameworks proposed to conceptualize and measure it, explore key determinants and correlates of job satisfaction, and discuss its implications for individuals, organizations, and broader societal outcomes. Through a comprehensive review and analysis of the literature, this article endeavors to shed light on the complex dynamics of job satisfaction and provide actionable recommendations for fostering a positive and fulfilling work environment.

2. Major theroies of Job Satisfaction

Before the discussion on job satisfaction and it's effects on work place behaviour let's explore some key theories of job satisfaction for its conceptual framework.

2.1. Abraham Maslow's theory of human needs hierarchy:

Abraham Maslow introduced his theory of human needs hierarchy over 74 years ago, in 1943. This theory has gained widespread acceptance and is considered essential reading for management students and Human Resource Professionals. While it has been subject to scrutiny and critique, its fundamental value in understanding human behavior in the workplace remains undeniable. Maslow's theory posits that human needs progress in a hierarchical manner, starting with basic physiological needs such as food and shelter, followed by safety, love and belonging, status, and self-actualization. As individuals and societies evolve, their needs evolve accordingly, with growth leading to upward shifts in needs fulfillment.

2.2. Clayton Alderfer's theory:

Clayton Alderfer later simplified Maslow's hierarchy into three categories - Existence, Relatedness, and Growth - to better align with empirical research. Existence concerns physical survival, Relatedness involves social interactions and emotional fulfillment, and Growth focuses on personal development. Alderfer's ERG theory views these needs as existing on a continuum, where lower-level needs can coexist with higher-level ones.

2.3. Herzberg's Two-Factor Theory:

Frederick Herzberg's Two-Factor Theory, developed in the 1950s, posits that job satisfaction and dissatisfaction are influenced by different sets of factors. According to Herzberg, hygiene factors, such as salary, working conditions, company policies, and interpersonal relationships, are essential for preventing dissatisfaction when adequate. However, their presence does not necessarily lead to job satisfaction. On the other hand, motivators, including recognition, achievement, responsibility, and opportunities for personal growth, contribute to job satisfaction and intrinsic motivation. Herzberg's theory suggests that satisfying hygiene factors can prevent job

dissatisfaction, while providing motivators can enhance job satisfaction and stimulate employees to perform at their best.

2.4. Hackman and Oldham's Job Characteristics Model (JCM):

Developed by J. Richard Hackman and Greg R. Oldham in the 1970s, the Job Characteristics Model (JCM) identifies five core job characteristics that influence job satisfaction and motivation. These characteristics are skill variety, task identity, task significance, autonomy, and feedback. Jobs that are high in these characteristics are considered to be more intrinsically motivating. For example, a job that requires employees to use a variety of skills, perform tasks with a clear beginning and end, and have a significant impact on others' lives is likely to lead to higher levels of job satisfaction. The JCM also suggests that certain psychological states, such as experienced meaningfulness, responsibility for outcomes, and knowledge of results, mediate the relationship between job characteristics and job satisfaction.

2.5. Vroom's Expectancy Theory:

Victor Vroom's Expectancy Theory, proposed in the 1960s, focuses on individuals' expectations regarding the relationship between effort, performance, and rewards. According to this theory, individuals are motivated to perform based on their beliefs about the likelihood of achieving desired outcomes. Expectancy refers to the belief that effort will lead to desired performance, instrumentality refers to the belief that performance will lead to desired rewards, and valence refers to the value attached to those rewards. Job satisfaction is influenced by individuals' perceptions of the likelihood of achieving desired outcomes and the attractiveness of those outcomes. For example, if employees believe that their efforts will lead to high performance and desirable rewards, they are more likely to experience job satisfaction.

2.6. Locke's Range of Affect Theory:

Edwin A. Locke's Range of Affect Theory, proposed in the 1970s, suggests that job satisfaction is not a single, global construct but instead varies across different facets of the job. According to this theory, individuals

evaluate various aspects of their work, such as pay, promotion opportunities, relationships with coworkers, and the nature of the work itself. These evaluations lead to differential levels of satisfaction across different facets of the job. For example, an employee may be highly satisfied with their salary but less satisfied with their opportunities for advancement. Locke's theory emphasizes the importance of considering multiple facets of the job when assessing job satisfaction and developing strategies to enhance it.

2.7. Organizational Commitment Theory:

Organizational Commitment Theory, developed in the 1970s, suggests that job satisfaction is closely related to an individual's commitment to the organization. According to this theory, organizational commitment can be affective (based on emotional attachment to the organization), continuance (based on perceived costs of leaving the organization), or normative (based on a feeling of obligation to stay with the organization). Job satisfaction is positively correlated with organizational commitment, as individuals who are satisfied with their jobs are more likely to feel emotionally attached to the organization, perceive leaving as costly, and feel obligated to stay. High levels of organizational commitment contribute to increased job satisfaction and employee retention.

2.8. Social Exchange Theory:

Social Exchange Theory, rooted in sociology and psychology, posits that job satisfaction results from a social exchange relationship between employees and their organization. According to this theory, employees contribute their time, effort, and skills to the organization, expecting certain rewards and benefits in return. Job satisfaction is influenced by perceptions of fairness, reciprocity, and the quality of the exchange relationship. For example, employees who perceive that their contributions are valued and rewarded fairly are more likely to experience job satisfaction. Social Exchange Theory highlights the importance of understanding the mutual obligations and expectations that underlie the employment relationship and developing policies and practices that promote positive exchanges between employees and the organization.

3. The Impact of Job Satisfaction on work place behaviour:

Job satisfaction is a fundamental aspect of the workplace that profoundly influences individual well-being, organizational effectiveness, and overall success. Here are several key reasons highlighting its importance:

3.1. Employee Well-being:

Job satisfaction contributes to employees' overall happiness, fulfillment, and mental health. When employees are satisfied with their jobs, they experience less stress, anxiety, and burnout, leading to improved overall well-being.

3.2. Employee Retention:

Satisfied employees are more likely to remain with their organization for longer periods, reducing turnover rates and associated costs. High turnover can disrupt workflow, lower morale, and result in the loss of valuable talent and institutional knowledge.

3.3 Productivity and Performance:

Job satisfaction is positively correlated with employee productivity and job performance. Satisfied employees are more motivated, engaged, and committed to achieving organizational goals, resulting in higher levels of productivity and performance.

3.4. Organizational Reputation:

A satisfied workforce can enhance an organization's reputation as an employer of choice. Positive word-of-mouth from satisfied employees can attract top talent and enhance the organization's brand image, leading to a competitive advantage in the labor market.

3.5. Customer Satisfaction:

Satisfied employees are more likely to deliver high-quality products and services and provide excellent customer service. Their positive attitudes and behaviors can enhance customer satisfaction, loyalty, and retention, ultimately contributing to organizational.

4. Components of Job Satisfaction

Job satisfaction is a multifaceted construct that encompasses various dimensions, reflecting an individual's overall evaluation of their job experience. Understanding the components of job satisfaction is crucial for organizations aiming to foster a positive work environment and enhance employee well-being. Here are the key components:

4.1. Work Tasks:

Satisfaction with work tasks refers to the degree to which employees find their job responsibilities interesting, challenging, and meaningful. Employees who feel engaged and stimulated by their tasks are more likely to experience higher levels of job satisfaction.

4.2. Supervision:

Satisfaction with supervision reflects employees' perceptions of their relationship with their supervisors. It includes factors such as the quality of communication, supportiveness, fairness, and leadership style. Positive interactions with supervisors can enhance job satisfaction by providing guidance, feedback, and recognition.

4.3. Coworkers:

Satisfaction with coworkers pertains to the quality of relationships and collaboration among colleagues. A supportive and cohesive work environment, characterized by trust, respect, and teamwork, contributes to higher levels of job satisfaction. Positive interactions with coworkers can foster a sense of belonging and camaraderie.

4.4 Pay and Benefits:

Satisfaction with pay and benefits refers to employees' perceptions of the compensation and rewards they receive for their work. Fair and competitive compensation, along with comprehensive benefits packages, can enhance job satisfaction by meeting employees' financial needs and recognizing their contributions.

4.5. Opportunities for Advancement:

Satisfaction with opportunities for advancement relates to employees' perceptions of career development and growth within the organization.

Clear pathways for advancement, opportunities for skill development, and recognition of achievements contribute to higher levels of job satisfaction by providing a sense of progression and fulfillment.

4.6. Work-Life Balance:

Satisfaction with work-life balance reflects employees' perceptions of their ability to effectively manage their work responsibilities and personal life. Flexible work arrangements, supportive policies, and a culture that values work-life balance contribute to higher job satisfaction by reducing stress and promoting overall well-being.

4.7. Organizational Culture:

Satisfaction with organizational culture encompasses employees' perceptions of the values, norms, and practices within the organization. A positive organizational culture characterized by transparency, inclusivity, and employee empowerment fosters higher levels of job satisfaction by creating a supportive and engaging work environment.

Understanding and addressing these components of job satisfaction can help organizations create a work environment that promotes employee engagement, productivity, and overall satisfaction, ultimately leading to improved organizational outcomes.

5. Conclusion:

In summary, job satisfaction holds immense importance in influencing workplace behavior and organizational performance. Through a thorough examination of various studies, it becomes clear that job satisfaction is shaped by a range of factors, including job characteristics and organizational culture.

Moreover, job satisfaction has significant implications for employee engagement, turnover rates, job performance, and overall organizational behavior. High job satisfaction levels are linked to increased employee engagement, improved job performance, and reduced turnover rates. Conversely, low job satisfaction can lead to higher turnover rates, decreased job performance, and increased counterproductive behaviors.

Recognizing the significance of job satisfaction, organizations should prioritize creating a positive work environment that promotes employee satisfaction and well-being. This involves providing opportunities for skill

development, fostering supportive relationships between employees and supervisors, offering competitive compensation packages, and promoting work-life balance.

In essence, understanding the intricate relationship between job satisfaction and workplace behavior is crucial for organizational success. By prioritizing employee satisfaction and well-being, organizations can cultivate a positive work culture that attracts and retains talent, ultimately driving success in the competitive business landscape.

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A Probe into Occupational Aspiration of the School Going Adolescents

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ABSTRACT

Occupational Aspiration refers the level of aspiration of a person to achieve a particular job or profession. Occupational aspirations are the thoughts, feelings, fantasies and goals that people have about their work, that affect their motivation and decision making in respect of their occupational choice and subsequent participation in their occupation. In that sense, the present study was designed to probe into the present situation of the School-Going Adolescents with respect to their **Occupational Aspiration**. The present study was designed to carry out **Descriptive Survey Method** and data were collected by administering **Occupational Aspiration Scale (OAS) (Haller, Achibald O. Hiller, Irwin W. 1957)** on randomly selected of 830 school going adolescents of secondary and higher secondary schools of Purulia District. The results of the study reflected that on an average the School-Going Adolescents were highly scored

in **Occupational Aspiration.** It is concluded that the School-Going Adolescents of secondary and higher secondary schools of Purulia District might have high **Occupational Aspiration.** Also, it might be suggested that School-Going Adolescentsare more likely to invest in their education and avoid uncertain behaviours.

KEYWORDS: Occupational Aspiration, School-Going Adolescents, Descriptive Survey Method

1. Introduction

Aspiration refers to a strong desire, ambition, or goal that an individual seeks to achieve or attain. It represents a motivational force that drives people to pursue specific objectives, dreams, or higher levels of accomplishment in their personal or professional lives. The term "Occupational Aspiration" refers to an individual's desired career or profession they wish to pursue in the future.

Occupational Aspirations are the thoughts, feelings, fantasies and goals that people have about their work, that affect their motivation and decision making in respect of their occupational choice and subsequent participation in their occupation. **Rojewski (2005)** defined occupational aspirations as "an individual's expressed career related goals or choices". In this context, the present study was designed to Probe into Occupational Aspiration of the School Going Adolescents secondary and higher secondary schools of Purulia District.

1.1 Objectives of the study

The present study was designed to probe into the following specific objective –

I. To know the present situation of the school-going adolescents with regard to their Occupational Aspiration.

1.2 Hypothesis of the Study

The present study was designed to verify the following research hypothesis –

I. The school-going adolescents have high Occupational Aspiration.

2. Occupational Aspiration – Construct of the Study

Aspirations are complex and can be influenced by a combination of these factors, as well as individual personality, experiences, and opportunities. Additionally, aspirations can change over time as individuals gain new experiences and insights about themselves and the world around them. As such, career development theories often consider a multitude of factors to better understand and support individuals in their career journeys.

L. S. Gottfredson's Theory of Circumscription and Compromise, also known as the Development Theory of Occupational Aspirations, was indeed proposed in 1981. Gottfredson's theory points out the journey of cognitive and intellectual development a child makes in relation to their career ideas. She tries to points out in the theory that how children's

views on careers and their place within them (their career choice) changes intellectually and the way they learn to understand these.

Gottfredson's Theory Circumscription was concerned to the developmental scheme within the theory into four stages. The first stage (i.e., ages 3-5) is concerned by an orientation to size and power, where occupations are perceived as adult roles. The second stage (i.e., ages 6-8) is concerned by an orientation to sex roles, with occupations that are not consistent with one's sex-role preference being eliminated. The third stage (i.e., ages 9-13) is concerned by an orientation to social valuation, where an awareness of social class results in the elimination of occupations that are lower than one's tolerable-level prestige boundary or higher than one's tolerable-effort prestige boundary. The fourth stage (i.e., ages 14 and beyond) is concerned by an orientation to the internal unique self, eliminates occupations that are not compatible with one's interests and abilities. So, circumscription suggests that individuals become less flexible and the zone of acceptable alternatives becomes less as occupations are eliminated over time.

3. Review of Allied literature

Patrick, Ian Armstrong and Gail Crombie (2000) in "Compromises in Adolescents' Occupational Aspirations and Expectations from Grades 8 to 10" Their study examined compromises in occupational aspirations made by adolescents who reported aspiration– expectation discrepancies. Participants were 502 adolescents (245 male, 257 female) who reported their occupational aspirations and expectations in Grades 8, 9, and 10.

Occupations were coded for gender traditionality and socioeconomic status (SES).

Kisilu, Kimani and Kombo (2012) conducted a study to find out the factors, which influence occupational aspirations of girls in secondary schools. This study focused on the premise that the occupational aspirations for girls were majorly influenced by the stereotypes in the socialization process that dictates on what are and what should be. The result is that majority of secondary school girls end up choosing wrong and unfulfilling careers.

Jyothy and Vijavan (2017) in his study *"a study on the influence of occupational aspiration, on the academic achievement of institutionalized adolescent orphans in kerala"* determines the relationship between Occupational Aspiration (measured by occupational aspiration scale, Dr. J.S Grewal), and academic achievement of a random sample of a 250 institutionalized adolescent orphans from kerala. A detailed study was conducted based on their gender and locale. The result of this study suggests that there is difference between boys and girls in their occupational aspiration. There is no significant difference found between

Rural and Urban Orphans in their occupational aspiration. This study investigated the occupational aspiration skills of institutionalized adolescent orphans with respect to their gender and locale. The findings revealed that institutionalized adolescent girls are more career aspirants than boys among the orphans.

Lalrintluangi, Susan Lalthanpuii (2019) conducted a study named *" A Study of Occupational Aspiration Level of Higher Secondary School students of Aizawl District in relation to Parental Education and Gender."* There they tested the occupational aspiration levels of higher secondary school students. Occupational aspiration uttered career related choice, preference of ideal jobs or career goals. Home environment and parental guidance and monitoring plays a significant role in the children education and career ambition. The present study tries to find out the impact of parents' education on the higher secondary school children aspiration levels, and the possible influence of variation in their locality and gender on occupational aspiration.

Saharia, Gitika and Baishya, Purabi (2022) in their study *"Occupational Aspiration of Higher Secondary Students in relation to Gender and Locality of School: A Study"* find out the occupational aspiration of higher secondary students in relation to their gender and

locality of schools. The study selected 156 students from 5 higher secondary schools (2 urban and 3 rural) from two blocks of Darrang District, Assam under AHSEC having arts stream. The Occupational aspiration Scale by Dr. J.S Grewal has been used to collect data for the study. The result of the study found high occupational aspiration of H.S students and no differences are found between boy and girl students as well as urban and rural students in respect to occupational aspiration.

4. Methods

The present study was carried out through **Descriptive Survey Method** to know the present situation of the school-going adolescents with regard to their Occupational Aspiration. The details regarding the method of research design, sample, research instruments, procedure of data collection and statistical technique are reported herewith.

4.1 Variable

Occupational Aspiration was the only variable of the present study.

4.2 Sampling Technique

In the present study *"Stratified Random Sampling Technique"* was adopted.

4.3 Source of Sample

Government, Government Sponsored and Government Aided Secondary and Higher Secondary Schools of Purulia in West Bengal, India, were considered as the source of sample.

4.4 Sample Size

Total 830 School-Going adolescents (316 male and 514 female) from Purulia district were participated in the present study.

Gender-Wise Distribution of Sample

Gender		Total
Male	Female	
316	514	830

4.3 Research Tool

The following research tool was used to collect data in this study. The tool was selected by applying yardsticks of relevance, appropriateness, suitability, reliability and validity. Brief description of the tool is provided below.

4.3.1 Occupational Aspiration Scale (OAS) – Grewal, J. S. (1998)

The **Occupational Aspiration Scale (OAS)** is an eight-item multiple-choice instrument. There are eight set of questions, each set of questions have ten job descriptions. Each one asks to choose one job out of ten presented. This set of questions concerns respondent's interest in different kinds of jobs. Each occupation is presented as a possible response only once on the form, alternative and responses for each item systematically span the entire range of occupational prestige, and are scored from zero to nine. Operationally, an item score of 9 indicates that the respondent had chosen an occupation among the eight highest prestige occupations, and an item score of 0-indicates that one of the eight lowest prestige occupations has been chosen. Thus, the total possible score for all eight items ranges from zero to 72. This score is used to measure the individual's general level of Occupational Aspiration.

The mean score of each dimension is made comparable by normalizing. The normalization procedure is as follows:

Normalized Mean = Mean of the item responses of the scale / number of total items of the scale (8). Therefore, Maximum score of each dimension is 9 and minimum is 0 and mid value is 4.5.

The normalized mean of the Scale be interpreted as –

0.00 to 2.25	:	Very Low emotional intelligence
2.26 to 4.50	:	Low emotional intelligence
4.51 to 6.75	:	High emotional intelligence
6.76 to 9.00	:	Very high emotional intelligence

1. Result of the Study

To prove the hypothesis-(I) **(i.e., The school-going adolescents have high *Occupational Aspiration*)** the results on occupational aspiration of the school-going adolescents are presented hereunder.

Table-5.1 Descriptive Statistics of Occupational Aspiration of the School-Going Adolescents (Considering Male and Female as a Whole)

Occupational Aspiration	N	Range	Min.	Max.	Mean	S.D.	Remark
Occupational Aspiration	830	6.13	2.25	8.38	5.82	1.22	High

Table-5.1 presents the descriptive statistics of occupational aspiration of the school- going adolescents. The "minimum" of the scores was 2.25 and the "maximum" of those was

8.38 and the range was 6.13; the "mean" and "standard deviation" of the said distribution were

5.82 and 1.22 respectively.

Figure-5.1 depicts the histogram with normal curve of occupational aspiration scores of school-going adolescents considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal **(Fein, Gilmour, Machin and Hendry, 2022)**.

Histogram

Mean = 46.54
Std. Dev. = 9.735
N = 830

OCCUPATIONAL ASPIRATION SCALE SCORES
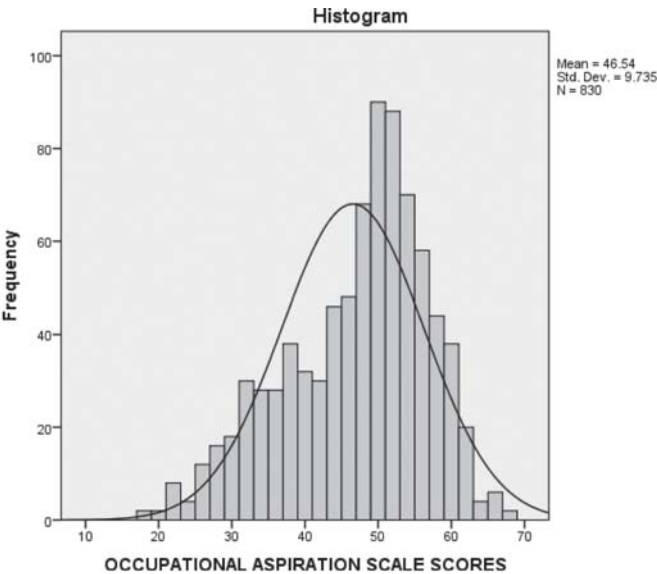
Figure-5.1: Histogram with Normal Curve of Occupational Aspiration Scores of the School-Going Adolescents Considering Male and Female as a Whole

6. Discussion on the results of descriptive analysis

To prove the hypothesis-(I) (i.e., The school-going adolescents have **high Occupational Aspiration**) the following discussions were placed.

From the table-5.1 we got the descriptive statistics of **"Occupational Aspiration Scale (OAS)"** scores obtained by School Going Adolescents of secondary and higher secondary schools of Purulia District. It was observed that – On an average the School Going Adolescents possessed **high Occupational Aspiration.**

Hence, the hypothesis-I has been failed to reject.

7. Conclusion

From the above result and subsequent discussions, it might be concluded that the School Going Adolescents of Purulia district exhibited higher levels of **Occupational Aspiration.** The study revealed high occupational aspiration of the School Going Adolescents so, from secondary education stage importance should be given on guiding the students towards selection of a right career according to their occupational aspirations. Also, the results reflected that they were also more likely to invest in their education and avoid risky behaviours.

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Academic Life Satisfaction and Academic Achievement

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ABSTRACT

Satisfaction is the fulfillment of need and desire. It is a feeling that gained from pleasure. Academic Life Satisfaction is defined as the expected amusement through achieving basic educational goals or needs of school life. It acts as a contentment and prosperity experienced by the students in their educational journey. Academic achievement is the progress made towards in acquiring knowledge, goals and educational skills. Dictionary of Psychology by **Chaplin (1959)** defines Academic Achievement as specified level of acquirement or proficiency in academic work. Academic achievement is crucial for students' future prospects. It reflects not only subject-specific knowledge but also skills

like critical thinking, problem-solving, and communication. Academic life satisfaction emerges as a key predictor of student's academic achievement and changing the aspects of life for a better future. Developing academic life satisfaction contributes positively to students' overall well-being and academic achievement. Students' who have high academic life satisfaction tend to perform better in their academic field. The presence of satisfaction in students' life may develop their learning interest and educational view.

KEY WORDS: Academic Life Satisfaction, Academic Achievement, Educational Goals, Problem-solving, well-being, Academic field, Educational View

1. Introduction

Satisfaction is a mental state. Current terms for life satisfaction are "happiness" and "health." Life satisfaction refers to one's overall happiness, lack of stress, satisfaction with life, etc. expresses. Academic life satisfaction is also associated with better academic prospects and self-efficacy. Good academic performance is an important part of a student's education. This often means students achieve high grades, academic success, and progress in academic life. However, the quality of education is measured not only by academic achievement, but also by students' health and satisfaction with educational life. Satisfaction with academic life is a concept related to academic achievement, but it is not yet clear to what extent it determines academic achievement. Life satisfaction is evaluated as adequate education, good education and successful education. The purpose of this research article is to investigate the relationship between academic life satisfaction and academic achievement. We will review the literature on academic life satisfaction and academic achievement, identify factors affecting academic life satisfaction, and investigate the effects of academic life dealing with graduation.

2.1 Academic Life Satisfaction- The Construct of the study

Life satisfaction is an evaluation of one's quality of life. It is evaluated in terms of mood, social satisfaction, achieved goals, self-esteem and self-awareness in coping with life. Academic life satisfaction refers to the

evaluation of all educational activities and is a psychological state resulting from the student's expectations from the education. **Diener (1994)** described life satisfaction as an individual's cognitive evaluation on their quality of life towards the overall or specific domains. Life satisfaction is related to the student's experience. The Academic Life Satisfaction is associated with the student's academic experiences on campus and the quality of their adjustment to the academic life and environment.

2.2 Academic Achievement- The Construct of the study

Academic achievement is the degree to which a student completes short- or long-term educational goals. Academic achievement is the academic content a student has learned at a particular point in time. **Cai and Cao (2019)** argue that academic achievement is not only about students' academic performance in school, but should also include all aspects of their knowledge, competence and literacy development. Academic achievement as a definition of a learner's the performance of teaching and learning assessments, such as final examination results, achieved by the person in school. It involves progressing towards learning goals in the learning environment. Completion of education is very important for young people's success in society. Students who do well in school are better able to transition into adulthood and achieve career and financial success more easily. It helps students improve their career opportunities, build self-confidence, improve their quality of life, get a good job and a happy salary in the future, access the best, reliable school, etc.

2.2.1 Factors Influencing Academic Achievement

·   **Individual differences:** Learning; It is associated with individual differences, including intelligence, personality, and curiosity. Students with higher abilities (as shown by IQ tests) and students who exhibit happiness are more likely to achieve high academic achievement. Along with intelligence and responsibility, curiosity also plays an important role.

- **Non cognitive factors:** Unknown factors such as attitudes, behavior and ideas can affect learning. These skills are as important as intelligence.

- **Parental influence:** Parents ensure the academic success of their

students through good relationships and create a learning environment. The quality of the parent-child relationship influences academic self-efficacy and subsequent success.

- **Social Relationships:** Relationships between children help improve learning.
- **Physical Exercise:** Regular physical activity can improve brain function and academic performance.

3. Literature Review on Academic Life Satisfaction and Academic Achievement

Life Satisfaction is subjective well being and contentment with one's own life in general. **Bronzaft** *(1996)* investigated and found that academic achievement and life satisfaction are strongly related. In a study, on an average the school going adolescents of Purulia district were highly satisfied in their life **(Char, Adhikari, Mahata 2017; Char, Karmakr, Saha & Adhikari 2023).** Similarly, as a whole derive high life satisfaction with their lives **(Das, Adhikari & Bhattacharya, 2020)**. **Ghosh, Adhikari and Mahato (2020)** observed that on average, teachers were more satisfied with their lives - they may have a greater understanding of the "purpose of life" and again be more believes about their existences and actions.

Harikrishnan (1992) examined academic achievement in relation to achievement -motivation and socio-economic status of students. It was found that socio-economic status was significantly related to academic achievement. **Krishnamurthy and Subramanian (2012)** attempted to know the level of mental health of post graduate commerce subject students and their achievement in commerce subject. They revealed that the post graduate commerce subject students are having above average level of mental health and average level of achievement in commerce subject. **Attri and Neelam (2013)** studied of academic anxiety and achievement of secondary school students–a study on gender differences and observed that there was a significant difference in academic anxiety and academic achievement of male and female secondary school students. **Balasubramanium (1992),** studied on academic achievement and observed success is the ultimate goal of all learning. The primary concern of all education is to see successful people. Recently, achievement management has attracted the attention of educational researchers.

Educational success is generally considered to be the effectiveness of the knowledge acquired or skills developed in school **(Busari, 2000).** It is the level of performance in the school context suggested by **(Ireoegbu, 1992).**

4. Academic Life Satisfaction Correlates with Academic achievement

Academic life satisfaction expresses the satisfaction and happiness a person feels with his/her learning and achievements. Academic life satisfaction is a function of one's need to enjoy one's life in the school environment, especially in relation to the achievement of important goals or needs in education. It involves students becoming aware of their overall well-being, relief from stress, and satisfaction with their studies. Academic life satisfaction plays an important role in institution, as two important elements of evaluation of well-being and effectiveness **(Santos, Polydoro, Scortegagna & Linden, 2013).** Life satisfaction refers to students' positive thoughts and attitudes towards their studies. Emotional intelligence and life satisfaction affect learning. Students who are interested in life will be more successful academically. Life satisfaction is associated with greater student engagement, which has a positive impact on learning. Students with a positive attitude towards life demonstrate high levels of academic self-efficacy, which helps them, achieve their academic goals. People with high life satisfaction are more likely to set achievement goals, which leads to better academic outcomes. Life satisfaction is associated with low education, so create a good education. In summary, satisfaction with life plays an important role in improving students' health and their success in education. When students are interested and successful in their learning, they are more likely to thrive and succeed.

5. Conclusion

Satisfaction with academic life and academic achievement are interrelated. Better academic performance will lead to lifelong learning satisfaction, and higher satisfaction will lead to better academic performance. Students who have learning skills (such as interest, participation, and a sense of accomplishment) as well as positive emotions will perform better academically. High academic life satisfaction is associated with physical motivation that motivates students to succeed in their studies. When students enjoy learning, they develop better self-

efficacy, which leads to better performance. To ensure developing a positive learning environment that encourages success and satisfaction. To increase interest in academic life can have a positive impact on student achievement. As a result, the harmony between academic achievement and life satisfaction leads to the overall development of students and ensures academic success.

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A Probe into the Academic Motivation of the School-going Adolescents of Nadia District

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ABSTRACT

A descriptive survey study was conducted to assess the academic motivation among adolescents in Nadia District. The Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich and De Groot (1990) was utilized, comprising 44 items rated on a 7-point Likert scale. The random sample included 500 school-going adolescents, and the mean score for academic motivation was found to be 5.11 with a standard deviation of 0.65, indicating a high level of academic motivation. The analysis revealed that adolescents in Nadia District displayed notable strengths in Self-Efficacy, Intrinsic Value, Cognitive Strategy Use, Self-Regulation, and overall academic motivation. A distinctive trend indicated lower levels of Test Anxiety, highlighting a positive academic mindset and reduced aversion to testing challenges. These findings suggest a conducive environment for academic engagement and performance among school-going adolescents

in Nadia District, irrespective of gender. The study provides valuable insights into the prevailing academic motivation landscape in the region.

KEYWORDS: Academic Motivation, Self-Efficacy, Intrinsic Value, Cognitive Strategy Use, Self-Regulation, School-Going Adolescent

1. Introduction

Historical developments in the study of achievement-related behavior shifted from early drive theories to goal theory, emphasizing the role of goals in how individuals interpret achievement outcomes like test scores. According to **Covington (2000)**, this goal-oriented approach suggests that all actions gain meaning and direction from the goals individuals pursue, and behavior quality and intensity change with these goals. Researchers began distinguishing between 'performance' and 'mastery' goals in learning situations. Over the past three decades, studies consistently found that pursuing performance goals leads to low ability attributions for failure, negative emotions, ineffective study strategies, and decreased performance. Conversely, pursuing mastery goals attributes failure to a lack of effort rather than ability and is associated with positive emotions, effective study strategies, and improved performance.

These goal orientations (performance or mastery) influence the timing and quality of cognitive strategies, impacting academic achievements. The latest development is achievement goal theory, which suggests that motivational goals differentially influence school achievement based on the degree of cognitive self-regulation. Cognitive self-regulation involves students actively engaging in their own learning by analyzing task demands, planning, allocating resources, and monitoring progress.

Positive motivational goals, such as mastery or intrinsic goal orientations, are expected to activate appropriate cognitive strategies, leading to deeper information processing and improved academic achievement. **Pintrich and colleagues (1986,1996)** developed a 'social-cognitive model of self-regulation and motivation', incorporating motivational constructs like self-efficacy, intrinsic goal orientation, task value beliefs, and affect, along with cognitive constructs like elaboration strategies, critical thinking, and metacognitive self-regulation strategies. They hypothesized that motivation influences cognitive functioning, and both are related to academic achievement. To measure these motivational

beliefs and learning strategies, they created the Motivated Strategies of Learning Questionnaire **(Pintrich, Smith, Garcia, & McKeachie, 1991)**, based on this social-cognitive model.

In this study, the concept of academic motivation is defined according to the 'social-cognitive model of self-regulation and motivation' developed by Pintrich and colleagues (**Pintrich & De Groot, 1990**). This model incorporates various motivational theories, such as achievement goal theory and expectancy-value models of motivation, along with the concept of cognitive self-regulation or self-regulated learning.

The expectancy-value model of motivation, as adapted from **Eccles (1983), Wigfield (1994), Wigfield and Eccles (1992, 2000)** and **Pintrich (1988 & 1989)**, serves as the theoretical framework for understanding student motivation. This model comprises three components of motivation: i) The expectancy component, which focuses on a student's beliefs regarding their ability to perform a task. ii) The value component, which involves a student's goals for the task and their beliefs about its importance and interest. iii) The affective component, relates to the emotional reactions of the student toward the task.

The MSLQ includes scales that correspond to these components: (a) The expectancy component is addressed through the self-efficacy and control beliefs for learning subscales, which assess students' confidence in their ability to perform tasks and their belief that outcomes are influenced by their effort. (b) The value component is reflected in the intrinsic goal orientation, extrinsic goal orientation, and task value beliefs subscales. These scales measure students' reasons for engaging in a task, such as their focus on learning and mastery, grades and external approval, and judgments of task interest and importance. (c) The affective component is represented by the test anxiety subscale, which assesses students' concerns and worries about taking exams.

The learning strategy section of the MSLQ consists of three scales: Cognitive processes, metacognitive processes, and resource management. (a) The cognitive processes scale encompasses rehearsal, elaboration, organization strategies, and critical thinking, which involve various cognitive strategies used by students to enhance learning. (b) The metacognitive processes scale covers planning, monitoring, and regulating strategies, which help students monitor and regulate their cognitive activities. (c) The resource management scale assesses strategies related to managing external resources, including time management, effort

regulation, peer learning, and seeking help when faced with difficulties.

In summary, the MSLQ is a comprehensive instrument that assesses various aspects of student motivation and learning strategies based on the social-cognitive model of self-regulation and motivation, encompassing expectancy-value theory and self-regulated learning concepts.

1.1 Objectives of the study

The main objective of this study was to explore the present status of Academic Motivation of the school-going adolescents of Nadia District.

The Hypothesis was –

(i) The school-going adolescents considering both male and female as a whole has high academic motivation.

2. Academic Motivation – the Construct of the Study

The **Self-Efficacy** dimension of academic motivation assesses students' beliefs in their own ability to perform well academically. This dimension is influenced by Bandura's concept of self-efficacy, which refers to an individual's belief in their own capabilities to successfully complete a task or achieve a specific goal. The **Intrinsic Value** dimension of academic motivation assesses the extent to which students find inherent interest, importance, and enjoyment in the learning process itself. It reflects the students' internal motivation and their personal connections with the content they are studying. The **Test Anxiety** dimension assesses the extent to which students experience anxiety and negative emotions specifically related to taking tests or exams. The **Cognitive Strategy Use** dimension of academic motivation assesses the extent to which students employ various cognitive strategies in their learning and studying activities. These strategies involve mental processes aimed at enhancing understanding, memory retention, and application of academic material. The dimension reflects the active and intentional approaches students take to engage with and process information. The **Self-Regulation** dimension of academic motivation assesses the extent to which students exhibit self-control, self-monitoring, and proactive behaviors in their approach to learning. This dimension reflects students' ability to manage their own learning processes, set goals, and persist in the face of challenges. Self-regulated learners are actively involved in their learning and take deliberate actions to enhance their understanding and academic performance.

3. Review of Literature

The study conducted by **Char, Mahato, Karmakar and Adhikari (2000)** investigated the Academic Motivation of 1083 school-going adolescents in Purulia District using the Motivated Strategies for Learning Questionnaire. The findings indicated high levels of motivation across dimensions such as Self-Efficacy, Intrinsic Value, Test Anxiety, Cognitive Strategy use, Self-Regulation, and overall Academic Motivation. The adolescents expressed strong motivation in areas like perceived competence, mastery goals, a preference for challenging tasks, and confidence in class work performance. Overall, the study suggests a positive academic motivational climate among school-going adolescents in Purulia District **(Char, Mahato, Karmakar, & Adhikari, 2000)**.

The research of **Das, Adhikari and Sen (2019)** aimed to assess the impact of the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme on academic motivation by comparing the motivational aspects of girl students who benefited from the scheme (KGBV group) with those who did not (Reference Group). The study involved 200 participants in the KGBV group and 247 in the Reference Group, using the Motivation Strategies for Learning Questionnaire (MSLQ). The results revealed that, on average, the KGBV group demonstrated significantly higher motivation in dimensions such as Self-Efficacy, Intrinsic Value, Cognitive Strategy Use, Self-Regulation, and overall MSLQ scores. However, in the dimension of Test Anxiety, the KGBV group exhibited lower levels compared to the Reference Group. Conclusively, the KGBV scheme had a positive impact on the academic motivation of hostel dwellers. The KGBV group expressed higher perceived competence, confidence in class work performance (self-efficacy), intrinsic interest in coursework, perceived importance of coursework, preference for challenge and mastery goals (intrinsic value), use of various cognitive and self-regulation strategies (cognitive strategy use and self-regulation), and overall academic motivation compared to the Reference Group. Notably, the KGBV group reported relatively lower levels of test anxiety compared to the Reference Group **(Das, Adhikari, Sen, 2019)**.

The study of **Das, Salam and Adhikari (2013)** aimed to compare motivational aspects between girl students of Kasturba Gandhi Balika Vidyalaya (KGBV), residential schools targeting hard-to-reach and deprived girls, with a focus on SC, ST, OBC, and minority groups, in

comparison to their general counterparts. The Motivation Strategies for Learning Questionnaire (MSLQ) was employed to assess differences in self-efficacy, intrinsic value, and test anxiety through a descriptive survey method within an ex-post-facto research design. The findings revealed no statistically significant difference in intrinsic value between the two groups. However, in terms of self-efficacy, KGBV hostel dwellers exhibited significantly higher mean scores. Conversely, in test anxiety, the KGBV hostel dwellers showed significantly lower mean scores. The results suggested that the KGBV scheme appeared to be effective in bridging the motivational gap, enabling the deprived group to match or even surpass the general group's motivational levels **(Das, Salam, Adhikari, 2013)**.

4. Methods

The current research employed the descriptive survey approach as its methodology. The details regarding the variable, sample, tool, procedure of data collection and statistical technique are reported hereunder.

4.1 Variable

Academic motivation was the only variable of the present study.

4.2 Sample

The study involved a random sample of 500 school-going adolescents from the Nadia district.

4.3 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. A brief description of the tool is given hereunder.

Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990):

The Motivated Strategies for Learning Questionnaire (MSLQ) developed by **Pintrich and De Groot (1990)** consists of 44 statements, each rated on a 7-point Likert scale (ranging from 1 = never true to 7 = definitely true). This questionnaire measures various aspects of student motivation and learning strategies and is divided into distinct five dimensions as follows: **i) Self-Efficacy (9 items):** This scale (á = 0.89)

assesses students' perceived competence and confidence in their ability to perform class work, reflecting their expectations of success in tasks and their belief in their capability to excel. **ii) Intrinsic Value (9 items):** The Intrinsic Value scale (á = 0.87) gauges students' intrinsic interest in the subject matter and their perception of the importance of the course work. It also captures their preference for challenging tasks that promote learning and mastery. **iii) Test Anxiety (4 items):** The Test Anxiety scale (á = 0.75) comprises four items that explore students' worries and cognitive interference during tests, reflecting their anxiety levels when taking exams. Additionally, the MSLQ includes two cognitive scales: **iv) Cognitive Strategy Use (13 items):** This scale (á = 0.83) assesses the strategies students employ to enhance their learning. It covers the use of rehearsal strategies, such as repeating words to aid memory, elaboration strategies involving summarizing and paraphrasing to understand the material better, and organizational strategies like outlining chapters for effective study. **v) Self-Regulation (9 items):** The Self-Regulation scale (á = 0.74) is constructed from meta-cognitive and effort management items. It measures students' use of meta-cognitive strategies such as planning, skimming, and comprehension monitoring to enhance learning. It also evaluates their effort management strategies, including their persistence in tackling challenging or uninteresting tasks and their diligence in completing their work.

The domains contain an unequal number of items. The mean score of each dimension is made comparable by normalizing.

The normalization procedure is as follows:

Normalized Mean = Mean of the item responses in a dimension (or total scale)

/Number of total items of the dimension (or total scale).

Therefore, the maximum score in each domain is 7, the minimum is 1 and the mid value is 4.

The mean of the scores of each dimension or total scale was interpreted as –

1.00 to 2.49	:	Very Low
2.50 to 3.99	:	Low
4.00 to 5.49	:	High
5.50 to 7.00	:	Very high

4.4 Procedure for Data Collection

The heads of the institutions were contacted for his/her permission to collect the necessary data. The relevant data were collected by administering the above-mentioned tool on the subjects under study by the directions provided in the manual of the tool.

4.5 Analysis of the Collected Data

The descriptive statistics were presented by computing with the help of SPSS-20.00 software. To ascertain the objective descriptive statistics such as minimum, maximum, range, mean and standard deviation had been calculated and interpreted by the different statistical techniques.

5. Results

The results of the study are presented herewith.

Table 5.1: Descriptive Statistics of Scores of Different Dimensions of Motivated Strategies for Learning Questionnaire (MSLQ) of the School-Going Adolescents

Academic Motivation	N	Range	Minimum	Maximum	Mean	Std. Deviation	Remark
Self-Efficacy	500	5.00	2.00	7.00	5.22	0.89	High
Intrinsic Value	500	5.33	1.67	7.00	5.48	0.83	High
Test Anxiety	500	4.50	1.25	5.75	3.75	1.17	Low
Cognitive Strategy Use	500	4.85	2.15	7.00	5.35	0.81	High
Self-Regulation	500	4.78	2.22	7.00	4.89	0.79	High
Total	500	4.14	2.25	6.39	5.11	0.65	High

Table 5.1 depicts the descriptive statistics of the different dimensions and sum total of all of the dimensions of **Motivated Strategies for Learning Questionnaire (MSLQ)** scores of the school-going adolescents. In case of the **Self-Efficacy** "minimum" of the scores was 2.00 and the

"maximum" of those was 7.00 and the range was 5.00; the "mean" and "standard deviation" of the said distribution were 5.22 and 0.89 respectively. Then in case of **Intrinsic Value** the "minimum" of the scores was 1.67 and the "maximum" of those was 7.00 and the range was 5.33; the "mean" and "standard deviation" of the said distribution were 5.48 and 0.83 respectively. Next, in case of **Test Anxiety** the "minimum" of the scores was 1.25 and the "maximum" of those was 5.75 and the range was 4.50; the "mean" and "standard deviation" of the said distribution were 3.75 and 1.17 respectively. In case of **Cognitive Strategy Use,** the "minimum" of the scores was 2.15 and the "maximum" of those was 7.00 and the range was 4.85; the "mean" and "standard deviation" of the said distribution were 5.35 and 0.81 respectively. In **Self-Regulation** the "minimum" of the scores was 2.22 and the "maximum" of those was 7.00 and the range was 4.78; the "mean" and "standard deviation" of the said distribution were 4.89 and 0.79 respectively. In **Academic Motivation in Totality** the "minimum" of the scores was 2.25 and the "maximum" of those was 6.39 and the range was 4.14; the "mean" and "standard deviation" of the said distribution were 5.11 and 0.65 respectively.

From the figure 5.1 it is observed that the distribution of Motivated Strategies for Learning Questionnaire (MSLQ) score of the School-Going Adolescents was about to normal.
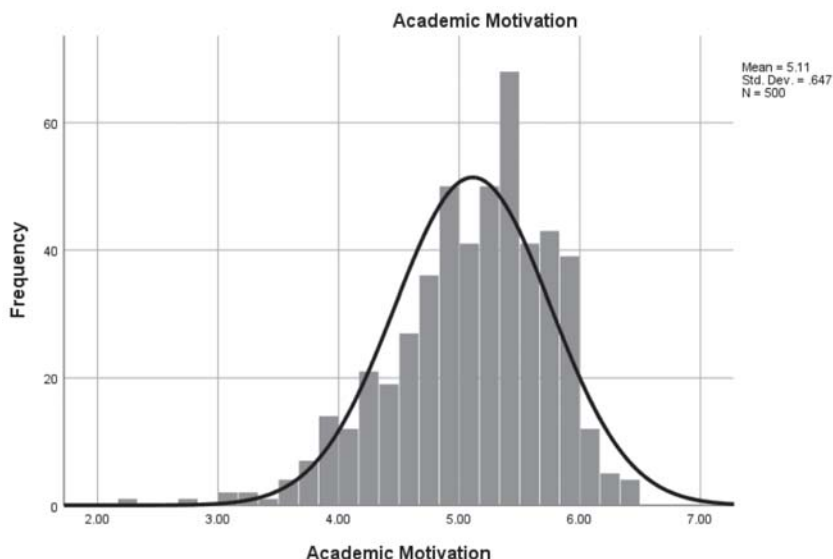
Figure-5.1: Histogram with Normal Probability Curve of Motivated Strategies for Learning Questionnaire (MSLQ) score of the School-Going Adolescents

6. Discussion

From Table 5.1 we get the descriptive statistics of *"Motivated Strategies for Learning Questionnaire (MSLQ)" scores* in different facets obtained by the school-going adolescents considering both male and female as a whole. It was observed that –

(a) In the case of *Self-Efficacy,* with a mean score of 5.22 falling within the range of 4.00 to 5.49, the results suggest a moderately **high** level of self-efficacy among school-going adolescents. This means that, on average, students express confidence and positive expectations regarding their academic performance compared to their peers. The high scores indicate strong beliefs in their ability to understand course material, perform well in tasks, and excel in the subject matter. Overall, the findings suggest a positive and confident outlook among students in terms of their academic abilities and performance.

(b) In the case of *Intrinsic Value,* with a mean score of 5.48 falling within the range of 4.00 to 5.49, the results suggest a **high** level of intrinsic motivation among school-going adolescents. Students, on average, express a preference for challenging class work, find importance in learning the material, enjoy the content of the class, perceive practical and transferable value in their learning, and are motivated to learn from mistakes. Overall, the findings indicate a positive and self-driven attitude toward academic activities, reflecting a strong intrinsic motivation to engage with and derive value from the learning process.

(c) In the case of *Test Anxiety,* with a mean score of 3.75 falling within the range of 2.50 to 3.99, the results suggest a **moderate** level of test anxiety among school-going adolescents. On average, students report experiencing nervousness, emotional unease, worry, and negative self-reflection during tests. Acknowledging and addressing test anxiety is crucial for creating a positive testing environment and providing support to help students manage stress, ultimately enhancing their academic performance and well-being.

(d) In the case of *Cognitive Strategy Use,* with a mean score of 5.35

falling within the range of 4.00 to 5.49, the results suggest a **high** level of cognitive strategy use among school-going adolescents. On average, students actively integrate information from lectures and textbooks, remember key concepts during homework, paraphrase information, strive to understand challenging content, engage in rote memorization, rewrite notes for reinforcement, practice repetition for recall, apply previous knowledge to new assignments, integrate diverse concepts, use verbal repetition during reading, outline chapters, and connect new information with existing knowledge. Overall, these findings indicate that students employ diverse cognitive strategies to enhance their understanding, retention, and application of academic material.

(e) In the case of *Self-Regulation*, with a mean score of 4.89 falling within the range of 4.00 to 5.49, the results suggest a **moderately high** level of self-regulation among the respondents. On average, students actively engage in self-questioning, proactively work on practice exercises, persist in their studies despite challenges, engage in proactive planning, and demonstrate commitment to academic success. Overall, these findings suggest a positive and self-regulated approach to learning among students.

Finally, in **Academic Motivation (in Totality)**, the mean score of 5.11 falling within the range of 4.00 to 5.49 reflects that, on average, school-going adolescents experience high motivation in their academic pursuits. Hence, the *hypothesis (i) was failed to be rejected*. These adolescents showcased a remarkable predisposition towards heightened academic motivation, with notable strengths observed in Self-Efficacy, Intrinsic Value, Cognitive Strategy Use, Self-Regulation, and overall academic motivation. Additionally, a distinct trend emerged indicating lower levels of Test Anxiety within the spectrum of Academic motivation. This collective pattern suggests a positive academic mindset and a reduced aversion to testing challenges among the adolescents in the Nadia District, underscoring a conducive environment for academic engagement and performance.

This finding is supported by previous studies (**Char, Mahato, Karmakar, & Adhikari, 2022; Das, Adhikari, & Sen, 2019; Das, Salam, & Adhikari, 2013**). **Char, Mahato, Karmakar and Adhikari (2022)** observed that the majority of school-going adolescents exhibited high levels of academic motivation in Purulia District.

7. Conclusion

Based on the results and the subsequent discussion of the *Descriptive Presentation* of the present study, it might be concluded that on average school-going adolescents in Nadia District, experienced high academic motivation across all facets as well as in academic motivation as a whole.

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A Probe into the Emotional Intelligence of General Degree College Teachers

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ABSTRACT

Emotional Intelligence (EI) refers to the ability to understand, manage and evaluate emotions. While some researchers believe **Emotional Intelligence (EI)** can be improved through training and motivation, others say emotional intelligence is a behavioral trait. The main objective of this study is to investigate the current state of thinking among teachers in general degree colleges in Purulia district. The aim of this study was to conduct a descriptive analysis of a sample of 396 college teachers in Purulia using the **Emotional Intelligence Questionnaire (EIQ) (Goleman, 1995).** Research has shown that, on average, teachers have very high levels of **self-awareness** and **self-motivation**; high emotional intelligence in the facets of

Managing Emotions, Empathy and Social Skill and also in **Emotional Intelligence (in Totality).** It might be concluded that the teachers possessed high **Emotional Intelligence** in general degree colleges of Purulia District.

KEYWORDS: Emotional Intelligence (EI), Motivating Oneself, Self-Awareness, Empathy, Managing Emotions and Social Skill.

1. Introduction

Intelligence became increasingly important in the twentieth century; Therefore, the educational process must adapt to these needs and changes. A good teacher is the key to a successful education. An important part of education is the connection between student and teacher. Teachers have a great impact on students' holistic development. They must exhibit high intelligence (EI) to create a good environment in public schools and education. Emotional Intelligence (EI) is useful in all areas of a person's life, including understanding and managing different relationships and recognizing different behaviours. The science of understanding human emotions can help to improve modern education. A person's emotions cannot be measured by others but can be calculated from his outward behaviour and thoughts about speech. Words and emotions are usually expressed as happiness, sadness, anger, love situations, stress situations, first thing to do situation, crazy situation, situation etc. the appearance is continuously changing. We call a person emotionally intelligent those who have strong emotions and self-control. Research shows that emotional intelligence can improve relationships. Therefore, it can be said that teachers with high intelligence can plan their lives well, make better decisions and do their jobs well. In this context, the present study was designed to probe into the **Emotional Intelligence** of general degree college teachers in Purulia district.

1.1 Objective of the Study

The objective of the study was –

I. To find out the current status of **Emotional Intelligence** among the general degree college teachers of Purulia district.

1.1.1 Research Hypothesis of the Study

The present study was designed to verify the following research hypothesis –

    I. The teachers have high *Emotional Intelligence*.

2. Emotional Intelligence – Construct of the Study

Emotional Intelligence (EI) is defined as the ability to understand, use, understand, **manage** and **process** emotions. According to **Mayer and Salovey (1990)**, emotional intelligence (EI) is "the ability to observe one's own and others' thoughts and feelings, distinguish between them, and use this information to guide thoughts and actions." The ability to see, use, understand and control emotions was created from this concept. **Mayer and Salovey** changed their definition of intelligence to the ability to think about emotions, cope with emotions in emotions, and understand emotions and feelings to promote personal development **(Mayer and Salovey, 1997). Bar-On (1997),** emotional intelligence is the sum of skills, knowledge and abilities that affect a person's ability to manage **environmental demands** and **stress**. In the words of psychologist **Daniel Goleman (1998)**, emotional intelligence is "the ability to understand our own and other people's emotions, motivate ourselves, and control our behavior in relationships". **Goleman** says **Emotional Intelligence** is the biggest determinant of professional success.

In order to improve cognition and comprehension of interpersonal dynamics, **Emotional Intelligence** also represents the capacity to integrate intelligence, empathy, and emotions. On the other hand, there is a great deal of dispute around the definition of **Emotional Intelligence**, both in terms of nomenclature and operationalization. There are now three primary EI models:

        a. **Ability model**
        b. Mixed model (usually subsumed under trait EI)
        c. Trait model

3. Review of Allied literature

A brief review of allied literature on **Personality Factors** of the Teachers is reported herewith.

Kaur, Kumar, and Roy (2022) proved in their research that there is no gender difference in any dimension of emotional intelligence. The findings also show that there are no significant differences between any

of the teacher education stream groups for almost all aspects of emotional intelligence. **Maharaj and Ramsaroop (2022)** conducted a study to determine the correlation between teachers' quality of life and emotional intelligence. A sample of 154 teachers from six schools in the Reservoir hills District of KwaZulu-Natal was conducted using convenience sampling. The findings showed a significant correlation between academics' life satisfaction and emotional intelligence.

Khassawneh et al., (2022) executed a research to examine the idea of **Emotional Intelligence** and the methods by which teachers in higher education might apply it to improve student performance in terms of emotional intelligence abilities. This survey included 312 teachers in total from 25 institutions of higher education in the United Arab Emirates. The results demonstrate that emotional intelligence competencies (EIC) have a considerable influence on educator conduct, which enhances student achievement.

Para (2022) did a study on upper primary school teachers to investigate their **Emotional Intelligence** and quality of life. In terms of emotional intelligence and quality of life, the results did not find any appreciable disparities between male and female teachers. On three aspects of quality of life, namely mental wellbeing, interpersonal relationships, and financial contentment, a substantial difference was also discovered. In addition, emotional intelligence and quality of life were found to be positively correlated.

4. Methods

The descriptive survey method was used to conduct the current investigation. Below are the specifics of the sample, instrument, data collecting process, and statistical method.

4.1 Variable

Emotional Intelligence was the only variable of the present study.

4.2 Sample Size

In the present study, 396 teachers were selected randomly from the general degree colleges of Purulia district, West Bengal, India.

4.2.1 Sampling Technique

In the present study **Stratified Random Sampling Technique** was

adopted.

4.3 Tool of Research

To gather data for the current study, the following research instrument was used. Relevance, appropriateness, validity, reliability and suitability were the criteria used to choose the instrument. A brief description of the instrument is presented herewith.

4.3.1 Emotional Intelligence Questionnaire (EIQ) (Goleman, 1995)

The phrase "Emotional Intelligence" first appeared in a series of academic essays written by **John D. Mayer and Peter Salovey (1990, 1993).** However, very little people were interested in the idea. After that in 1995 **Daniel Goleman** was developed the tool of "Emotional Intelligence Scale (EIQ)". It contains a total of 50 items and is followed by a Likert-type five-point scale for responding to those. The Likert-type scale ranges from 1 (strongly not applicable) to 5 (strongly applicable).

These items are grouped into five subscales: (1) Self-awareness (10 items), (2) Managing emotions (10 items), (3) Motivating oneself (10 items), (4) Empathy (10 items) and (5) Social Skill (10 items).

Table 4.3.1 shows the subscales of the **"Emotional Intelligence Scale (EIQ)",** which is used in this study. These items are grouped into five subscales.

Table-4.3.1: Subscales of "Emotional Intelligence Scale (EIQ)"

Sl.No.	Subscales	Items
1	Self-awareness	10
2	Managing emotions	10
3	Motivating oneself	10
4	Empathy	10
5	Social Skill	10
Total		50

Here the mean score of the scale was normalized and the normalization procedure was as follows:

Normalized mean = Mean of the item responses in a subscale (or total scale)/Total number of items in a subscale (or total scale).

Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point (moderate level of emotional intelligence).

The range of Normalized means score of each facet of **"Emotional Intelligence Scale (EIQ)"** may be interpreted as –

1.00 to 1.99	:	Very Low emotional intelligence
2.00 to 2.99	:	Low emotional intelligence
3.00 to 3.99	:	High emotional intelligence
4.00 to 5.00	:	Very high emotional intelligence

4.4 Procedure for Data Collection

The head of the institution were asked for their consent to collect the required data. The aforementioned instrument was used on the research participants in compliance with the instructions included in the tool's handbook to collect the pertinent data.

4.5 Statistical Techniques

To prove the hypothesis – I (i.e., The teachers have high **Emotional Intelligence**.) descriptive statistics such as Range, Minimum, Maximum, Mean and Standard Deviation were computed with the help of SPSS-20 software.

5. Results

Quantitative research in descriptive survey method was adopted to explore the **Emotional Intelligence** of the general degree college teachers in Purulia district. Descriptive statistics of the scores of Emotional Intelligence of general degree college Teachers of Purulia district are reported herewith in the following table.

5.1 Descriptive Presentation on Emotional Intelligence

To prove the hypothesis-(I) (i.e., The teachers have high **Emotional Intelligence.**) the results of the descriptive presentation of **Emotional**

Intelligence of the general degree college teachers are presented herewith.

Table-5.1: Descriptive Statistics of Emotional Intelligence of General Degree College Teachers (ConsideringMaleandFemaleasa Whole)

Subscales of Emotional Intelligence	N	Range	Min	Max	Mean	S.D.	Remark
Self-awareness	396	2.00	3.00	5.00	4.03	0.34	Very high
ManagingEmotions	396	2.00	3.00	5.00	3.90	0.34	High
Motivating Oneself	396	3.00	2.00	5.00	4.03	0.41	Very high
Empathy	396	2.00	3.00	5.00	3.97	0.22	High
Social Skill	396	3.00	2.00	5.00	4.00	0.41	High
Teachers Emotional Intelligence	396	2.00	3.00	5.00	3.97	0.20	High

Table-5.1 exhibits the descriptive statistics of **"Emotional Intelligence"** score obtained by the general degree college teachers (both male and female as a whole) in the present study. For self-awareness, the scores ranged from a minimum of 3.00 to a maximum of 5.00, with a range of 2.00; the mean was 4.03, and the standard deviation was 0.34. In terms of managing emotions, the scores also spanned from 3.00 to 5.00, with a range of 2.00; the mean and standard deviation were again 4.03 and 0.34, respectively. For the domain of motivating oneself, scores varied between 2.00 and 5.00, yielding a range of 3.00; the mean was 4.03, with a standard deviation of 0.41. Regarding empathy, the scores ranged from 3.00 to 5.00, with a range of 3.00; the mean was 3.97, and the standard deviation was 0.22. For social skills, scores ranged from 2.00 to 5.00, with a range of 3.00; the mean was 4.00, with a standard deviation of 0.41. Finally, for overall Teachers' Emotional Intelligence, scores ranged from 3.00 to 5.00, with a range of 2.00; the mean was 3.97, and the standard deviation was 0.20.

6. Discussion

To prove the hypothesis-I (i.e., The teachers have high *Emotional Intelligence*.) the following discussion is placed.

From the table-5.1 we got the descriptive statistics of **"Emotional Intelligence"** *(EI)* scores in different facets of **Emotional Intelligence Questionnaire** obtained by the general degree college teachers (both male and female as a whole) in the present study. It was observed that – On an average the general degree college teachers experienced **very high**

Emotional Intelligence in *Self Awareness* and *Motivating Oneself*; **high** emotional intelligence in *Managing Emotions*, *Empathy* and *Social Skill* and also in *Emotional Intelligence (in Totality)*.

Hence, the hypothesis-I has been failed to reject.

7. Conclusion

From the above result and subsequent discussions it is evident that the general degree college teachers of Purulia district exhibited higher levels of **Emotional Intelligence** in all the facets of **Emotional Intelligence**. As we know that Emotional intelligence profoundly influences us by shaping how we relate to others, make decisions, maintain mental health, and experience overall satisfaction. It enables us to grasp and regulate our emotions, show empathy, navigate social interactions accurately and communicates more skillfully, ultimately enhancing our personal and professional lives. So, high **Emotional Intelligence** of the teachers is very much effective for the students as well as for the institution. It may be considered as a human resource development indicator.

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Personal values, Ethnicity, Attitude towards Modernization and Santal tribals

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ABSTRACT

Major causes behind of low development of tribals may be attributed to the rigid mindset and negative attitude towers modernization of the people. It is seen that personal values also play significant role for the uplift of society. The modern mindset makes people rational and personal values make the student to build responsibilities towards society as well as nation. Positive attitude towards modernization is essential for the betterment of society. Tribal community occupies a major problem of the occupation of this district. Here, the steadfastness of the change towards modernization is most noticeable among the school-going adolescences and hinders the overall development of the society. Incise of personal values make people more idealistic and realistic. Positive attitude towers modernization should be development g the tribal and non tribal students.. Santals are generally illiterate but the picture has been observed to take different colour in this present century to some extent. Different interrelationships between ethnic groups and the phenomenon of ethnicity become more pronounced when viewed at an instructional level. It is defined that ethnicity as a process of

"interaction between culture groups, operating within common social contexts".

Awareness regarding education has been observed since two generations of the Santal community to a higher range. Parents are sending their children to anganwadi   centres and schools. Most fascinatingly in this region Santal girls are also encouraged for higher education. Improvement in literacy level has positively effected in changing the economic and socio- cultural life of the Santal as well as this will restrict them to be exploited in the hands of other people. Government as well as non- governmental sectors has immensely contributed in high reaching the literacy and creating awareness regarding the need for education. The development programmes for improvement of educational level together with reservation policy in different types of job by the government have helped the Santal youth to change the occupation pattern for betterment of their living. Certain questions are common on this issue like-What is personal values and attitude towards modernization?

What is the positive impact of modernization? How to incise personal values? What is the present situation of school-going adolescences in respect of personal values and attitude towards modernization? Is the various regression equation of the personal values and attitude towards modernization be properly applied to the school-going adolescences?

KEYWORDS: Tutorial arrangement, Socially and Economically Disadvantaged Groups, Modernization, Regression, Tribal communities. Ethnicity, Anganwadi.

Introduction

Tribal districts lag far behind other districts in terms of development. The major causes of low development may be attributed to the rigid mindset and negative attitude towards modernization of the people. Personal values also playa significant role in the uplift of society. The modern mindset makes people rational and personal values make the student build responsibilities towards society as well as the nation. A positive attitude towards modernization is essential for the betterment of society. The tribal community occupies a major problem of the occupation of this district.

Here, the steadfastness of the change towards modernization is most noticeable among the school-going adolescents and hinders the overall development of society. Incise of personal values makes people more idealistic and realistic. Positive attitude towards modernization should be developed in the tribal and non-tribal students. So, the researcher has selected the present topic for his research work.

Significance of the study:

At present time it is felt that the modern mindset makes people rational and personal values make the student to build care and responsibilities towards society as well as nation. Our positive attitude towards modernization is essential for the betterment of society. Tribal community occupies a major problem of the occupation of this district. Here, the steadfastness of the change towards modernization is most noticeable among the school-going adolescences and hinders the overall development of the society. Rigidity has showed a difficult term to define accept it has been used to describe behavior characterized by the inability to change habits, sets, attitude and discrimination. As ethnicity describes about share culture - the practices, values and beliefs of a group. An ethnic group is a collection of people whose members identify with each other through a share language or dialect. We see some behavioral differences between tribal and non- tribal and non-tribal people in Purulia district.

Also rigidity refer to an obstinate inability to yield or a refusal to appreciate another persons viewpoint or emotions characterized by a lack of empathy. Rigidity is an ancient part of our human cognition. It can also refer the tendency to penetrate, which is the inability to change habits and the inability to modality concepts and attitudes once developed.

Now modernization shows process of updating something or making it in a contemporary setting, it also refers to the process focused on transformation of society values as attributes of culture. Importance of studying rigidity as it is the resistance to shifting from old to new discrimination can help us to see its relevance. It has grown out of related topics such as preservation and the analysis of personality traits. Many psychologists and researchers tried to define the term rigidity. Many have pointed out that rigidity is the powerlessness to change one's set when the objective conditions demand it. It as adherence to a present performance in an inadequate way and according to rigidity is lack of variability of

response. The concept of rigidity is quite unclear because various authors have made statements contradicting to one another because the concept of rigidity has been defined structurally by some, functionally by others. Secondly, confusion between the concept of rigidity and stability (differentiation) has led to equivocal statements. Thirdly, undeserved generalizations have sometimes been derived from the assumption that rigidity is a uniform rather than a multiform trait. Thus the nature of rigidity is very complex. Rigidity is a tendency to persevere and resist conceptual change, to resist the gaining of new patterns of behavior and to refuse to relinquish old and established patterns. This definition in the researcher's view is quite broad to cover the whole area of rigidity and also, it permits the deduction of behavioral consequences.

The modern practice, which has been assumed to be created by modernization and urbanization, has brought all along the method of reduction in the culture and traditions. With the progress of industrialization and modernization, the people have undergone strong changes in their life styles. It is being widely seen today that the traditional features of tribal life is gradually changing from being deeply ingrained in tribal customs and traditions to something that is more modernized, in a developmental sense, due to adaptation of modern ways of living and altered life-style pattern. In spite of this great importance of modernization, only a few studies have been conducted on the attitude of undergraduate tribal students towards modernization. Attitude towards Modernization refers to the deeper change in man's way of thinking and feeling, a change in his whole attitude to life's problems, the society and the universe.

Realizing the importance of modernization in the society, and the role, which young generation is supposed to play in strengthening social order, the investigators worked on the attitude of college going Tribal and non tribal students towards modernization. This study also focuses on value the conception of the desirable and not something merely desired. It will study various conception of the desirable to be nothing more than a special kind of preference as value is a conception of something that is a conception of something that is personally or socially preferable.

Values and its interrelationship with other variables are to be studies which are need of time. They are nothing but standards and principles for judging worth. Very importantly it point outs the three keys,- are concepts, not feelings. Values exist in the mind independently of self awareness, values are dimensional rather than absolute categories are to be studied in

this work.

Objectives of the Study :

The main objective of this paper is to ascertain the impact of tribal ethnicity on personal values and attitudes towards modernization of the school-going adolescents of tribal district. To do this a comparison will be made between the school-going adolescents of the tribal group (study group) and non-tribal group (reference group).

The present study was designed to probe into the following specific objectives –

i)   To know the present situation of personal values of the tribal and nontribal School-going adolescents considering as a whole;

ii) To know the present situation of personal values of the tribal school-going adolescents.

iii) To know the present situation of personal values of the nontribal school-going adolescents.

iv) To know the present situation of attitude towards modernization of the tribal and nontribal school- going adolescents considering as a whole.

v)   To know the present situation of attitude towards modernization of the tribal school-going adolescents.

vi) To know the present situation of attitude towards modernization of the nontribal school- going adolescents.

vii) To compare the personal values between the tribal and nontribal school-going adolescents.

viii) To compare the attitude towards modernization between the tribal and nontribal school- going adolescents.

ix) To construct a multiple regression equation to predict attitude towards modernization with the help of different facets of personal values of the tribal and nontribal school-going adolescents considering as a while.

x)   To construct a multiple regression equation to predict attitude towards modernization with the help of different facets of personal values of the tribal school-going adolescents.

xi) To construct a multiple regression equation to predict attitude

towards modernization with the help of different facets of personal values of the nontribal school-going adolescents.

Brief Acquaintances with the Psychological Constructs :

Let us briefly discuss the psychological constructs of this study :

Ethnicity :

The term Ethnicity describes share culture - the practices, values, and beliefs of a group. An ethnic group is a collection of people whose members identify with each other through a shared language or dialect. There are some behavioral differences between tribal and non-tribal and non- tribal people in the tribal district. Two of them are :

Personal value:

Personal Values are "broad desirable goals that motivate people's actions and serve as guiding principles in their lives". Everyone has values, but each person has a different value set. These differences are affected by an individual's culture, personal upbringing, life experiences, and a range of other influences. Personal values are desirable to an individual and represent what is important to someone. The same value in different people can elicit different behaviors; if someone values success one person may work very hard to gain success in their career whereas someone else may take advantage of others to climb the career ladder. A person can have many values with an individual assigning more importance to some values over others. It has been shown that the values that are most important to you often guide your decision making in all aspects of your life such as career, religion, social circles, self-identity etc.

A personal value is a broad concept and one particular value can be applied to various situations. For example, if an important value to you is loyalty this could be applied to your family, friends or work environment. Schwartz in 1992 presented 10 motivationally distinct types of values as listed below. These values have been researched in many countries and have been found to be universal in cross-cultural applications.

Attitude towards modernization :

Modernization is the process of updating something or making it in a contemporary setting, it also refers to the process focused on the transformation of social values as attributes of culture.

Review of Allied Literature :

For any worthwhile study in any field of knowledge the research work needs an adequate familiarity with the library and its many resources. Only then an effective search for specialized knowledge will be possible. The search for reference material is a time consuming process but very fruitful phase of a research programme. It's very necessary to study the related literature pertaining to the research problem in any field because the researcher can clarify the basic knowledge related to the research problem and get the right idea and direction. The literature review enables a reader to gain further insight from the result of former studies done in the field. Thus, survey of literature related to the research area is an essential pre requisite for actual planning and execution of any research. In order to be truly creative and original the researcher must read extensively and critically the various related literature. In order to undertake the nature of studies contained in the chosen area i.e. CCAs in schools and to gain insight into the problem available literatures were surveyed and discussed. This also helped in bringing novelty into the present problem so the important studies surveyed are being summarized below:

The review of literature is divided into three main sections –

i)   The first section will capture previous literature regarding Tribal ethnicity.

ii) The second section will capture previous literature regarding Personal Values.

iii) The third section will capture previous literature regarding Attitude towards Modernization.

Ethnicity

Cohen, (1974) Ethnicity refers to the interrelationships between ethnic groups. Thus the phenomenon of ethnicity becomes more pronounced when viewed at an instructional level. He defines ethnicity as a process of "interaction between culture groups, operating within common social contexts". Though ethnicity is manifest in intra-ethnic relations, it becomes more apparent in inter- ethnic situations, as the very essence of ethnicity stems from the need to establish ethnic identity.

Basu A.R., (1985) Development refers to a qualitative change for betterment. It is usually conceived as a facet of transformation that is desirable, roughly predicted, properly planned andeffectively administered

or at least influenced by governmental action. Thus, the concept of development consists of (a) an aspect of change; (b) a plan or prediction; and (c) involvement of the government for the achievement of that planned or predicted goal. The term "development" is also used for the process of allowing and encouraging people to meet their own aspirations.

It, therefore, must relate to transforming the entire society enmeshing 46 together its economic, social, political and administrative aspects on all-round balanced upward change. The term "development" involves all aspects of human activity. In still broader context, nations have been defined as developed or developing. But how can one justify that one is more developed than those who are to be developed. These questions have become very sensitive nowadays when one finds underdevelopment in some sphere or the other everywhere. For example, a society or nation may be more developed in the economic front; however, it may be underdeveloped on the social front. So, one cannot define development in some aspects only; rather, it should be viewed multi-dimensionally. A number of studies on development of tribal communities have been carried out by researchers from various disciplines. The problems of tribal development have long baffled the policy makers, administrators and social scientists in India, and the debate on the meaning, character and direction of their socio-economic transformation continues. Earlier studies carried out by Anthropologists and other Social Scientists among various tribal communities have constantly pointed out various problems of tribal development and offered suggestions for bringing better results.

Sahoo, Chaturbhuj (2001) has pointed out a number of studies on development of tribal communities have been carried out by researchers from various disciplines. The problems of tribal development have long baffled the policy makers, administrators and social scientists in India, and the debate on the meaning, character and direction of their socio-economic transformation continues.

Tribe and Ethnicity Bose, N. K. (2011). says earlier studies carried out by Anthropologists and other Social Scientists among various tribal communities have constantly pointed out various problems of tribal development and offered suggestions for bringing better results. Based on various committees reports and studies on tribal development, efforts have been subsequently made to improve the tribal situation by providing various kinds of provisions and schemes.

Indian Tribal Life. Sarup. Sinha, S. (1982). reflects the narrow

concept of development prevalent in the fifties and early sixties has been seriously questioned and has been widened to include non-economic aspects as well. The negative consequences and social injuries of rapid technological changes witnessed in the form of widespread alienation, increase in divorce rate, crime, social violence, drug addiction, AIDS and other patterns of social pathology, not to speak of pollution and depletion of resources, have brought the narrow economic conceptualizations under critical study. Hence, development is not merely an economic phenomenon; it is rather a societal phenomenon encompassing all aspects of human life. However, unfortunately, the tribals have not been able to derive sufficient benefit from this process of planned development.

It is true that 47 tribal development problem in the country cannot be considered as stereotyped phenomenon. It varies from one region to another. The tribal population in the State of Andhra Pradesh and in the country as a whole is the most deprived and vulnerable community that faces severe economic exclusion.

Personal Values :

Secondary Education Commission (SEC) says that Education is not to be confused with knowledge and information. It has been said that-"The supreme end of educational process should be the training of character and personality of the student in such a way that they will be able to realize their full potentialities and contribute to the well being of the community."As Gandhiji said that -"The end of all knowledge must be building up of character. What is education without character and what is character without education." Character cannot be formed through moral teaching alone. It is developed through participation of various activities of the school in an atmosphere which is free from many ''does'' and ''don ts''. Discipline must come from within and not from without. Ethnic and racial identities are important for many young people, particularly those who are members of minority groups. These dimensions of the self may instill feelings of: Belonging to a particular group or groups. Identification with that group; shared commitment and values.

Being aware of our values and attitudes is important because it helps us to: identify why we are doing what we are doing identify what the consequences of our actions will be for ourselves or for the young person or colleague consider other or better options. We are not always aware of our values, but knowing what they are can help you more easily make

decisions that are right for you, such as taking the job that has good opportunities for variety, change and spontaneity or good opportunities for security and tenure. For instance, people who place great importance on stimulation in life are likely to seek exciting and new experiences across all aspects of life. They will look for exciting activities and be willing to take risks or change plans spontaneously, whether they are at work, with their family or with their friends. In contrast, people who place great importance on security in life are likely to seek safety in their immediate environment and also safety and stability in the wider society. They are likely to avoid walking alone at night, look for stable employment, be concerned about the threat of terrorism and be in favor of preserving law and order in society. Rockeach (1973) defined values as an enduring belief, a specific mode of conduct or end state of existence along a continuum of relative importance. Any conception of human values if it is to be fruitful, it must be able to account for enduring character of values as well as their changing character.

The character of values arises mainly by their initial teaching and learning in isolation from values. A mode of behavior or end state is always desirable. According to Kluckohn a value is a "conception of the desirable "and not something "merely desired . A conception of the desirable seems to be nothing more than a special kind of preference. A value is a conception of something that is a conception of something that is personally or socially preferable. In Shaver's view, values .are "standards and principles for judging worth. He point outs the three keys,-The values are concepts, not feelings. Values exist in the mind independently of self awareness; Values are dimensional rather than absolute categories.

Attitude Towards Modernization :

Previous researches have shown that seminal contribution has been made in the area of attitude towards modernisation. But a closer look at literature review in this area reveals a number of gaps in the knowledge related to attitude towards modernisation. To fill this literature, gap the present study is an effort to address the attitude of specifically professional students towards modernisation. To our knowledge no prior studies have examined this problem. This section presents a review of recent literature related to the problem under consideration.

Ekka and Nancy (2013) studied the impact of modernization on tribal

religious customs and traditions of Rourkela and concluded that due to the trend of modernization in these tribal villages, the tribal perceptions, thoughts, food habits, daily life styles, dresses, festivals, rule and rituals, the eco- friendly, nature related culture etc., are all deteriorating. As modernization has entered tribal lifestyle, there is a chance to lose the traditions and tribal uniqueness in the long run, in the changing scenario.

Pooja Malik, Swati Gupta II and Anita Jan (2013) studied Attitude towards modernization of under-graduate students. The study revealed that choice of subjects has no impact while gender affects the attitude of undergraduate students towards modernization. Ganaie,M.Y and Hafiz Mudasir (2013) worked upon the Modernization of Higher Secondary School Students with respect to Science and Social Science background The results showed that the science higher secondary school students differ significantly from their social science counterparts on modernization level, the science students being higher on the level of modernization.

Alka Panwar and Uma Chaudhary (2015) worked upon „Impact of Sex on the Attitude towards Modernization among Hindu youths and found that in this research paper I conclude that attitude towards modernization affected by sex. (Artsicle, Impact of Sex on the Attitude towards Modernization among Hindu youths.

Naikoo,B.A.and Bhat, S.A.(2016) performed a study on Modernization in relation to value orientation of college going students: A study of Kashmir valley. The study revealed a significant difference between male and female college students on modernization on the other hand male students show significantly higher results on three dimensions of value orientation. Results also revealed that there is no significant difference in the other two dimensions of value orientation (Autocratism-Democratism and Non Empathy-Empathyvalue orientation) of male and female college students. Further results reveals significant positive relationship between modernization and value orientation of college students.

Shobha and Seema Dhawan, (2017) researched the Attitude of Tribal and Nontribal students towards Modernization Tribal student s attitude towards modernization has been found comparatively low. On the other hand, tribal students, specifically male students, have shown a higher positive attitude towards modernization. Samee Gupta (2017) studied the attitude of graduate level students towards modernization and found that there is a difference in attitude of male and female graduates, Science and

Arts graduates, rural and urban area graduates, and graduates of single and combined families. There is no significant difference in the attitude of male and female graduate students of single family as well as combined family.

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To Explore the Personality Factors of the Teachers

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ABSTRACT

A teacher's success depends on good qualities like enthusiasm, patience, cooperation, control and classroom management then he gets satisfaction from his students. In the same way, a teacher's personality and mindset can have a positive or negative influence on their academic performance in teaching-learning process. In the **Big Five-Factor** model of personality, five basic dimensions of personality is organized a hierarchically to describe personality of a teacher i.e., (a) **Openness,** (b) **Conscientiousness,** (c) **Extroversion**, (d) **Agreeableness,** and (e) **Neuroticism**. The aim of this study was to explore the present status of teachers' **Personality Factors** in secondary and higher secondary schools of West Bengal. The present study was designed to carry out through the **Descriptive Survey Method** by administering **Big Five Inventory (BFI) (Goldberg, 1993)** on a random sample of 616 school teachers of West Bengal. In the test there are 44 statements and with each statement a 5-point Likert type scale is attached and ranging from 1 to 5, where 1=disagree and 5=agree. The results of the study reflected that on an average the teachers of West Bengal were high personality factors in **Extroversion**, **Conscientiousness** and **Openness** and low personality factors

in **Agreeableness** and **Neuroticism.** It might be concluded that the teachers might have **balanced personality**.

KEYWORDS: Personality Factors, Extroversion, Agreeableness Conscientiousness, Neuroticism and Openness

1. Perspectives of the study

If a teacher has positive personality traits such as passion, patience, cooperation and authority, he will be a successful teacher and could achieve the satisfaction of his students. The teaching and learning process can be directly influenced by the teacher's personality either positively or negatively. Focusing on the personality of the teacher could be a good effort in identifying the factors that influence his performance in promoting the achievement of any educational goals. As stated by **Polk (2006)**, teacher performance is influenced by teachers' personality characteristics. In addition, being a good and successful or effective teacher may require certain personality traits **(Eilam & Vidergor, 2011; Goldstein & Benassi, 2006; Polk, 2006; Srivastava & Bhargava, 1984)**.

After decades of research, the **Big Five model**, developed through lexical studies **(Goldberg, 1990),** and the Five Factor Model, developed using both natural language adjectives and theoretically grounded personality questionnaires **(Costa & McCrae, 1992),** have been dominantly used to describe and assess human personality. The Big Five taxonomy serves an integrative function because it can represent the various and diverse systems of personality description in a common framework. According to these models, personality is distinguished as five broad domains: (a) **Extroversion**, (b) **Agreeableness,** (c) **Conscientiousness,** (d) **Neuroticism** and (e) **Openness**. The present study is focused to explore the present state of the teachers with respect to **Personality** Factors in secondary and higher secondary schools of West Bengal.

1.1 Specific Objective of the Study

The present study was designed to realize the following specific objective –

I. To know the present situation of the teachers with respect to *Personality Factors*.

1.1.1 Research Hypothesis of the Study

The present study was designed to verify the following research hypothesis –

I.   The teachers have balanced *Personality*.

2. Personality Factors – Construct of the Study

Personality has been conceptualized from a variety of theoretical perspectives, and at various levels of abstraction or breadth (**John, Hampson, & Goldberg, 1991; McAdams, 1995**). Researchers, as well as practitioners in the field of personality assessment, were faced with a bewildering array of personality scales from which to choose, with little guidance and no overall rationale at hand. What made matters worse was that scales with the same name often measure concepts that are not the same, and scales with different names often measure concepts that are quite similar. Although diversity and scientific pluralism are useful, the systematic accumulation of findings and the communication among researchers became difficult amidst the Babel of concepts and scales.

2.1 Personality Traits

According to **Cattell**, factors, or traits, are the basic structural units of personality. All human being possess the common traits to some degree; *unique traits* exemplify one or a few persons. *Ability traits* determine how efficiently an individual works toward a goal. Emotional style of behaviour is defined by *temperament traits*. Again, *dynamic traits* are concerned with motivation. *Surface traits* are personality characteristics that correlate with one another but do not constitute a factor because they are not determined by a single source. **Cattell** identified **16** *source traits* each as single factors, and each is the sole source of some aspect of behaviour. Source traits may be constitutional traits, which is originated in internal bodily conditions, or environmental- mould traits, which is driven from environmental influences **(Cattell, R. B., 1978)**.

In the **Big Five-Factor** model of personality five basic dimensions of personality is organized a hierarchically. Literature suggests that the big five personality traits are five empirically supported dimensions of personality being used to describe personality which are – (a) Openness, (b) Conscientiousness, (c) Extroversion, (d) Agreeableness, and (e) Neuroticism (OCEAN) or (CANOE) if arranged differently **(Digman,**

1990; Ewen, 1998; Srivastava, 2010).

3. Review of Allied literature

A brief review of allied literature on **Personality Factors** of the Teachers is reported herewith.

3.1 Personality Factors of Teachers

Doherty and **Nugent (2011)** have reported that the personality trait known as conscientiousness has been found to be a significant predictor of performance in medical school; additional traits concerning sociability i.e. extraversion, openness, self-esteem and neuroticism have been identified to be also relevant particularly in the applied medical environment.

From the results of their study **Ebstrup et al., (2011)** explored the association between stress and NEO Five-Factor model of personality. According to these researchers, the persons with higher scores in neuroticism react to stressful events in a more aversive and negative way.

The results of study of **Mroczek** and **Almeida, (2004)** exhibited a significant positive correlation between perceived stress and levels of neuroticism; but extraversion was significantly negatively correlated with perceived stress.

4. Methodology

The present study was carried out through **descriptive survey method within ex-post-facto research design**. The details regarding the method of research design, sample, research instruments, procedure of data collection and statistical technique are reported herewith.

4.1 Research Design

The research design of the present study is presented hereunder.

4.1.1 Variables

Personality Factors of teachers was the only variable in the present study.

4.2 Sample

The source of sample, sampling procedure and sample size are reported herewith.

4.2.1 Source of Sample

Government/Government-aided Secondary/Higher Secondary Schools of West Bengal, India was constituted the source of sample.

4.2.2 Sampling Procedure

In the present study *"Stratified Random Sampling Technique"* was adopted.

4.2.3 Sample Size

Finally 426 male subjects and 190 female subjects were participated in the study.

Table-4.1: Gender-Wise Distribution of Sample

Gender		Total
Male	Female	
426	190	616

4.3 Tool of Research

The following research tool is used in the present study for data collection. The tool is selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given herewith.

4.3.2 Big Five Inventory (BFI) (Goldberg, 1993)

A 44-item inventory that measures an individual on the Big Five Factors (dimensions) of personality **(Goldberg, 1993).** Each of the factors is then further divided into personality facets. The Big Five Factors (dimensions) of personality are – (a) Openness, (b) Conscientiousness, (c) Extraversion, (d) Agreeableness and (e) Neuroticism. There are 44 statements and with each statement a 5-point Likert type scale is attached. An individual has to mark how much s/he agrees with the statement on the 1 - 5, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree.

Here the mean score of the scale was normalized and the normalization procedure was as follows:

Normalized mean = Sum of the item responses in a total scale/Total number of items in the scale.

Then, the normalized mean fell within the range extending from 1 to 5

with 3 as the mid-point (moderately satisfied).

The range of Normalized means score of **"Big Five Inventory (BFI)"** may be interpreted as –

1.00 to 1.99	:	**Very Low**
2.00 to 2.99	:	**Low**
3.00 to 3.99	:	**High**
4.00 to 5.00	:	**Very High**

4.4 Procedure for Data Collection

The head of the institutes was contracted for his/her permission to allow collecting the data. The relevant data on different constructs will be collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

4.5 Statistical Techniques

To prove the hypothesis – I (i.e., The teachers have balanced *Personality*.) descriptive statistics such as Range, Minimum, Maximum, Mean and Standard Deviation were computed with the help of SPSS-20 software.

5. Result

Quantitative research in **Descriptive Survey Method** within **Ex-Post-Facto Research Design** was used to explore the *Personality Factors* of the teachers of secondary and higher secondary schools of West Bengal.

The results of the study are presented hereunder –

5.1 Descriptive Presentation

The results of the descriptive presentation of the study are presented herewith.

5.1.1 Personality Factors of the Teachers

To prove the hypothesis-(I) (i.e., the teachers have **balanced Personality.**) the results of the descriptive presentation of **Personality Factors** of the teachers are presented herewith.

Table-5.1.1: Descriptive Statistics of Personality Factors Scores of Teachers (Considering male and female as a Whole)

Personality Factors	N	Range	Minimum	Maximum	Mean	Std. Deviation	Remark
Extraversion	616	2.63	1.88	4.50	3.24	0.42	High
Agreeableness	616	2.67	1.78	4.44	2.98	0.53	Low
Conscientiousness	616	2.89	2.11	5.00	3.80	0.51	High
Neuroticism	616	3.50	1.38	4.88	2.97	0.69	Low
Openness	616	2.60	2.00	4.60	3.43	0.38	High

Table-5.1.1 depicts descriptive statistics of personality factors of teachers (considering male and female as a whole). In case of **Extraversion** the "minimum" of the scores was 1.88 and the "maximum" of those was 4.50 and the range was 2.63; the "mean" and "standard deviation" of the said distribution were 3.24 and 0.42 respectively. Then in case of **Agreeableness** the "minimum" of the scores was 1.78 and the "maximum" of those was 4.44 and the range was 2.67; the "mean" and "standard deviation" of the said distribution were 2.98 and 0.53 respectively. Next, in case of **Conscientiousness** the "minimum" of the scores was 2.11 and the "maximum" of those was 5.00 and the range was 2.89; the "mean" and "standard deviation" of the said distribution were 3.80 and 0.51 respectively. In case of **Neuroticism** the "minimum" of the scores was 1.38 and the "maximum" of those was 4.88 and the range was 3.50; the "mean" and "standard deviation" of the said distribution were 2.97 and 0.69 respectively. Finally, in **Openness** the "minimum" of the scores was 2.00 and the "maximum" of those was 4.60 and the range was 2.60; the "mean" and "standard deviation" of the said distribution were 3.43 and 0.38 respectively.

Figure-5.1.1(a) depicts the bar diagram of scores of five different factors of personality of the teachers considering male and female as a whole.
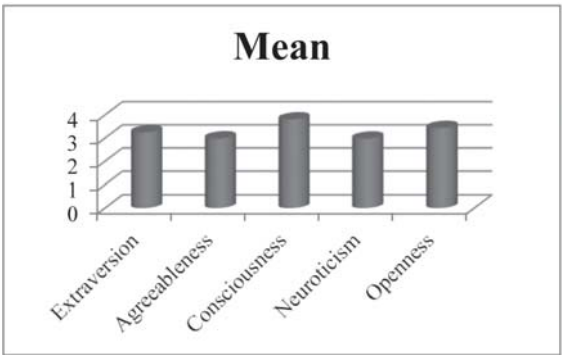
Figure-5.1.1(a): Bar Diagram of Different Factors Scores of Personality of Teachers Considering Male and Female as a Whole

Figure-5.1.1(b) depicts the histogram with normal curve of Extraversion Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal **(Fein, Gilmour, Machin and Hendry, 2022)**.
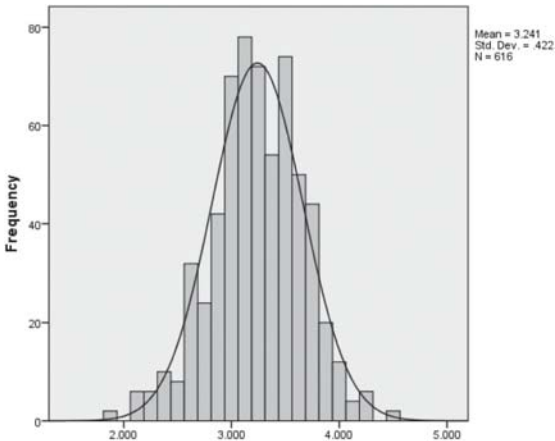

Figure-5.1.1(b): Histogram with normal curve of Extraversion Scores of Teachers considering male and female as a whole.

Figure-5.1.1(c) depicts the histogram with normal curve of Agreeableness Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal **(Fein, Gilmour, Machin and Hendry, 2022)**.

Figure-5.1.1(c): Histogram with normal curve of Agreeableness Scores of Teachers considering male and female as a whole.

Figure-5.1.1(d) depicts the histogram with normal curve of Consciousness Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal **(Fein, Gilmour, Machin and Hendry, 2022)**.

Figure-5.1.1(d): Histogram with normal curve of Consciousness Scores of Teachers considering male and female as a whole.

Figure-5.1.1(e) depicts the histogram with normal curve of Neuroticism Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal **(Fein, Gilmour, Machin and Hendry, 2022)**.
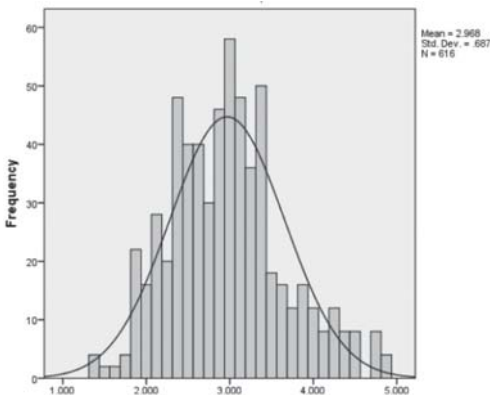
Figure-5.1.1(e): Histogram with normal curve of Neuroticism Scores of Teachers considering male and female as a whole.

Figure-5.1.1(f) depicts the histogram with normal curve of Openness Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal **(Fein, Gilmour, Machin and Hendry, 2022)**.
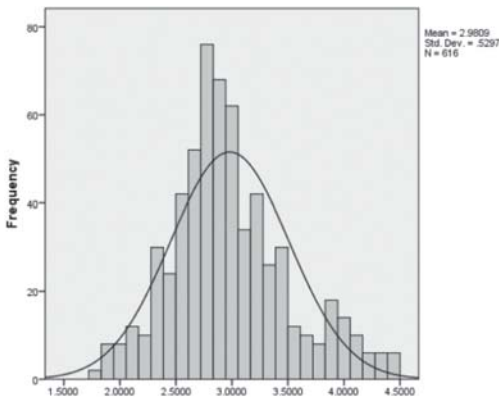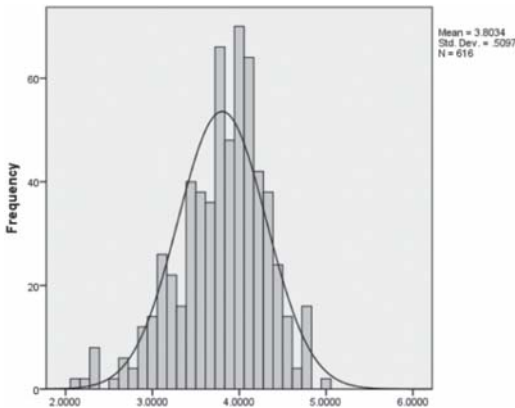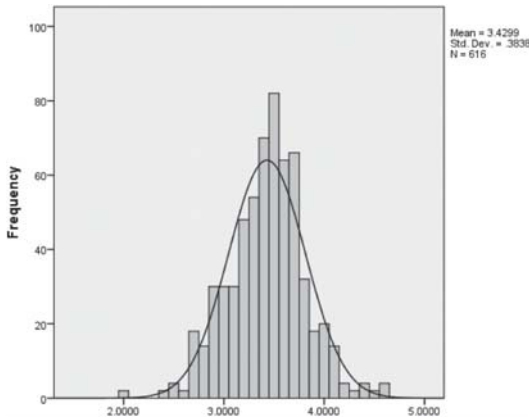

Figure-5.1.1(f): Histogram with normal curve of Openness Scores of Teachers considering male and female as a whole.

6.1 Discussion

Here discussions on **Descriptive Presentation** of the results of the present study are placed hereunder –

6.1.1 Descriptive Presentation

The discussion of the descriptive presentation of the results is reported herewith.

6.1.1.2 Personality Factors of Teachers

To prove the hypothesis-I (i.e., The teachers have balanced *Personality*.) the following discussion is placed.

From the results of the table-5.1.2, it was found that on an average the teachers reported that they were – (a) more sociable as well as fun-loving, but less reserved (**High Extraversion**); more disciplined as well as careful,

but less impulsive as well as disorganized **(High Conscientiousness);** more imaginative as well as spontaneous, less routine as well as practical work doer **(High Openness to Experience);** more suspicious as well as uncooperative, but less trusting as well as helpful **(Low Agreeableness);** more calm as well as confident, but less anxious as well as pessimistic **(Low Neuroticism).**

Hence, the hypothesis-I has been failed to reject.

There are many studies on teacher behaviour. Looking at psychological research, it is seen that teacher behaviour plays an important role in the learning process **(Göncz, 2017).** The following five categories of research are examined in psychology and related professions – (a) research on teacher typologies, (b) research on teacher goals and negative traits, (c) research on teacher behaviour and its impact on students, (d) research on teacher personality, and (e) research on teachers. The article of **Göncz (2017)** suggests that findings on teacher behaviour taken in the context of existing behavioural theory may be the best starting point for thinking about the theory of teaching behaviour in educational psychology.

6.2 Conclusion

In accordance with the results and subsequent discussions of *Descriptive Presentation* of the present study it might be concluded that, In *Extraversion (E)* on an average the teachers were high extrovert personality – they might tend to be very social and also prefer to work in a team; in *Agreeableness (A)* on an average the teachers were low agreeable – they might tend to *"tell it like it is"*; in *Conscientiousness (C)* on an average the teachers were high **Conscientiousness** – they might tend to follow rules and prefer clean homes**;** in *Neuroticism (N)* on an average the teachers were emotionally balanced and might have good mental health and in *Openness to Experience (O)* factor of personality on an average the teachers were more open – they might tend to be daydreamer.

From the results and the subsequent discussions the researcher may accept the hypothesis-

(I) i.e., **the teachers might have balanced personality**. This may be the encouraging on their academic performance in teaching-learning process.

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School Adolescent's Achievement Motivation and Perfectionism on Test Anxiety

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ABSTRACT

We know that learners have emotional and logical thinking abilities. Every stage of a kid's development, from conception to adulthood, is progressive, with environmental, social, genetic, and cultural influences all playing a role in how the child thinks. Periodically, many schools in affluent countries assess kids' psychological health and inform parents of their finding. The child's emotional needs and emotions are met in this way. If this were to be put into practice, we would be able to deal with children's problems and provide them with the right kind of guidance. Students may experience problems ranging from the most basic, like receiving poor grades or getting little sleep, to serious problems, such marital abuse or violence. Motivation is very significant in all phases of education and learning. A well-motivated child is highly attentive; he takes to his work whole heartedly and achieves maximum success in the activity. In every action of human being which seeks to realize a goal, motivation plays an important role. It is therefore important, wherever learning is taking place, it should be ensured that it is properly motivated . Motivation is a very complex phenomenon which is

influenced by multiple variables within the organism and in the environment.

In the Academic context too, a sound motivational programme implies greater academic competence, to the extent that properly motivated students can profit from their learning experiences to a greater extent than indifferent or overanxious pupils. Achievement motivation refers to the cause of behaviour that are related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavours they choose to pursue and how persistent they are. Achievement Motivation is the driving force behind student's motivation to learn. It is the need and desire to excel in academic work. Perfectionism is a broad personality trait characterized by a person's concern with striving for flawlessness and perfection and is accompanied by critical self-evaluations and concerns regarding others evaluations.

It is best conceptualized as a multidimensional and multilayered personality characteristic, and initially some psychologists thought that there were many positive and negative aspects.

Perfectionists strain compulsively and unceasingly toward unattainable goals. They measure their self-worth by productivity and accomplishments to the point that some tendencies even lead to distraction from other areas of life. Perfectionists pressure themselves to achieve unrealistic goals that inevitably lead to disappointment. Perfectionists tend to be harsh critics of themselves, their work, and their failure to meet their own expectations. Perfectionism is an important psychological construct. However it is measured, increased levels of perfectionism are found in anorexia nervosa, bulimia nervosa, social phobia, panic disorder, anxiety, depression, and obsessive-compulsive disorder. Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance.

Test anxiety is a type of performance anxiety. In situations where the pressure is on and a good performance counts, people can become so anxious that they are actually unable to do their best.

Whether one adopts a test anxiety or examination stress perspective, they have both been associated with a negative impact on examination performance. For instance, meta-analytic reviews of the relationship between test anxiety and measures of academic performance – both formal and informal, and conducted in both schools and universities – suggest an average correlation of around. Heightened levels of anxiety are often manifested when individuals encounter environments and scenarios that may provoke feelings of fear or worry, such as a situation where an individuals abilities are being tested. It is seen that test anxiety, exam stress, or test stress are often synonymous with the fear or worry of negative evaluation that results in a different negative mental, behavioral, physiological, or emotional responses.

KEY WORDS: Achievement Motivation, Perfectionism, Adolescents, Anxiety, Physiological reactions, Test stress, Test anxiety, Academic performance, Physiological.

Introduction

Achievement Motivation plays a vital role in student's learning. It is the need and desire to excel in academic work and one's determination to succeed in academic studies. In the academic context too, children are naturally motivated to school related activities such as reading and writing. But something gets in the way of their natural motivation and that affects their academic performance. They believe that they cannot do well in school-related task, becomes easily frustrated and gives up when learning is difficult (Brown & Keith, 1981).

Mental rigidity also contributes in generating anxiety among the students. Flexibility in thinking can reduce anxiety. So, the researcher has selected the proposed research work to find out the effect of achievement motivation and perfectionism on test anxiety of the school-going adolescences.

Significance of the Study :

This study on the topic is very relevant as the students of any society, being intellectuals, efficient and future of the country, are a major part of the planning, welfare and budget of each country into account. They are

intelligent and most talented people in society, so their psychological dimensions to improve the academic performance of special importance are very important. Academic Performance is an important issue that a lot of research and training center.Psychology is issue of academic performance in schools, including the issues that the community leader's minds, and consequently has attracted researchers more significantly. The role of emotion in academic performance has also long been subject to much interest and research. The proposal of an optimal state of arousal with performance in 1908, and subsequently changed the study of emotion and its related effects. Anxiety has been the primary variable of interest in understanding the role of emotion with performance, and is typically characterized by feelings of tension, worried thoughts, and negative physiological reactions. Consistently, anxiety problems are reported to be one of the most widespread mental health problems in children, with prevalence upwards. Heightened levels of anxiety are often manifested when individuals encounter environments and scenarios that may provoke feelings of fear or worry, such as a situation where an individual's abilities are being tested. When faced with an assessment of ability, there is often an implicit concern of negative consequences based upon test performance. It is seen that test anxiety, exam stress, or test stress are often synonymous with the fear or worry of negative evaluation that results in a negative behavioral, physiological, or emotional responses.

The various factors that influence student achievement and academic achievement or contribution and participation of each factor are what have always been of interest to researchers in the fields of Education and Educational Psychology is even. Self efficacy enables people to use their skills in dealing with obstacles do extraordinary things so self-understood as an important factor for successful performance and skills it is essential to do it. Effective operation of both the skills and the belief in the ability to perform those skills needs. However, self perceived impact on trying to do a job. Failure to assess. According to Rutter, who believe they control their own destiny internal locus of control, and those who believe that their destiny is controlled by external factors external locus of control.

In a one-dimensional pattern, internal and external locus of control The Continuum final two poles. Events in their lives caused by their actions (a place internal control) know or fate (a place outside containment). In particular, students who receive higher grades, effort and ability factor in their success as those with lower performance hard to try and defeat their

luck factor. We causality results of their behavior have a decisive role in the face of the exam. People with an external locus of test anxiety more experience,are the areas of importance of this study. Hence relation among test anxiety, academic achievement motivation and perfectionism has defined relationship is also interesting to study and understand.

Research Objectives :

I.   To know the present state of affairs of the achievement motivation, perfectionism and test anxiety of the school-going adolescents.

II.   To compare achievement motivation, perfectionism and test anxiety of the male and female of the school-going adolescents.

III.   To explore the effect of achievement motivation and perfectionism on development test anxiety of the school-going adolescents.

IV.   To know the present situation of test anxiety of the school-going adolescents, considering male and female students as a whole.

V.   To know the present situation of test anxiety of the school-going male adolescents.

VI.   To know the present situation of test anxiety of the school-going female adolescents.

VII.   To know the present situation of achievement motivation of the school-going adolescents, considering male and female students as a whole.

VIII. To know the present situation of achievement motivation of the school-going male adolescents.

IX.   To know the present situation of achievement motivation of the school-going female adolescents.

X.   To know the present situation of perfectionism of the school-going adolescents, considering male and female students as a whole.

XI.   To know the present situation of perfectionism of the school-going male adolescents.

XII.   To know the present situation of perfectionism of the school-

going female adolescents.

XIII. To compare test anxiety of the male and female school-going adolescents.

XIV. To compare achievement motivation of the male and female school-going adolescents.

XV. To compare perfectionism of the male and female school-going adolescents.

XVI. To construct a multiple regression equation to predict test anxiety with the help of different facets of achievement motivation and perfectionism of the male and female school-going adolescents considering as a whole.

XVII. To construct a multiple regression equation to predict test anxiety with the help of different facets of achievement motivation and perfectionism of the male school-going adolescents only.

XVIII. To construct a multiple regression equation to predict test anxiety with the help of different facets of achievement motivation and perfectionism of the female school-going adolescents only.

Brief introduction of the Psychological Construct of the Study ,Brief descriptions of the constructs are presented herewith.

Achievement Motivation :

Motivation is very significant in all phases of education and learning. A well-motivated child is highly attentive; he takes to his work whole heartedly and achieves maximum success in the activity. In every action of human being which seeks to realize a goal, motivation plays an important role. It is therefore important, wherever learning is taking place, it should be ensured that it is properly motivated (Bhatnagar, 1995). Motivation is a very complex phenomenon which is influenced by multiple variables within the organism and in the environment (Barik and Naik, 2014). In the Academic context too, a sound motivational programme implies greater academic competence, to the extent that properly motivated students can profit from their learning experiences to a greater extent than indifferent or overanxious pupils.

Academic motivation refers to the cause of behaviours that are related

to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavours they choose to pursue and how persistent they are (Usher & Morris, 2012).

Academic Motivation is the driving force behind student's motivation to learn. It is the need and desire to excel in academic work.

Perfectionism :

Perfectionism is an important psychological construct. However it is measured, increased levels of perfectionism are found in anorexia nervosa (Bastiani, Rao, Weltzin, & Kaye, 1995), bulimia nervosa (Vohs, Bardone, Joiner, Abramson, & Heatherton, 1999), social phobia, panic disorder (Saboonchi, Lundh, & Ost, 1999), anxiety (Klibert, Langhinrichsen-Rohling, Saito, 2005), depression (Rice & Dellwo, 2001), and obsessive-compulsive disorder (Frost, Marten, Lahart, Rosenblate, 1990). Prospective research has found that higher levels of perfectionism predict eating disorders (Lilenfeld, Wonderlich, Riso, Crosby, & Mitchell, 2006) and depression (Hewitt, Flett & Ediger, 1996; Rice & Dellwo, 2001), suggesting that the construct may play a role in the etiology of these disorders. Interestingly, perfectionism also appears to be related to positive outcomes and characteristics, such as self-efficacy (Mills & Blankstein, 2000) and achievement motivation (Klibert et al., 2005).

Numerous researchers have measured personality traits thought to underlie perfectionistic behavior, and there is a growing consensus that there are many different traits that contribute to such behavior (Frost et al., 1990; Hewitt, Flett, Besser, Sherry, & McGee, 2003; Hill et al., 2004).There are many others. Interested readers may consult work by Flett & Hewitt (2002) and Shafran; Mansell (2001) for a more complete review of the research on perfectionism.

Test anxiety :

Whether one adopts a test anxiety or examination stress perspective, they have both been associated with a negative impact on examination performance. For instance, meta-analytic reviews of the relationship between test anxiety and measures of academic performance – both formal and informal, and conducted in both schools and universities – suggest an average correlation of around –.2 (Hembree, 1988; Seipp, 1991). The

critical point is not perhaps that the effect is a small one, but where precisely that effect is taking place. Are highly test-anxious students getting a grade B when they should be getting a grade A, or a grade G instead of a grade F? If the drop in grade is hovering around a pass boundary (and in GCSE students, the evidence suggests that it is – see Putwain, 2007), the net effect might be a greater number of highly test- anxious students failing. Questions about the causal status of test anxiety have been raised on the basis that test anxiety may just be a proxy measure of ability and that both high anxiety and poor performance are joint effects of poor study skills. Research tried to address the first of these problems by including measures of ability, such as IQ, as a covariate (e.g. Zatz & Chassin, 1985).

But this approach is also problematic; in principle, IQ could be affected by test anxiety, so the question then becomes how do you measure ability in a way that hasn't been affected by test anxiety in some way. One argument is to use low stakes tests, such as short class tests, as they will be less influenced by test anxiety, although a recent study showed that, bizarrely, the low stakes tests seemed influenced more by anxiety than the high stakes test (Putwain, 2008b). The alternative is to use teacher-based judgement based on factors other than test results, although ensuring the reliability and comparability of these measures would be a difficult task.

Review of Allied Literature :

For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the library and its many resources. Only then an effective search for specialized knowledge will be possible. The search for reference material is a time consuming process but very fruitful phase of a research programmed. Every investigator must know what sources are available in his/her field of enquiry, which of them are likely to be use and from where and how to find them. In the field of education, as in other fields too, the research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which he intends to take up a problem for research. But, it is found that generally the extent of important, up-to-date information regarding educational research and ideas possessed by educational workers is very limited. Good, Barr and Skates quote the poor results of investigators carried out on this point by D.A.Worcestor and Ashbaugh, rightly concluded that the present status of professional information in education

was at a very low level.

Researcher takes the advantage of the knowledge which has been accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problems to be investigated is one of the important steps in the planning of any research study. A familiarity with the literature in any problem area helps the student to discover what is already known, what other's have attempted to find out, what methods of attack have been promising or disappointing, and what problems remain to be solved. According to Good, Barr and Scates " The competent physician must keep abreast of the latest discoveries in the field of medicine obviously the careful student of education, the research worker and investigator should become familiar with location and use of sources of educational information." Here the literature that serves as the groundwork for this current study was reviewed. An important aspect of a research synopsis and project is called a review of the related literature.

Studies and surveys of related literature imply locating, reading, and evaluating reports of research that are related to the individual's research work or research synopsis. Research work in the above- mentioned field done has been described below toward the proposed research studies.Review of the allied literature actually provides insight into a research work. This review suggests a method and a technique of dealing with a problematic situation a scholar might have to face. This may also suggest avenues of the situation of similar difficulties. It can provide the investigator with new ideas and approaches which may not occurred to him. It also can assist the researcher in evaluating his own research efforts by comparing them with related efforts done by other.

In this research study "A Study of the Effect of Achievement Motivation and Perfectionism on Test Anxiety of the School-going Adolescents of Tribal District" the review of literature is divided into three main sections –

i)   The first section will capture previous literature regarding to test anxiety.

ii) The second section will capture previous literature regarding to

achievement motivation on test anxiety.

iii) The third section will capture previous literature regarding to perfectionism on test anxiety.

The essential aspect of a research proposal and project is known as review of the related literature. General survey of related literature implies in locating, reading and evaluating reports of research which are related to the individual's research work or research synopsis. Research work in the above mentioned field done have been described below toward the proposed research studies.

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Attitude towards Modernisation of Tribal and Non Tribal School going Adolescents

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ABSTRACT

It is known to us that education is the key to tribal development, but tribal children have very low levels of participation in the mainstream of education. The development of tribes is taking place in India, but the pace is very slow. If the government does not take drastic steps, the status of education among tribes will continue to be pathetic. Hence it is time to move beyond the "banking system" of education and provide more avenues for Scheduled Tribe students to engage with education. The major causes of low development may be attributed to the rigid mind-set and negative attitude towers the modernization of the people. The modern mind-set makes people rational. A positive attitude towards modernization can be essential for the betterment of society. The tribal community occupies a major portion of the population of this district. Here, the steadfastness of the change towards modernization is most noticeable among the school-going adolescents and hinders the overall development of society. A positive attitude towards modernization should be developed among the tribal and non-tribal students. So, the researcher has selected the present topic for his research work. Modern activities

such as missionary and changing customs forced tribals to adapt majority culture. Their unique characteristics were no longer prevalent. Ex: Culture of tribal dormitories, religious beliefs. Changing landscape and practices are responsible for issues such as unemployment and poverty in tribals.. In our society at recent time it is found relevance of ethnicity is plying important role as ethnicity describes about share culture - the practices, values and beliefs of a group.

An ethnic group is a collection of people whose members identify with each other through a share language or dialect. We see some behavioural differences between tribal and non- tribal and non-tribal people in Tribat district. Also rigidity refers to an obstinate inability to yield or a refusal to appreciate another person s viewpoint or emotions characterized by a lack of empathy. Now modernization shows process of updating something or making it in a contemporary setting, it also refers to the process focused on transformation of society values as attributes of culture.

Importance of studying rigidity as it is the resistance to shifting from old to new discrimination can help us to see its relevance. It is necessary to revisit pedagogy and curricula and fine-tune them in accordance with the aspirations and felt needs of tribal students. schools must sensitise, assimilate and incorporate tribal culture and values. In doing so, education can become an interesting and enjoyable learning experience   for all students. Schools and colleges would then become incubators of change. This is not the solution to push marginalised students   out   of the   mainstream and create labourers out of them in the area of vocational training etc.

KEYWORDS : Marginalised groups, Programmatic interventions, Economically Disadvantaged Groups, Socio-cultural Identities, Ethnicity, Empathy.

Introduction :

It is known that tribal district lags far behind other districts in terms of development. The major causes of low development may be attributed to the rigid mindset and negative attitude towers modernization of the people. The modern mindset makes people rational. Positive attitude towards

modernization is essential for the betterment of society. Tribal community occupies a major portion of the population of this district. Here, the steadfastness of the change towards modernization is most noticeable among the school-going adolestents and hinders the overall development of the society. Positive attitude towards modernization should be developed among the tribal and non tribal students. So, the researcher has selected the present topic for his research study.

Research Questions :

The following research questions are based on research topic on the said issue-

1. What are main criteria for distinguishing between tribal and non tribal students?

2. What is the attitude towards modernization of the school-going adolescents?

3. How the comparative discussion between tribal and non tribal adolescents be done?

Research Objectives :

Main objective of the study is to ascertain the impact of tribal ethnicity on rigidity to change and attitude towards modernization of the school-going adolescents of tribal district.

To do this a comparison will be made between the school-going adolescents of the tribal group (study group)) and non-tribal group (reference group) of tribal district. Objectives are :

i.   To know the present situation of attitude towards modernization of the school-going adolescents of both the study group and reference group considering as a whole;

ii. To know the present situation of attitude towards modernization of the school-going adolescents of the study group;

ii. To know the present situation of attitude towards modernization of the school-going adolescents of the reference group;

iv. To compare the rigidity to change of the school-going adolescents of the study group and reference group;

v.   To compare the attitude towards modernization of the school-going

    adolescents of the study group and reference group;

vi. To construct a multiple regression equation to predict attitude towards modernization with the help of different facets of rigidity to change of the school-going adolescents of both the study group and reference group considering as a whole;

vii. To construct a multiple regression equation to predict attitude towards modernization with the help of different facets of rigidity to change of the school-going adolescents of the study group;

Ethnicity :

This term Ethnicity describes to share culture - the practices, values, and beliefs of a group. An ethnic group is a collection of people whose members identify with each other through a shared language or dialect. There are some behavioral differences between tribal and non- tribal and non-tribal people in the tribal district.

Attitude towards Modernization :

Modernization is the process of updating something or making it in a contemporary setting, it also refers to the process focused on the transformation of social values as attributes of culture.

Review of Allied Literature :

For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the library and its many resources. Only then an effective search for specialized knowledge will be possible. The search for reference material is a time consuming process but very fruitful phase of a research programme.

The purpose of literature review is to expand upon the contest and background of the study to help further to define the problems and to provide an empirical basis for the subsequent development of hypothesis. Review of related literature; refers to the organized knowledge of specific area of research which include theoretical, practical and its research studies. In the words of Mouely,;survey of literature is a crucial aspect of the planning of the studies; For any worth while study in any field of knowledge, the researcher needs to have an adequate familiarity with the library and its many resources. Search for reference material is a fruitful

phase of a research programme. The researcher must have the knowledge about the sources, which are available in his field of enquiry. As in other fields so in the field of education, the research worker needs toacquire up to date information about what has been thought and done in the particular area from which he intends to take up a problem for research. It helps the researcher to avoid duplication; show strengths and weakness of various past researchers and determines the design of future research. Thus keeping in mind the above discussed argument about review of literature, it can be said that review of related literature play a key role in any research study. Review of the related literature allowing the researcher to acquaint him with current knowledge in the field or area in which he is going to conduct his research. In this research work "To Study the Effect of Achievement Motivation and Perfectionism on Test Anxiety of the School-going Adolescents of tribal District",the review of literature is divided as under-

i) The first section will capture previous literature regarding Tribal ethnicity.

ii) The second section will capture previous literature regarding Attitude towards modernization.

Review of Literature Regarding Tribal Ethnicity:

Literature by Cohen (1974),Ethnicity refers to the interrelationships between ethnic groups. Thus the phenomenon of ethnicity becomes more pronounced when viewed at an interactional level. He defines ethnicity as a process of "interaction between culture groups, operating within common social contexts". Though ethnicity is manifest in intra-ethnic relations, it becomes more apparent in inter- ethnic situations, as the very essence of ethnicity stems from the need to establish ethnic identity.

Ethnic identity develops in adolescence and is passed from one generation to the next through customs, traditions, language, religious practice, and cultural values. Our ethnic and racial identities are also influenced by the popular media, literature, and current events. Ethnic identity may play a larger role among minority youth because they experience the contrasting and dominant culture of the majority ethnic group. Youth who belong to the majority ethnic culture may not even recognize or acknowledge their ethnic identity.

Basu A.R.,(1985) says, Development refers to a qualitative change for betterment. It is usually conceived as a facet of transformation that is

desirable, roughly predicted, properly planned and effectively administered or at least influenced by governmental action. Thus, the concept of development consists of (a) an aspect of change; (b) a plan or prediction; and (c) involvement of the government for the achievement of that planned or predicted goal. The term "development" is also used for the process of allowing and encouraging people to meet their own aspirations. It, therefore, must relate to transforming the entire society enmeshing 46 together its economic, social, political and administrative aspects on all-round balanced upward change. The term "development" involves all aspects of human activity. In still broader context, nations have been defined as developed or developing. But how can one justify that one is more developed than those who are to be developed. These questions have become very sensitive nowadays when one finds underdevelopment in some sphere or the other everywhere. For example, a society or nation may be more developed in the economic front; however, it may be underdeveloped on the social front. So, one cannot define development in some aspects only; rather, it should be viewed multi-dimensionally. Indian Tribal Life. Sarup.

Sinha, S. (1982). reflects the narrow concept of development prevalent in the fifties and early sixties has been seriously questioned and has been widened to include non-economic aspects as well. The negative consequences and social injuries of rapid technological changes witnessed in the form of widespread alienation, increase in divorce rate, crime, social violence, drug addiction, AIDS and other patterns of social pathology, not to speak of pollution and depletion of resources, have brought the narrow economic conceptualizations under critical study. Hence, development is not merely an economic phenomenon; it is rather a societal phenomenon encompassing all aspects of human life. Sahoo, Chaturbhuj .(2001).has pointed out a number of studies on development of tribal communities have been carried out by researchers from various disciplines. The problems of tribal development have long baffled the policy makers, administrators and social scientists in India, and the debate on the meaning, character and direction of their socio-economic transformation continues.

Tribe and Ethnicity Bose, N. K. (2011). says earlier studies carried out by Anthropologists and other Social Scientists among various tribal communities have constantly pointed out various problems of tribal development and offered suggestions for bringing better results. Based on various committees reports and studies on tribal development, efforts

have been subsequently made to improve the tribal situation by providing various kinds of provisions and schemes. However, unfortunately, the tribals have not been able to derive sufficient benefit from this process of planned development. It is true that 47 tribal development problem in the country cannot be considered as stereotyped phenomenon.

It varies from one region to another. The tribal population in the State of Andhra Pradesh and in the country as a whole is the most deprived and vulnerable community that faces severe economic exclusion.

Review of Literature Regarding Atitude Towards Modernization:

Previous researches have shown that seminal contribution has been made in the area of attitude towards modernisation. But a closer look at literature review in this area reveals a number of gaps in the knowledge related to attitude towards modernisation. To fill this literature, gap the present study is an effort to address the attitude of specifically professional students towards modernisation. To our knowledge no prior studies have examined this problem. This section presents a review of recent literature related to the problem under consideration.

Ekka,Nancy(2013) studied the impact of modernization on tribal religious customs and traditions of Rourkela and concluded that due to the trend of modernization in these tribal villages, the tribal perceptions, thoughts, food habits, daily life styles, dresses, festivals, rule and rituals, the eco- friendly, nature related culture etc., are all deteriorating. As modernization has entered tribal lifestyle, there is a chance to lose the traditions and tribal uniqueness in the long run, in the changing scenario.

Pooja Malik, Swati Gupta II & Anita Jan (2013) studied Attitude towards modernization of under-graduate students. The study revealed that choice of subjects has no impact while gender affects the attitude of undergraduate students towards modernization.

Ganaie,M.Y & Hafiz Mudasir (2013) worked upon the Modernization of Higher Secondary School Students with respect to Science and Social Science background The results showed that the science higher secondary school students differ significantly from their social science counterpArtss on modernization level, the science students being higher on the level of modernization.

Alka Panwar,Uma Chaudhary (2015) worked upon 'Impact of Sex on

the Attitude towards Modernization among Hindu youths' and found that in this research paper I conclude that attitude towards modernization affected by sex. (Artsicle, Impact of Sex on the Attitude towards Modernization among Hindu youths.

Bilal Ahmad Naikoo and Shabir Ahmad Bhat (2016), performed a study on Modernization in relation to value orientation of college going students: A study of Kashmir valley. The study revealed a significant difference between male and female..college students on modernization on the other hand male students show significantly higher results on three dimensions of value orientation.

Results also reveal that there is no significant difference in the other two dimensions of value orientation (Autocratism-Democratism and NonEmpathy-Empathy value orientation) of male and female college students. Further results revealssignificant positive relationship between modernization and value orientation of college students.

Shobha and Seema Dhawan, (2017) researched the Attitude of Tribal and Nontribal students towards Modernization Tribal student's attitude towards modernization has been found comparatively low. On the other hand, tribal students, specifically male students, have shown a higher positive attitude towards modernization.

Samee Gupta (2017) studied the attitude of graduate level students towards modernization and found that there is a difference in attitude of male and female graduates, Science and Artss graduates, rural and urban area graduates, and graduates of single and combined families. There is no significant difference in the attitude of male and female graduate students of single family as well as combined family. To construct a multiple regression equation to predict attitude towards modernization with the help of different facets of rigidity to change of the school-going adolescents of the reference group.

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A Probe into the Effect of Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme as a Catalyst to Promote Intrinsic Motivation among Female Learners

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ABSTRACT:

Intrinsic motivation is an activity for its intrinsic satisfaction rather than some separable consequence. **Kasturba Gandhi Balika Vidyalaya (KGBV)** hostels cover hard to reach girls especially the deprived ones belonging predominantly to the SC, ST, OBC community and minority groups; these hostels actually act as extrinsic intervention. The present study was designed to compare the **Intrinsic Motivation** between **the Study Group (i.e. KGBV) and Reference Group (RG)** – this actually proved in turn the effectiveness of the scheme. The present study was designed to carry out **descriptive survey method within ex-post-facto** research design by administering **Intrinsic Motivation Inventory (IMI)** on randomly selected two groups – **Study Group (KGBV)** and **Reference Group (RG)**; the number of participants in the two groups was 193 and 208 respectively. It is observed that, on an average the **KGBV groups** of the female learners expressed their higher **Intrinsic**

Motivation in the subscales of **Interest/ Enjoyment**, **Perceived Choice** and **Pressure/ Tension** and also in **Intrinsic Motivation in Totality** than the **Reference Group (RG)** of female learners. It reflects that, this may be the positive influence of the **KGBV** scheme in development of **Intrinsic Motivation** of the female learners coming from the weaker section of the society.

1. Introduction

Motivation has a pivotal role to play in student's learning and development. Motivation is the process by which goal-directed activity is stimulated and maintained. **Robbins (2001)** stated that Motivation is the willingness to exert a high level of effort towards Organizational Goals, conditioned by the effort's ability to satisfy some individual need. It can be either intrinsic or extrinsic motivation.

Intrinsic Motivation is the act of doing an activity for its inherent satisfaction rather than for some separable consequence. It is the act of doing something that has no external rewards. The theory of intrinsic motivation was based on people's needs and drives. Hunger, thirst and sex are biological needs that we're driven to pursue in order to live and be healthy. Intrinsic Motivation comes from within ourselves where the individual is eager to learn new things; they constantly reward and improve their capabilities and skills **(Wigfield, 2004)**.

1.1 Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme

Kasturba Gandhi Balika Vidyalaya (KGBV) is a residential school commenced by the Government of India in August 2004. This programme targets hard-to-reach girls, especially disadvantaged girls. The programme provides education to girls aged between 10 to 18 years belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), minorities and children from Below Poverty Line (BPL) families. This is an external intervention for the girls who live in small and scattered settlements far from the nearest school, who despite the interventions of other government programmes are still remain excluded from the education system due to persistent socioeconomic, cultural, and topographical reasons.

The KGBV programme mainly focuses to bring out of school girls of 11+ age and girls from scattered habitations back into for regular schooling. The KGBV scheme aimed to enroll girls who are in difficult circumstances and are unable to complete primary education in some exceptional cases.

1.2 Objective of the Study

The objective of the study was actually designed to ascertain the effect of the **Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme** on development of Intrinsic Motivation of the female learners. To do this, a comparison was made between the female learners of **Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme** (Study Group) and their general counterpart (Reference Group) in different subscales of Intrinsic Motivation

1.2.1   Specific Objective of the Study

The present study was designed to probe into the following specific objective –

I. To compare the **Intrinsic Motivation** of the female learners of the Study Group (i.e. KGBV) and the Reference Group (RG).

1.2.2   Hypothesis of the Study

The present study was designed to verify the following research hypothesis –

I. The female learners of the Study Group (i.e. KGBV) and Reference Group (RG) do not differ with respect to their **Intrinsic Motivation.**

2. Intrinsic Motivation – Construct of the Study

Intrinsic Motivation of a person is the feeling of self-fulfillment he or she receives from performing a particular task. These behaviours are motivated by the individual's interest. An intrinsically motivated person will able to perform better and improve his/her skills in a given task. Intrinsic Motivation comes from within an individual and is distinguished by a sense of fulfillment, mastery and responsibility.

Intrinsic motivation has become as an important phenomenon for educators; a natural source of learning and achievement that can be systematically catalyzed or undermined by the practices of parent and teacher (**Ryan & Stiller, 1991**). Because intrinsic motivation comes from

high- quality learning and creativity, it is especially important to detail the factors and forces that engenders versus undermine it.

The theoretical bases of Intrinsic Motivation theory are rooted in Self Determination Theory **(Deci & Ryan, 1985, 2000)**. Intrinsically Motivated behaviour is alleged to derive from and satisfy inner psychological needs, including needs for competence and autonomy (**Deci & Ryan, 1985; Kasser & Ryan, 1996**). Intrinsic motivation refers to internal factors such as interest, pleasure, choice, perceived competence, etc. **(Aronson et al., 2002).** Intrinsic needs derive satisfaction from performing the activity itself from the implementation of an activity without receiving any apparent reward **(Gagne & Deci, 2005).** As per the **Hughes, Ginnett, & Curphy (2006)** intrinsic motivation is defined as "behavior actually motivated for its own sake, for getting personal satisfaction and improved feelings of competence or control an individual gets from doing it".

3. Review of Allied Literature

A brief review on **Intrinsic Motivation** of the study is presented hereunder –

Harter's (1981) measure of intrinsic motivation correlated with teacher ratings of intrinsically motivated behaviour in the classroom. In addition, private school students in a curriculum geared toward enhancing intrinsic motivation scored higher than a matched group of students in a traditional public school. In a cross-sectional study of upper elementary and junior high school students, **Harter and Connell (1984)** found a pattern of positive relations among intrinsic motivation, perceived competence, and academic achievement.

Gottfried (1985, 1990) also reported that older elementary and junior high students high on intrinsic motivation demonstrated greater academic achievement and more favourable perceptions of their academic competence.

Sansone and **Morgan** studied the intrinsic motivation and interest (Sansone & Morgan, 1992). They believed that whether it is the personal interest or interests in a certain situation, intrinsic motivation is very important, and one of the specific motives within that internal motivation is interest. We can certainly say that the intrinsic motivation and interest have board and narrow, higher and lower relationships but certainly in an interdependent relationship.

In a meta-analysis of 96 experimental studies testing the effects of reward on intrinsic motivation, **Cameron and Pierce (1994)** found no consistent evidence that reward effectively decrease intrinsic motivation; in fact, verbal praise appeared to increase intrinsic motivation. The study shows only a negative effect of reward and that is a slight decrease in time spent on the task after reward was given for participation.

Emilio Ferrer-Caja & Maureen R. Weiss (2002) examined a model of relationships among social-contextual factors, individual differences, and intrinsic motivation in adolescent students enrolled in required courses **(E. Ferrer-Caja & M. R. Weiss, 2000)** with an independent sample of students taking elective courses. Male and Female high school students completed measures of motivational climate, teaching style, perceived competence, self-determination, goal orientation, and intrinsic motivation. The results indicated that the data were best represented by a model that separated social-contextual factors, individual factors, intrinsic motivation, and motivated behaviours. The strongest predictors of intrinsic motivation were orientation of task-goal and perceived competence.

In the study of "Profiles of Intrinsic and Extrinsic Motivations in Elementary School: A Longitudinal Analysis" **Jennifer Henderlong Corpus & Stephanie V. Wormington (2014**) used a person-cantered, longitudinal approach to identify and evaluate naturally occurring Analyses of stability and change in cluster membership indicated that the primarily intrinsic cluster was most stable (76% stability) and the high-quantity cluster most precarious (45% stability) over the course of an academic year. Students in the primarily intrinsic cluster outperformed their peers in the other 2 clusters and showed the best results in achievement over time.

4. Methods

The present research was carried out through the **Descriptive Survey Method** within **Ex- Post-Facto** research design to obtain the pertinent information concerning the Effect of Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme as a Catalyst to Promote Intrinsic Motivation among Female Learners of Purulia district. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

4.1 Variable

Intrinsic Motivation was the only variable of the present study.

4.2 Sampling Technique

In the present study *"Stratified Random Sampling Technique"* was adopted.

4.2.1 Source of Sample

Government, Government aided and Government Sponsored Secondary and Higher Secondary Schools of 20 Educationally Backward Blocks in Purulia district, West Bengal, India, were considered as the source of sample.

4.2.2 Sample Size

Total 401 female students from Purulia district were participated in the present study.

Study Group (i.e. KGBV)	Reference Group (RG)
193	208

4.3 Research Tool

The following research tool was used to collect data in this study. The tool was selected by applying yardsticks of relevance, appropriateness, suitability, reliability and validity. Brief description of the tool is provided below.

4.3..1 Intrinsic Motivation Inventory (Deci & Ryan, 2000)

The Intrinsic Motivation Inventory (IMI), is an instrument that aims to assess motivation. The Intrinsic Motivation Inventory (IMI) has a multidimensional structure organized in several subscales directed towards assessing motivation in specific tasks. This scale has 22 standard item versions with four subscales, such as, **Interest / Enjoyment, Perceived Competence, Perceived Choice, and Pressure / Tension**. This scale is designed to measure different aspects of intrinsic motivation in the context of a classroom setting. The scale includes items that are presented in both reverse-keyed (R) and non-reverse-keyed formats, and participants are asked to rate their agreement with each statement using a 7-point Likert-type scale.

The distribution of items in different subscales is shown in table-4.3.1.

Table-4.3.1: Item wise distribution of different Subscales

Sl. No.	Subscales	No. of Items
1	Interest/Enjoyment	7
2	Perceived competence	5
3	Perceived choice	5
4	Pressure/tension	5
	Total	22

Clearly the subscales are consisted of unequal number of items. The mean score of each dimension is made comparable by normalizing. The normalization procedure is as follows:

Normalized Mean = Mean of the item responses in a subscale (or total scale) / number of total items of the subscale (or total scale). Each item is followed by a 7-point Likert type scale ranging from 1 to 7. Therefore, Maximum score of each subscale is 7 and minimum is 1 and the mid value is 4.

The normalized mean of the scores of each Subscale i.e., **Interest/ Enjoyment**, **Perceived Competence**, **Perceived Choice** and **Pressure/ tension** was interpreted as –

1.00 to 1.99	:	Very Low Intrinsic Motivation
2.00 to 2.99	:	Low Intrinsic Motivation
3.00 to 3.99	:	Below average Intrinsic Motivation
4.00 to 4.99	:	Above-average Intrinsic Motivation
5.00 to 5.99	:	High Intrinsic Motivation
6.00 to 7.00	:	Very high Intrinsic Motivation

4.4 Procedure for Data Collection

The heads of the institutes were asked for their permission to collect the data. The relevant data on the various constructs were collected by administering the above said tool to the subjects studied according to the instructions in the manual of the tool.

4.5 Statistical Techniques

In order to prove the hypothesis – I (i.e., The female learners of the Study Group (i.e. KGBV) and Reference Group (RG) do not differ with respect to their **Intrinsic Motivation.**) the Descriptive Statistics such as Mean and Standard Deviation and Inferential Statistics such as independent sample 't' test, F test were computed with the help of SPSS-20 software.

5. Results of the Study

To prove the **hypothesis – I (i.e., The female learners of the Study Group (i.e. KGBV) and Reference Group (RG) do not differ with respect to their Intrinsic Motivation.)** the results related to the group wise comparison between the female students of the Study Group (i.e. KGBV) and Reference Group (RG) in *Intrinsic Motivation Inventory (IMI)* scores of are presented herewith in table-5.1(a) and table-5.1(b) as well as figure-5.1.

Table-5.1(a): Group Statistics of Scores on Different Facets of Intrinsic Motivation Inventory (IMI) of the Female Students of the Study Group (i.e. KGBV) and Reference Group (RG)

Intrinsic Motivation	Type	N	Mean	S.D.
Interest/ Enjoyment	KGBV	193	5.09	0.52
	RG	208	4.89	0.55
Perceived Competence	KGBV	193	6.07	0.80
	RG	208	5.59	0.88
Perceived Choice	KGBV	193	4.58	0.78
	RG	208	4.48	0.63
Pressure/ Tension	KGBV	193	4.71	0.67
	RG	208	4.42	0.69
Intrinsic Motivation in Totality	KGBV	193	5.12	0.40
	RG	208	4.84	0.38

Table-5.1(a) shows the group statistics of the scores of different subscales of the **Intrinsic Motivation Inventory (IMI)**of the female students of the study group (i.e., KGVB) and reference group (RG). In Interest/Enjoyment the mean of KGVB and RG were 5.09 and 4.89 respectively; again, the standard deviations were 0.52 and 0.55 respectively. In Perceived Competence the mean of KGVB and RG were 6.07 and 5.59 respectively; again, the standard deviations were 0.80 and 0.88 respectively.

In Perceived Choice the mean of KGVB and RG were 4.58 and 4.48 respectively; again, the standard deviations were 0.78 and 0.63 respectively. In Pressure/Tension the mean of KGVB and RG were 4.71 and 4.42 respectively; again, the standard deviations were 0.67 and 0.69 respectively. Finally, in **Intrinsic Motivation (IMI)** in totality the mean of KGVB and RG were 5.12 and 4.84 respectively; again, the standard deviations were 0.40 and 0.38 respectively.

Figure-5.2.1 shows the bar diagram of means of scores of different facets of *Intrinsic Motivation Inventory (IMI)* of female students of the **Study Group (i.e., KGBV)** and **Reference Group (RG).**
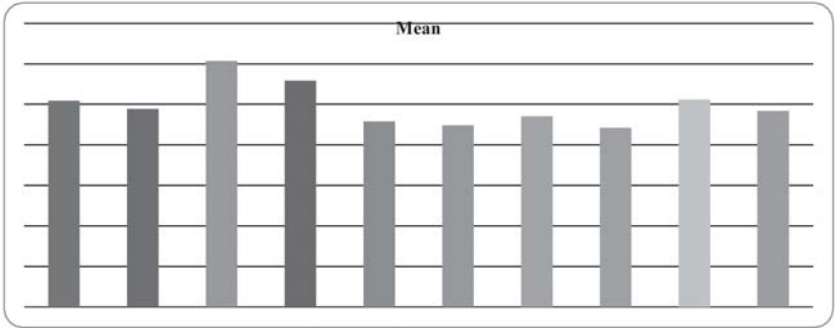

Figure-5.1:   Bar Diagram of Mean of the scores on Different Facets of Intrinsic Motivation Inventory (IMI) of the Female Learners of the Study Group (i.e. KGBV) and Reference Group (RG)

Table-5.1(b): Results of Independent Samples Test of Type Wise Comparison of Means of Scores of Different Facets of Intrinsic Motivation Inventory (IMI)of the Female Learners of the Study Group (i.e. KGBV) and Reference Group (RG)

Intrinsic Motivation		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Interest/ Enjoyment	Equal variances assumed	0.81	0.37	3.81	399.00	0.00
	Equal variances not assumed			3.82	398.88	0.00
Perceived Competence	Equal variances assumed	9.23	0.00	1.40	399.00	0.16
	Equal variances not assumed			1.39	369.06	0.17

Perceived Choice	Equal variances assumed	0.01	0.91	4.37	399.00	0.00
	Equal variances not assumed			4.38	398.34	0.00
Pressure/ Tension	Equal variances assumed	0.01	0.94	6.98	399.00	0.00
	Equal variances not assumed			6.97	393.15	0.00
Intrinsic Motivation	Equal variances assumed	0.81	0.37	3.81	399.00	0.00
	Equal variances not assumed			3.82	398.88	0.00

From table-5.1(b) it is observed that the two groups (KGBV & RG) differed highly (statistically) significant in the facets of **Interest/ Enjoyment, Perceived Choice** and **Pressure/ Tension** and also in **Intrinsic Motivation in Totality**. But in the facet of **Perceived Competence** the two groups (KGBV & RG) did not differ highly (statistically) significant. Here, in the facets of **Interest/Enjoyment, Perceived Choice** and **Pressure/Tension** and also in **Intrinsic Motivation in Totality** the KGBV groups of the female students on an average expressed their (statistically) significantly higher intrinsic motivation than the reference groups (RG) of female students.

6. Discussion on the Results of Comparative Analysis

To prove the hypothesis-I **(i.e., The female learners of the study group (i.e. KGBV) and reference group (RG) do not differ with respect to their Intrinsic Motivation.)** the following discussions were placed.

From the results of the table-5.1(b), it is observed that the two groups **(KGBV & RG)** differed highly (statistically) significant in the facets of **Interest/ Enjoyment**, **Perceived Choice** and **Pressure/ Tension** and also in **Intrinsic Motivation in Totality**. But in the facet of **Perceived Competence** the two groups (KGBV & RG) did not differ highly (statistically) significant. Here, in the facets of **Interest/ Enjoyment**, **Perceived Choice** and **Pressure/ Tension** and also in **Intrinsic Motivation in Totality** the KGBV groups of the female learners on an average expressed their (statistically) significantly higher **Intrinsic Motivation** than the Reference Group (RG) of female learners. It reflects that, this may be the positive influence of the **KGBV** scheme in development of **Intrinsic Motivation** of the female learners coming from the weaker section of the society.

Hence, the hypothesis – I has been rejected.

7. Conclusion

From the results and subsequent discussions of **Group wise Comparative Analysis** of the present study, it might be concluded that, on an average the KGBV groups of the female learners expressed their higher **Intrinsic Motivation** than the Reference Group (RG) of female learners in the facets of **Interest/ Enjoyment**, **Perceived Choice** and **Pressure/ Tension** and also in **Intrinsic Motivation in Totality**. Also, it can be said that, this may be the positive influence of the **KGBV** scheme in development of **Intrinsic Motivation** of the female learners coming from the weaker section of the society.

Actually, female learners of Purulia district exhibited their high intrinsic motivation. In Purulia early female marriage is very common. The families here do not take much interest in admitting their girl off springs to the schools but after the introduction of several government and non-governments aids to female learners they got the opportunity to be admitted to the schools. And after having such opportunities the female learners here have been taking pride in and became feeling to be fortunate enough to have the opportunity. These may be the cause of such higher Intrinsic Motivation.

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To Study the Job Satisfaction of the Teacher Educators of Self-financed B.Ed. Colleges of South 24 Parganas

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ABSTRACT

Job satisfaction is a measure of teachers' contentedness with their job. It is associated with higher levels of job performance. Job satisfaction is one of the important elements to measure employees' feelings about their job. To ascertain the descriptive status of job satisfaction, the present study was carried out through the descriptive survey method by administering **Job Satisfaction Scale (Singh, 1989)** on a random sample of 100 school teachers in South 24 Parganas. In the test, there are 20 items and with each item, a 5-point Likert type scale ranging from 1 to 5 is attached; higher scores reflect higher job satisfaction. It was observed that the mean and standard deviation of the scores were 71.46 and 12.568 respectively. The mean was higher than the ambivalent score ($3 \times 20 = 60$), which reflects that school teachers were more satisfied with their occupations. Job satisfaction plays a vital role to achieve motivation and academic improvement of the teachers'. We said that the more satisfied a person is with his work, the more likely he is to succeed. That is, the teacher's satisfaction with his work is one of the conditions for his success.

KEYWORDS: Job Satisfaction, Achieve Motivation, Academic Improvement, Likert Scale.

1. INTRODUCTION

Teacher contributes their thinking to us all over facets so; teachers are the backbone of any society. They guide and help future generations in realizing their full potential. All the students have the potential to become future leaders if they are nourished by the teacher educators. Hence teacher's educators play a very important role in shaping their views and attitude towards life. As Dr A.P.J. Abdul Kalam mentioned, no profession in the world is more important to society than that of a teacher. Teaching has become a more demanding and intense job. But it is now a great challenge for any highly qualified teachers to exhibit their abilities in their profession with proper job satisfaction. Teacher job satisfaction has been the focus of considerable literature (**Dinham & Scott, 2000; Woods &Weasmer, 2004**). Job satisfaction is one of the important elements to measure employees' feelings about their job and has significant effects on the development of organizations and employees themselves (**Judge, Thoresen, Bono, & Patton, 2001; Ostroff, 1992**). We know that the more satisfied a person is with his work, the more likely he is to succeed. That is, the teacher's satisfaction with his work is one of the conditions for his success. So, there will be a relation between teachers' sense of efficacy, attitude towards teaching and job satisfaction.

A teacher's sense of efficacy is termed self-efficacy and is a good predictor of teaching performance. A teacher's sense of efficacy is important because teachers need to feel competent and confident in their ability to teach and reach all students. Self-efficacy has become an important framework in education to predict and explain the perceptions and judgments that influence teachers' decisions and actions in the classroom. The research found that self-efficacy is an important contributor to job satisfaction (**Caprara et al., 2003**). Teachers with low levels of self-efficacy tend to be dissatisfied with their jobs, thus leaving their teaching profession (**Evans, 2001; Ingersoll, 2001**). There is a negative relationship between teachers' sense of efficacy and job satisfaction. Teacher educators who have much sense of efficacy occupied a high level of satisfaction regarding their job and conversely who has less sense of efficacy, perceived a low level of job satisfaction.

Anderson (1980) points out that attitudes are formed after receiving various information about facts, events or people. Attitude is defined in specialized literature, especially in the works of social psychology, based on the theories of **Gordon Allport**. Thus, most definitions consider attitude as an individual predisposition to evaluate a social element considering it favourable or unfavourable and therefore showing certain behaviour to it **(Kartz, 1960; Eagly& Chaiken, 1993; Doron & Parot, 1999).** Teacher educators who have a positive perceived attitude towards teaching may develop their level of job satisfaction.

Many researchers have found in their studies that there are so many facets about job satisfaction of teachers, which are salary, service security, incentive, timely promotion, workplace, behaviours of colleagues; institutional environment etc. influenced importantly on teachers' job satisfaction. The purpose of this proposed study is designed to investigate the role of a teachers' sense of efficacy and attitude towards teaching on job satisfaction of the teacher educators of self-financed B.Ed. colleges of South 24 Parganas.

1.1 Significance of study

Teachers play a decisive role in the all-around improvement of children. Creating a good quality student is the ultimate goal of a teacher. Sometimes, teachers faced some challenges to continue their novel work and feel a lack of gratification with their job. Various types of problems related to the teaching profession are forced to feel even after entering the job and it's a result of lack of job satisfaction. Job satisfaction does not only affect the teachers but also affects their student's level of achievement. It is collectively found out that, any relationship between various variables like teachers' sense of efficacy, attitude towards teaching and job satisfaction is not available. So, an effort was made to investigate the role of teachers' sense of efficacy and attitude towards teaching on the job satisfaction of teacher educators of the self-financed B.Ed. colleges of South 24 Parganas.

1.2 Broad Objective of the Study

The broad objectives of the present study might be divided into three parts –

   i.   To know the present state of affairs of the teachers' sense of efficacy,

attitude towards teaching and job satisfaction of the teacher educators of self-financed B.Ed. colleges;

ii. To compare teachers' sense of efficacy, attitude towards teaching and job satisfaction of the male and female teacher educators of self-financed B.Ed. colleges;

iii. To explore the effect of teachers' sense of efficacy, attitude towards teaching and job satisfaction of the teacher educators of self-financed B.Ed. colleges;

1.3 Specific Objectives of the Study

The main objectives of the study will be

i.   To know the present situation of job satisfaction of the teacher educators of self-financed B.Ed. colleges considering male and female as a whole;

ii.   To know the present situation of job satisfaction of the male teacher educators of self-financed B.Ed. colleges;

iii. To know the present situation of job satisfaction of the female teacher educators of self-financed B.Ed. colleges;

iv.   To know the present situation of teachers' sense of efficacyof the teacher educators of self-financed B.Ed. colleges considering male and female as a whole;

v.   To know the present situation of teachers' sense of efficacy of the male teacher educators of self-financed B.Ed. colleges;

vi.   To know the present situation of teachers' sense of efficacy of the female teacher educators of self-financed B.Ed. colleges;

vii. To know the present situation of attitude towards teaching of the teacher educators of self-financed B.Ed. colleges considering male and female as a whole;

viii. To know the present situation of attitude towards teaching of the male teacher educators of self-financed B.Ed. colleges;

ix.   To know the present situation of attitude towards teaching of the female teacher educators of self-financed B.Ed. colleges;

x.   To compare **Job Satisfaction** of the male and female teacher educators of self-financed B.Ed. colleges;

xi. To compare teachers' sense of efficacy of the male and female teacher educators of self-financed B.Ed. colleges;

xii. To compare attitude towards teaching of the male and female teacher educators of self-financed B.Ed. colleges;

xiii. To construct a multiple regression equation to predict job satisfaction with the help of different facets of teachers' sense of efficacy**and attitude towards teaching**both the male and female teacher educators of self-financed B.Ed. colleges, considering as a whole;

xiv. To construct a multiple regression equation to predict job satisfaction with the help of different facets ofteachers' sense of efficacy **and attitude towards teaching**of the male teacher educators of self-financed B.Ed. colleges;

xv. To construct a multiple regression equation to predict job satisfaction with the help of different facets ofteachers' sense of efficacy **and attitude towards teaching** of the female teacher educators of self-financed B.Ed. colleges;

2. ACQUAINTANCES WITH THE PSYCHOLOGICAL CONSTRUCTS UNDER STUDY

Let us be quickly acquainted with the psychological constructs used in the study.

2.1 Job Satisfaction

Job satisfaction or teacher's satisfaction is a measure of teachers' contentedness with their job, whether they like the job or individual aspects or facets of jobs, such as nature of work or supervision. The teaching profession is considered one of the most stressful jobs. Poor working environments even affect teachers' classroom management, which may have a negative influence on student self-esteem and engagement in learning tasks (**Demirdag, 2015**).Teaching environments may include both satisfaction and stress for teachers due to demands from administrators, colleagues, students, and parents compounded by work overload, student misbehaviour, and a lack of recognition for accomplishments (**Greenglass & Burke, 2003**) and teaching effectiveness (**Abel & Sewell, 1999; Kokkinos, 2007**).

Although in some cases, job stress creates job satisfaction for teachers; such satisfaction may be muted due to factors as low autonomy and self-reliance (**Greenglass & Burke, 2003**). Job satisfaction is considered as a perception of fulfilment, which is associated with higher levels of job performance (**Judge, Thoresen**, **Bono, & Patton, 2001**). Job satisfaction can be measured in cognitive (evaluative), affective (or emotional), and behaviouralcomponents. Several indicators such as working with children, seeing students make progress, working with supportive colleagues, and overall school climate in the schools may create job satisfaction among teachers **(Cockburn & Haydn, 2004)**. Job satisfaction is decisive, which contributes to teachers' performance and attitudes. Heavy teaching workload and student attitudes contribute to teachers' job stress resulting in negative health outcomes, emotional exhaustion, depersonalization, reduced personal accomplishment.

2.2 Teachers' sense of efficacy

Albert Bandura, refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments. Self-efficacy strongly influences both the power a person has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, about investment behaviors such as in health, education, and agriculture. Self-efficacy can make instructional strategies more meaningful by engaging all students in learning activities. A teacher's efficacy is the capability of bringing about the desired outcomes for student engagement and learning of both motivated and unmotivated ones (**Bandura, 1977**).

Teachers with a high sense of efficacy create mastery experiences for their students whereas teachers with low instructional self-efficacy undermine students' cognitive development as well as students' judgments of their capabilities. Teachers, who have high levels of self-efficacy, are more open to new ideas, exhibit greater levels of planning and organization, tend to experiment with new teaching strategies with their students, and have clear goals with higher levels of aspiration (**Allinder, 1994; Guskey, 1988; Stein & Wang, 1988**). Greater efficacy beliefs encourage teachers to have more resilience and be less critical of students, who make errors (**Ashton & Webb, 1986**). Although the self-efficacy of teachers has many benefits in education, not much is known about its relationship with teachers' job satisfaction.

2.3 Attitude Towards Teaching

Attitude is a tendency to react in a particular manner towards the stimuli **(Anastasi, 1957).** The teacher's attitude towards the subject and student is significant in creating a desire to learn in the students **(Oral, 2004; Bozdogen et al., 2007).** The type of attitude possessed by the teacher influence the quality of the work accomplished and teaching. The attitude of the teacher has the imprint of competencies that she possesses. Otherwise, the definitions of many authors **Parry (1996); Mirabile (1997); Dooley et al. (2004); Bocoú (2008),** converge to consider competence as a whole not only of knowledge and skills but also integrating attitudes which selected, interacted and used properly, allow the achievement of tasks in professional and social contexts **(Andronache, 2013).**

Authors such as **McGuire (1989) and Wood (2000)** believe that attitudes are formed and manifested at the level of three fundamental dimensions: cognitive, affective and behavioral. The cognitive component of attitudes includes perceptions, beliefs and assumptions of the individual facts and events. The affective component describes emotional experiences and emotional responses to various facts and events. Regarding the behavioral component, it shows intentions and predictions of the way a person can act concerning a fact or event based on his assumptions and beliefs. The development of a positive attitude towards the profession helps in developing creative thinking and motivating students **(Celikoz& Cetin, 2004).**

It is important to point out that in the teaching profession attitude is an important variable because it can seriously influence the effective manifestation of knowledge and skills appropriate to the teaching profession. In other words, we believe that lacking a positive attitude towards the teaching profession, knowledge and skills, even if they are formed at a very high level, will not express coherence. We consider it important to point out that if future teachers have a positive attitude towards their profession, they may more easily develop their future students' intrinsic motivation for learning, they will be able to establish more efficient communication with them and they will be more involved in the diversification and personalization of learning situations.

3. METHODOLOGY

The present study will be carried out through descriptive survey method

within ex-post-facto research design. The details regarding the method of research design, sample, research instruments, procedure of data collection and statistical technique are reported herewith.

3.1 Research Design

The research design that will be adopted in the present study is presented hereunder.

3.1.1 Variables:

In the present study following variables will be considered.

3.1.1.1 Independent Variable

The followings will be the independent variables in the present study –

(a)   Teachers' sense of efficacy.
(b)   Attitude towards teaching.

3.1.1.2 Dependent Variable

Job satisfaction will be the only dependent variable in this research.

3.2 Sample

The source of sample, sampling procedure and sample size are reported hereunder.

3.2.1 Source of Sample

Self-financed B.Ed. college teacher educators South 24 Parganas districts; India will constitute the source of sample.

3.2.2 Sample Size

A total of 400B.Ed. college teacher educatorsof South 24 Parganas districts of different subjects, among which 200 men teacher educators and 200 will be women teacher educators.

3.2.3 Sample Characteristics

Only self-financed B.Ed. college teacher educatorsof South 24 Parganas

districts will be selected as subjects for this study.

3.2.4 Sampling Procedure

In the present study "Multiphasic Stratified random sampling technique" will be adopted. In the first phase, a list of self-financed B.Ed colleges of South 24 Parganas will be collected and out of this list, 25 colleges will be selected. In the second phase, all available teachers of these self-financed B.Ed colleges will be selected.

3.2.5 Delimitation of the study

The delimitation of study will be-

I.   Only self-financed B.Ed college teacher educators will be selected as subjects in this study.

II. Total 400 teachers of different subjects, among which 200 men teacher educators and 200 will be women teacher educators.

III. Only South 24 Parganas districts teacher educators will be selected as subjects for this study.

IV. Age, Height, and Weight will be taken as personal data.

V.   The self-reliance and attitude towards teaching on job satisfaction will be taken through standardized paper-pencil tests.

3.3 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

3.3.1 Job Satisfaction Scale (Singh, 1989)

The **"Job Satisfaction Scale (JSS)"** was developed by **Singh (1989)**. It contains a total of 20 items and is followed by a Likert-type five-point scale for responding to those. The Likert-type scale ranges from 1 (highly satisfied) to 5 (highly dissatisfied). That is the statements are rated with 1 representing dissatisfied, 2 representing probably satisfied, 3 representing moderately satisfied, 4 representing satisfied and 5 representing definitely satisfied.

3.3.2 Teachers'Sense of Efficacy Scale (Tschannen-Moran &Woolfolk Hoy, 2001)

Teacher efficacy will be measured with the TSES 24 items long **(Tschannen-Moran & Woolfolk Hoy, 2001).** These items are grouped into three subscales: i) Efficacy for student engagement **(SE; 8 items).** ii) Efficacy for instructional strategies **(IS; 8 items).** iii) Efficacy for classroom management **(CM; 8 Items).**

3.3.3 Teacher Attitude scale (Goyal, 2010)

Teacher Attitude Scale was developed by Goyal. It consists of 22 items to measure Teacher Attitude Towards Teaching and published in National Psychological Corporation.

3.4 Procedure for Data Collection

The Principal/Teacher-in-Charge of the B.Ed. colleges will be contacted for his/her permission to allow in collecting the data. The relevant data on different constructs will be collected by administering the research tools on the subjects under study by the directions provided in the manual of the tools.

3.5 Statistical Techniques

The descriptive, as well as inferential statistics and underlying relationship will be found by computing appropriate statistics with the help of SPSS-20 software.

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Empowering Women to be *Atmanirbhar* (Self-Reliant) through their Entrepreneurial Skills- A Conceptual Analysis

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ABSTRACT

India's economic policies have traditionally placed a strong priority on the advancement of the nation's underprivileged, marginalized, and disadvantaged groups, especially women. The significance of increasing citizen income through social mobilization, social capital building, community entrepreneurship, and community-led product and development of productivity has been highlighted by the government's conceptual initiatives. For Indian policymakers and planners, the contribution of women to economic and social development has continued to be of the utmost importance. The best approach to include women in *Atmanirbhar* Bharat's development objectives is through economic empowerment of women. To make India self-sufficient, women's entrepreneurship is crucial. It helps the economy by generating jobs, but it also helps women using societal and individual development. The significance of it is explained in this article, along with the difficulties that women entrepreneurs encounter and their contribution to the economy.

Introduction

Two concepts that have gained prominence in boardrooms, international conferences, and even Indian village panchayats are women's empowerment and gender equality. However, what do they represent? What precisely are they saying? Contrary to popular belief, gender equality refers to treating women equally to men and granting them the same rights as males. Women's empowerment is not restricted to granting them the ability to vote, pursue education, work, and become self-sufficient. Although both of these terms are brief, they encompass a deeper and broader range of issues that women face every day of their lives. This impacts everyone in the world—physically, socially, psychologically, and economically—not just women. The world is moving in the right direction—gender equality—but at a very alarming rate. According to a recent UN assessment, at its present rate of advancement, Laws that make distinctions toward women and girls may take an extra 286 years to be repealed and fill existing gaps in their legal safeguards (Smile Foundation, 2023).

According to a World Economic Forum analysis, gender inequality and violence against women cost the global economy $12 trillion annually. If there was no violence against women, the time, money, and effort spent on stopping it could be used to create a more sustainable society. Sadly, this isn't the case. The 21st century is yet to be considered a women-friendly place, even though new legislation and cultural places that support women are being created daily. According to the World Bank, although India's GDP grew by 6–7% over the previous ten years, the proportion of women in the labour force fell from 30% in 2001 to 24% in 2022 (Smile Foundation, 2023). The well-known issues of child marriage, domestic abuse, rape, murder, dowries, and other issues can be addressed through the implementation of women's empowerment, gender equality, and gender justice. In addition, the pay gap, mental health issues in the workplace, social and cultural inequality, and property rights must all be addressed by the present global system. According to the World Economic Forum, 33,000 girls get married ahead of the time they turn 18 worldwide, and because car safeguards are made with men in mind, women are 47% likely to suffer serious injuries in an accident. 40 billion hours of unpaid labour are performed by women performing housework (Smile Foundation, 2023). Research claims that less than one-third of UN member states have ever

elected a female head of state. The gender lens will never change to reflect women's perspectives, and policies will continue to be dominated by males as long as women remain in prominent decision-making positions. The establishment of strong policies envisioned by powerful women leaders is a prerequisite for effective interventions to take place on the ground.

The best approach for women to be integrated into *Atmanirbhar* Bharat's developmental aims is through economic empowerment. An essential component of making India self-sufficient is women's entrepreneurship. Women gain from it as a result of both social and personal transformation, in addition to the economy's gain from the creation of jobs. This article explores its importance, the difficulties experienced by female entrepreneurs, and their place in the economy.

Objectives of Study

- To understand the current scenario of women in terms of their financial condition
- To understand the present condition of women in terms of justice
- To determine how gender justice is related to sustainable development goals and women's gender-based justice status in India
- To understand how the economic empowerment of women is interrelated with gender justice and sustainable development
- To understand the government initiatives on women's entrepreneurship
- To understand the Self-Help Group as a significant aspect of women's economic empowerment
- To analyze the role and contribution of women's entrepreneurship in India's economic development
- To understand the parameters, restraints and resolution of the DAY-NRLM programme in the women empowerment process
- To identify the issues and challenges of women's entrepreneurship initiatives

Methodology

Since it's a qualitative study, all the data has been collected from secondary sources and presented descriptively.

Women in the Current Scenario and Justice

Women are paid one-third of what men are paid for performing the same or similar jobs, although they may be doing an equal or greater amount of work. Due to a lack of facilities and ignorance about menstruation, about 23 million girls annually drop out of school. While most girls from lower socioeconomic backgrounds never set foot in a classroom, girls from the top 20% of families obtain an average of nine years of education. In just ten years, more than 8 million females had abortions (Census 2011). In India, women only possess 20% of all bank deposits (Smile Foundation, 2023). If a woman is sexually assaulted, attacked with acid, subjected to violence related to dowries, or killed for honour, the perpetrators face life in jail or, in extremely rare circumstances, death. Even now, it will take decades for the victim to receive justice; she might never fully heal from the suffering caused by the horrors she endures. When a person is sentenced to life in prison, they are released after serving 14 years, sometimes even less (Smile Foundation, 2023).

Gender Justice and Sustainable Development Goals along with Present Status

According to the Fifth National Family Health Survey (2019–20), women's empowerment is influenced by the following factors (Sharma, 2021):

i)   possessing material assets like phones, bank accounts, land, and housing;

ii)   having access to sanitary napkins and other period products;

iii) being involved in household decisions like buying household goods, visiting family, and getting healthcare;

iv)   having a job;

v)   experiencing gender-based violence;

vi)   getting married before turning eighteen; and g. having completed more than ten years of education (Sharma, 2021).

However, the Sustainable Development Goals also consider the following: (i) the amount of time spent making decisions about domestic or unpaid work; (ii) reproductive health decisions; and (iii) the prevalence of female genital mutilation. Indian women have made the following

improvements in the areas above, according to NFHs (2019–2020) (Sharma, 2021):

- From 2015 to 2020, the percentage of women with over a decade of education climbed by 5.5%, and the disparity between men and women in this area shrank from 11.5% to 8%.

- The sex ratio at birth increased to 942 in 2020, despite the SDG requiring 954 females out of every 1000 men by 2030. However, because of sex determination tests, there will only be 928 females in urban areas and 947 in rural regions.

> **Keynote**
>
> The SDG calls for 954 females out of each 1000 men by 2030, but because of sex determination tests, there will only be 928 females in urban areas and 947 in rural areas. As a result, the gender ratio at births in 2020 climbed to 942.

- From 2015 to 2020, the percentage of women employing sanitary procedures rose from 60% to 78%.

- From 2015 to 2020, women's savings accounts increased by 28% percentage points due to the PM Jan Dhan Yojana.

- Between 2015 and 2020, women's mobile phone ownership climbed by 10% percentage points.

- From 2015 to 2020, the percentage of married women who are employed and receiving compensation rose by 2% to reach 28%.

- There was a little rise in participation to 85% in household decision-making.

- In 2020, women's ownership of covered land or houses decreased in 11 of the 22 states.

- About 30% of women marry before turning 18 (in both the years 2015 and 2020).

- Stalling domestic violence: During the COVID-19 lockdown, the percentage of women experiencing physical or sexual abuse at the hands of their spouses increased to 60% from one in three priors.

- Although the use of methods of family planning is increasing,

women continue to bear the majority of the burden—female sterilization accounts for 60% of all contraceptive usage. Except for Meghalaya and Mizoram, most states had unmet needs drop to less than 10%. Himachal Pradesh possesses the greatest number of contraceptives.

- Worsening tendencies brought on by the intricate interactions between political, sociocultural, and policy variables.

- Since 2009, the percentage of the Union Budget allotted to programs benefiting women has remained at 5.5%, with under thirty per cent of the amount going toward programs exclusively focused on women.

- The Ministry of Women and Child Development spent 310 crores of its 2019–2020 budget on women's empowerment, down from 640 crores in 2018–2019.

- There are currently 84% of cases ongoing in courts and a low conviction rate of 23.8% in 2018 for early marriage. Between 2015 and 2020, child marriage rates rose from 33% to 40% in Tripura, from 13.7% to 16.3% in Manipur, and from 30.8% to 31.8% in Assam.

- Of the 22 states/UTs surveyed, Bihar has the highest prevalence of NMR (34), IMR (47), and under 5 MR (56). Stunting of children increased in 11 states; wasting increased in 14 states; neo-natal mortality, IMR, and under-five mortalities rates increased in Tripura, Meghalaya, Manipur, and the Andaman and Nicobar Islands. Kerala has the lowest poverty rates compared to many affluent nations since the social sector is more evenly distributed there. To decrease NMR to 12 per 1000 live births and mortality among kids under 5 to 25 per 1000 live births, SDG 3 calls for the elimination of preventable mortality of newborns and children up to the age of five by 2030. India's IMR is 32 (36 in rural and 23 in urban areas), which is significantly higher than the average for developed nations.

- Between 2015 and 2020, there was a rise in spouse violence in five states, with Karnataka experiencing the largest increase at 44.4%, from 20.6% to 20.4%.

- The total fertility rate (TFR) decreased in the majority of the states; in 19 out of the 22 states/UTs examined, the "replacement level"

(2.1) was attained; only a few states, including Manipur (2.2), Meghalaya (2.9), Bihar (3.2), and Uttar Pradesh (2.9), had higher TFRs than replacement levels; the average TFR in India is still 2.2 per woman.

- Almost two-thirds of children under five years old in every state—aside from Meghalaya, Nagaland, and Assam—are fully immunized.

- In 19 states and UTs, 80% of pregnant women gave birth in an institution, while in 14 states and UTs, 90% did so. Regretfully, just 30% of deliveries in government hospitals include a Caesarean section, compared to two-thirds in private hospitals. It is merely 15%, according to medical standards. Although some women prefer C-sections because they are less painful, private hospitals tend to commercialize these procedures. Both are required since gender equality can result from economic development or empowerment, particularly when it comes to decision-making. But as Nobel laureate Esther Duflo correctly notes, there needs to be an ongoing commitment in policy to equality for its own sake. Thus, multifaceted approaches are required.

Therefore, women's economic empowerment as well as financial freedom is very important for overall empowerment. For this reason, the government has stressed women entrepreneurs (Sharma, 2021).

Keynote

The Sustainable Development Goals consider:

▶ The amount of time spent on decisions related to household or unpaid work

▶ The choice regarding reproductive health

▶ The prevalence of genital mutilation in women

Government Initiatives for Women Entrepreneurs

The Government of India has developed various employment generation and training programmes for women to launch their ventures, acknowledging the critical role that women entrepreneurs play in the growth of the economy (Agarwal, 2021). There is a need for a supportive environment that encourages women to participate in entrepreneurial

activities. The criteria are-

Particular target group:

It was recommended that women be given special consideration in all significant national development initiatives. Creating new equipment: By utilizing the right technologies, tools, and procedures, efforts should be made to boost their production and efficiency (Agarwal, 2021).

Marketing support:

It was advised that the necessary support be given to women entrepreneurs to market their products (Agarwal, 2021).

Decision-making procedure:

Including the women in the procedure was also recommended. Furthermore, numerous organizations support women who want to pursue entrepreneurship by offering development assistance (Agarwal, 2021).

Recent Initiatives

- The platform for women entrepreneurs (WEP)

  NITI Aayog established the Women Entrepreneurship Platform (WEP) to give aspiring young women entrepreneurs in the nation access to an ecosystem. To promote and carry out this project, NITI Aayog has teamed up with the Small Industries Development Bank of India (SIDBI) (Agarwal, 2021).

- The MUDRA Yojana of Pradhan Mantri

  One of the best initiatives ever introduced by the Government of India, it aims to assist and motivate female entrepreneurs who want to open low-effort small businesses like salons, stores, or tutoring facilities (Agarwal, 2021).

- Loan from *Stee-Shakti*

  This innovative program, managed by SBI, gives specific exemptions to encourage women entrepreneurs. The Entrepreneurship Development Programme (EDP), a training program designed to enhance the entrepreneurial skills necessary to manage a firm successfully, is a prerequisite for women entrepreneurs to be eligible for the Scheme (Agarwal, 2021).

Keynote

Some suggestions for women's entrepreneurship

1. To encourage women to become entrepreneurs, various training programs must be offered for free or at a minimal cost.

2. The creation of institutions that offer women free, high-quality education starting in early infancy and continuing through higher education.

3. To offer financial assistance to encourage participation in entrepreneurship.

4. To raise public knowledge of government incentives and programs.

One of the key drivers of the Indian economy's expansion is the female entrepreneur. We can think about the following recommendations for women's development:

i)   To encourage women to become entrepreneurs, various training programs should be offered for free or at a reduced cost.

ii) The creation of institutions that offer women free, high-quality education starting in early infancy and continuing through higher education.

iii) To offer financial assistance to encourage participation in entrepreneurship.

iv) To raise public knowledge of government incentives and programs.

v)   To reduce paperwork and streamline the application process for schemes.

A woman who plays many roles in life finds it challenging to maintain her motivation and put in a lot of effort for her endeavours because of the taboos she comes across

Keynote

By giving them access to specialized training facilities to hone their knowledge, skills, and abilities, efforts and contributions that could be considered for the growth and advancement of women as entrepreneurs are desperately needed.

in society. Measures to support female entrepreneurs have been made available by government programs and initiatives. Indian women are not made aware of the chances provided by the government along with various organizations to advance their careers as entrepreneurs. The initiatives and contributions that could be considered for the advancement and development of women as entrepreneurs must be improved immediately (Agarwal, 2021). This can be achieved by giving them access to specialized training facilities where they can hone their skills and expand their knowledge base. When it relates to socioeconomic advancement, women in small towns, cities, and villages still face challenges. Hundreds of millions of women in the rural hinterland can become successful, but the *Atmanirbhar* Bharat goal of creativity, self-sufficiency, and entrepreneurship has not yet reached them.

> **Keynote**
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> Classical economists highlighted three essential features of entrepreneurship:
>
> (a) Risk and uncertainty,
>
> (b) the ability of managers, and
>
> (c) inventiveness or creative opportunism

Self-Help Group (SHG): A New Dimension of Women's Economic Empowerment and Liberty

Based on Prof. Yunus's "Grameen Bank" model, the idea of social mobilization and commercial development through the SHG organization was initially launched in 1984. Initially, the SHGs-Bank connection program and the promotional ecosystem were designed and developed by the National Bank for Agriculture and Rural Development (NABARD) in collaboration with NGOs that were accredited. The Reserve Bank of India acknowledged Self-Help Groups (SHGs) as a different type of credit flow in 1990 (Tripathy and Wadkar, 2021). As a result, there was a paradigm shift in Indian development banking, with SHGs being recognized as collaborative clients of banks for credit and deposit connections, lending to groups without project or purpose specification, and lending without collateral. The Ministry of Rural Development, Government of India, has programs for reducing poverty and creating jobs. A committee led by Prof. S. R. Hashim (1997) examined these programs and suggested changing

the emphasis from an individual beneficiary strategy to a group-based entrepreneurial growth approach. As a result, the Integrated Rural Development Programme (IRDP) and its related schemes were combined. The Swaranjayanti Gram Swarozgar Yojana (SGSY) was introduced as a new program to help households below the poverty line escape it by allowing them to work for themselves through the establishment of Self-Help Groups (SHGs) from 1999 to 2011(Tripathy and Wadkar, 2021). The Prof. R. Radhakrishna (2009) Committee examined the SGSY's performance and recommended redesigning it to adopt a "community-managed livelihood" strategy rather than a "top-down" approach to poverty eradication. To do this, a sensitive support system is required at all levels, from the national and state to the sub-district and block levels. This framework will help to establish strong grassroots institutions and encourage social mobilization over six to eight years. Additionally, it was believed that the poor maintained a variety of sources of income, each with its own cash flow, seasonality, and support needs. Connecting SHG members to public safety and welfare schemes and initiatives was also emphasized. The belief was that the SHG movement needed to be institutionalized. Thus, on December 9, 2010, the Ministry of Rural Development reorganized SGSY into the National Rural Livelihood Mission (NRLM) by the Prof. Radhakrishna Committee's proposal (Tripathy and Wadkar, 2021). This change was made to give the mission more of a focus and to give the fight against poverty more momentum. The NRLM Mission was introduced on June 3rd, 2011. Complete SGSY to NRLM conversion took place on April 1, 2013. The National Rural Livelihoods Mission (DAY-NRLM) is the new name for the NRLM, formerly known as the Deendayal Antyodaya Yojana (Tripathy and Wadkar, 2021).

Women Entrepreneurship and Economic Achievement of India

Numerous economic and non-economic concerns arise from a lack of a suitable entrepreneurial culture and problems with financing flow to community-led business units. People who are well-organized and have access to necessities will not only be able to actively engage in the economic process, but they will also make beneficial contributions to both their individual and society's general well-being. In new economic ventures,

selecting the appropriate possibilities or feasibility estimates is thought to be crucial to the pursuit of profitability. To fully use opportunities and resources—both human and physical—capable systems are needed. Self-help groups utilize interlending and bank credit linkages to create necessary resources for economic units. Nevertheless, they frequently choose careers that are inconsistent with their capacity to direct, oversee, and maintain their activities. Classical economists distinguished three primary components of entrepreneurship: (a) risk and uncertainty, (b) managerial skill, and (c) inventiveness or creative opportunism. Millions of SHGs must be empowered to accomplish this (Tripathy and Wadkar, 2021). As a result, if the community businesses run by women SHGs are given more authority, they may guarantee employment possibilities by efficiently utilizing the local resources at their disposal and turning them into profitable products that meet consumer demand and local needs. It is necessary to conduct a thorough assessment of proposed business ventures, as well as a thorough examination of the occupation's physical and financial sustainability and innovative business opportunities.

DAY-NRLM & Process of Empowerment

The foundation of the Deendayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM) is the fundamental human need for self-worth and self-sufficiency. The plan has accurately recognized and highlighted the persistent and long-lasting cooperation between those in financial need and formal financial institutions, fostered by small, coherent, informal SHGs that are socially engaged. The program's four pillars represent the affinity group members' female members' stages of empowerment (Tripathy and Wadkar, 2021).

Keynote

Millions of SHGs are required.
The foundation of the Deendayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM) is the fundamental human need for self-worth and self-sufficiency.

DAY-NRLM Empowerment Parameters, Restraints, and Resolution

Global Social Engagement

It is still difficult to identify and include the poor to receive benefits from the system.

To promote inclusive community entrepreneurship, an effort must be made to train community resource persons (CRPs) and make use of their skills for the participative identification of the rural impoverished. The CRPs can persuade PRIs and other important stakeholders to support the SHG network since they are the most qualified entities to comprehend village and group dynamics. This would promote social cohesion for economic advancement in addition to enhancing service availability and accessibility (Tripathy and Wadkar, 2021).

Encouragement of Poor Institutions

The federations' legal framework lacks conceptual clarity, there are differences in how CLFs are perceived to function and look, and CLF board members' lack of business management experience necessitates taking action to draw and keep qualified human resources at the VO and CLF levels. By maximizing available resources, a three-tier system consisting of SHGs at the ward level, VOs at the community level, and CLFs at the cluster/sub-block level would support livelihood collectives. This will enhance participation in Gram Sabhas, decrease societal issues/ evils like alcohol use, caste/class conflicts, child labour, domestic violence, etc., and create an independent cadre of women SHGs (Tripathy and Wadkar, 2021).

Training, Developing Capabilities, and Enhancing Skills

SHGs' efforts to increase capacity have been hampered by a lack of suitable training plans, high-quality training resources, and specialized training facilities. Along with the regular evaluations of training needs conducted by professional organizations, Panchayati Raj Institutions and other stakeholders can be made aware of the potential of SHGs in promoting business growth and community empowerment through effective development and training for SHGs, their leaders, and community resource persons (Tripathy and Wadkar, 2021).

Financial Inclusion for All

Inadequate systems for managing finances at all SHG levels have hindered the expansion of bank accounts, enhanced financial literacy, and reduced community members' ability to absorb new information. To ensure

that microinsurance services are available to everyone, we must concentrate on both the supply and demand sides of financial inclusion, encourage capital support and financial literacy, establish connections with financial institutions, and support business interactions and community facilitators/ Bank Mitra (Tripathy and Wadkar, 2021).

Several Diverse Sources of Income

The stability, diversification, and expansion of current livelihoods were negatively harmed by the federal government's lack of proactive leadership for small-business inclusivity. Activities related to a livelihood are more for consumption. It is mostly devoid of market/forward links and its economic function. To meet this restriction, efforts must be made to support livelihoods that are resilient to risks and vulnerabilities. To guarantee access to timely products and services, protection mechanisms, and entitlements, the emphasis should be on building infrastructure and providing marketing assistance along with deepening and expanding current livelihood options and seizing new ones (Tripathy and Wadkar, 2021).

Community Support Structure

The growth of collectivized livelihood activities requires the establishment of a business environment, the improvement of skills, the recognition of value chains with appropriate clustering throughout the state, and the placement of qualified human resources within the ecosystem of SHGs. Moreover, enhancing the abilities of females engaged in agricultural and non-agricultural pursuits to obtain access to public and market establishments and programmes within an interconnected framework will convert jobless youngsters from rural areas into independent contractors. Community groups would be able to survive with the support of appropriate connections with the government, District Rural Development Agencies (DRDAs), and PRIs, as well as the availability of external, sensitive, and technical support structures (Tripathy and Wadkar, 2021).

Conceptual Convergence

It is urgently necessary to create direct or indirect synergies with the institutions serving the impoverished through field-level schematic convergence. The convergence of State and Central Ministry/Department initiatives ought to be the main focus. Improved quality of life and mutually beneficial collaboration could be ensured through partnerships with PRIs

and various civil society organizations (CSOs) as well as better access to government schemes (Tripathy and Wadkar, 2021).

> **Keynote**
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> Schematic or Conceptual Convergence
>
> ▶ It is important to implement field-level schematic convergence to establish direct or indirect synergies with institutions serving the impoverished.
>
> ▶ The convergence of Central Ministries/ Departments and State schemes ought to be the main focus.

Issues and Challenges

The SHG movement moved from the 1980s' "thrift and saving" approach to the 2000s' "livelihood"-based approach to economic empowerment under the DAYNRLM. Consequently, 70 lakh SHGs were endorsed in India as "Informal Organizations," which subsequently federated into 3.27 lakh VOs and 28,000 Cluster Level Federations (CLFs) at the cluster/block level. But to keep this going and remain competitive, they must create a strong, stable, and state-scalable community structure (Tripathy and Wadkar, 2021). This necessitates the establishment of strong institutions and giving the current CLFs legal recognition. Again, great preparation and thought are needed for this. As they assess whether certain laws would be appropriate to support the three-tier structure of SHG federations, the majority of State Rural Livelihood Missions (SRLMs) are in the transitional period. A suitable legislative framework for CLFs is being investigated by the majority of States (Tripathy and Wadkar, 2021). The degree of socio-economic empowerment of women determines how much they can do in terms of community-level entrepreneurship. Four solid pillars support the advancement of women in collectives such as Self-Help Groups (SHGs): (i) social mobilization, creation and support of sustainable organizations of the disadvantaged; (ii) universal financial access; (iii) livelihoods resilient to vulnerabilities such as bonding on debt, food insecurity, health crises, and migration; and (iv) convergence of resources from multiple development schemes and social inclusion (Tripathy and Wadkar, 2021). With its village entrepreneurship

development method, DAYNRLM hopes to inspire young unemployed people in rural areas to start their local businesses by fostering an accelerating local entrepreneurial ecosystem. Improving the rural economy and income would require concentrating on organizing more SHGs and utilizing their assistance in building and managing non-farm and agricultural infrastructure. In addition to providing financial inclusion for SHGs and farmers, the new and creative rural enterprises planned for establishment under DAY-NRLM can: (a) boost household income; (b) guarantee training and job placements for millions of rural youths; and (d) enable farm and non-farm logistics at the grassroots level (Tripathy and Wadkar, 2021). The potential would become a reality if several crucial issues and barriers—such as social mobilization, the support of impoverished institutions, training, building capacity, and skill upgrading, financial inclusion, multiple and diverse livelihoods, sensitive support structures, and schematic convergence—were dealt with in a participatory manner in partnership with DAY-NRLM stakeholders. The program aims to ensure that at least one woman member from each rural poor household (about 9 crores) joins women Self Help Groups (SHGs) and their associated federations within a specified time frame (Tripathy and Wadkar, 2021).

> **Keynote**
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> In addition to providing financial inclusion for SHGs and farmers, DAY-NRLM can: (a) boost household income; (b) guarantee training and job placements for millions of rural youth; and (d) streamline farm and non-farm logistics in society as a whole. SHGs are largely the business endeavours of women, and we should support them.

Community-based organizations are essential in upholding democratic governance and fiscal responsibility. They play a vital role in local development and governance by providing effective services, including round-the-clock social and livelihood mediation for their impoverished members. These organizations also assist the impoverished in gaining access to public services and entitlements. The financial inclusion pillar focuses on both supply-side and demand-side actions. Demand-side

interventions have several benefits, including supporting the micro-investment plan for repeat financing, institutionalizing the Community-Based Recovery Mechanism (CBRM), providing capital support to Self-Help Groups (SHGs), fostering a culture of timely loan repayments, offering financial literacy and counselling, and promoting effective bookkeeping (Tripathy and Wadkar, 2021).

Conclusion and recommendation

The goal of gender justice is to create a more inclusive and equitable society through continuous efforts. This requires collaboration among governments, businesses, civil society organizations, and individuals to eliminate gender-based discrimination and establish a society free of gender-based inequalities. Equal access to economic, political, and social opportunities is crucial for women to achieve all of the Sustainable Development Goals. Achieving gender justice involves eliminating the differences between men and women that are created and sustained within the family, community, state, and marketplace. Since 2020, UNDP and UN Women have collaborated to promote women's leadership and increase their influence, while ensuring that everyone has access to justice and human rights. This collaboration led to the development of the Gender Justice Framework in 2022, which now serves as the foundation for further advancement, cooperative projects and strategic collaboration.

If we want to empower women truly, we must put in more effort to achieve gender equality, one of the Sustainable Development Goals, by 2030. This applies to both our country and the rest of the world. Gender justice, gender equality, women's safety, and empowerment all begin at home and in the larger society. It is critical to advance gender equality for boys and girls starting at a young age to improve the quality of life for women. It's also critical to teach boys a new way of thinking about women in their communities and to make them more sensitive to girls. By doing this, we can build a society that is more just and equal for everybody.

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For Healthy Educational Environment Good Physical as well as Mental Health of Teachers

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ABSTRACT

Creating a healthy educational environment is crucial for fostering effective learning and growth of ability and efficacy of instructive work. A healthy learning environment is occurred when personal connections, collaborative learning, and teamwork are created with students and teachers. Physical health refers to the normal functioning of the body. It encompasses how a person's body grows, feels, and moves, as well as how it growing up with surrounding factors. Mental health encompasses emotional, psychological, and social well- being that enables

individuals to cope with life's stresses, realize their abilities, learn effectively, work productively, and contribute to their community. Physical and mental health of the teachers plays a key role to develop a healthy educational environment. A positive learning environment is one where learners feel they are making overall progress. When students perceive learning as meaningful and relevant, they engage themselves more actively. Physical and mental health significantly influences the overall well-being of individuals and the environment they inhabit. By nurturing both, it will be easier to create healthier individuals and more sustainable educational environment.

KEYWORDS: Healthy Educational Environment, Physical Environment, Mental Environment, Sustainable Environment, Well-being

1. Introduction

According to the **World Health Organization (WHO),** health defined as"a state of complete physical, mental and intellectual health and not only the absence of disease or illness."This definition makes it clear that health involves more than just the absence of disease. It includes factors such as mental health and social health that enable people to live fulfilling lives without limitations or restrictions. Health is a fundamental right for everyone, regardless of race, religion, political belief, economic and social status.

Health can be improved by promoting healthy lifestyles such as, reducing or activitiessuch as, smoking or excessive stress etc. Healthy educational environment creates a fruitfulness situation for students grow up. It is also associated with better performance, emerging activity, positive thinking and active participation of the student. The state of being comfortable, health and happiness of the student also created by the teachers with good physical and mental health.

2. Physical Health: Meaning and its Correlates

Physical health is about the overall well-being of our body. It can be defined as normal functioning of the body. Taking care of your body is important because it can reduce the risk of diseases such as heart disease, stroke, and some types of cancer. It can also help you prevent fatigue,

injury and illness, and ward off life's difficulties. Physical health is closely linked to mental health, which leads to good health and overall enjoyment of life and taking care of your physical health is crucial to living a strong and active life.

2.1 How to Maintain Good Physical Health:

- A Healthy Lifestyle: **A healthy lifestyle can help to maintain physical health. It can help to feel good, stay at a healthy weight, and have plenty of energy for both work and play.**
- **Sleep and Recovery:** Adequate sleep improves health and performance and prevents weight gain, and heart disease, illnesses and diseases. Rest and recovery are important to heal body function and prepare for a healthy day.
- **Nutrition:** Proper nutrition can improve performance, mental health and mood. Just like high-performance cars need the right fuel; our bodies need the right nutrients to perform at their best.
- **Physical activity:** Exercise is important for joint health, preventing pain and maintaining general health. Bad habits can lead to weight gain, diabetes, heart problems and bad mood.

3. Mental Health:Meaning and its Correlates

Mental health is a state of mind that enables people to cope with life stressors, develop their best talents, learn well, work well and contribute to supporting their communities. It is an important part of health and well-being, supporting our identity and our ability to make decisions, build relationships and create the world we live in. It is important for the individual, society and business. Mental disorders include mental illness, psychosis, and other mental disorders associated with severe stress, impaired functioning, or risk of personal violence. People with mental health problems are more likely to have lower mental health.

3.1 Essential Strategies for Retained Good Mental Health:

- **Self-care:** Prioritize self-care through adequate rest, nutrition and exercise. Regular physical activity can have a positive effect on individual's mood and overall health.
- **Connecting with others:** Relationships are important. Connections

with friends, family or a supporting network and Sharing thoughts and experiences and listen to others.

- **Mindfulness and Relaxation:** Practice mindfulness practices such as meditation, deep breathing or yoga. These can reduce stress and improve mental health.
- **Limit Stressors:** Identify sources of stress in life and find healthy ways to manage them. This may include time management, seeking professional help, or adjusting your environment.
- **Learn Coping Skills:** Develop healthy coping strategies to deal with problems. These may include problem solving, self-talk, or seeking counselling.

4. Teachers' Health both Physical and Mental

Teachers' physical as well as mental health plays a crucial role in the educational ecosystem. Teachers' well-being is an important part of providing a healthy learning environment. When teachers experience stress, burnout, etc their performance, absenteeism, and classroom performance will suffer. Strong and supportive teachers help to create a positive and consistent learning environment. Teachers' health is related to student achievement. When teachers are mentally and physically healthy, they can provide better support, build relationships with students, and deliver effective instruction. For example, teachers experiencing stress or burnout can connect with students and prepare effective lessons. Prior healthcare can enable teachers to maintain a good work-life balance. By setting boundaries, expressing needs, and taking care of themselves, teachers can manage their own health while performing their professional duties. This balance has a positive impact on their teaching performance and overall satisfaction. Teachers who care about mental health are more important. They have the ability to adapt to challenges, cope with stress, and continue to develop professionally. Investing in teacher health ensures faculty success and success. In summary, teacher health is not only important for teachers but also plays an important role in creating a supportive and effective learning environment. Let's continue to give importance to the physical and mental health of our teachers**.**

5. Teachers' health Vs Students' Achievement

Teachers with good health play an important role in shaping student

achievement and overall learning outcomes. Their classroom behaviour, teaching methods and study characteristics all enable students to gain knowledge and develop skills in a healthy environment. Traditionally, a good healthy teacher is evaluated based on factors such as experience, education and professional development. But the relationship between a good teacher and successful students is complex and multifaceted. Although formal education and years of experience may influence some aspects of student success, they are not significant determinants. A healthy teacher-student relationship can have a positive impact on student learning. When teachers build relationships with students, they are more motivated to work harder, attend classes regularly, and not fall behind. These relationships can help make the difference in success. Collaboration between teachers also impacts student outcomes. Research shows that students whose teachers engage in professional development tend to score higher in subjects like science and reading.Healthy behaviours also play an important role in Academic achievement of the students. In summary, teacher well-being, student relationships and overall health contribute to academic support and student success. First of all, health education is very useful to teachers and students.

6. Conclusion

Physical Health is correlated with Mental Health because good physical health leaves a better personal feeling in the long term. From the above discussion, we can know what does physical health means and its importance in our life. When teachers are in optimal physical health, they can perform various activities, promote well-being, and continue to develop or cultivate skills for their general health. Their body is solid and disease-free, so their mental and emotional health is also in good health. Now, it's your turn to take wise decisions that are going to help students to feel Healthy, Strong, and Active.

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Critical Pedagogy: Empowering Students through Critical Thinking

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ABSTRACT

This study explores the potential of Critical Pedagogy to empower students through critical thinking and social justice. Drawing on the foundational principles articulated by Paulo Freire and other critical theorists, the study examines practical strategies for implementing critical pedagogy in contemporary classrooms. It highlights the importance of creating a dialogic environment, fostering emancipatory knowledge, employing problem-posing education, cultivating critical consciousness, promoting democratic education, fostering social justice, and engaging in praxis. The study also addresses challenges and criticisms facing critical pedagogy, including practical implementation issues, teacher preparedness, resistance from students and institutions, cultural relevance, the risk of indoctrination, emotional impacts, and the need for sustained institutional support. By understanding and navigating these complexities, educators can harness the potential of critical pedagogy to foster more equitable and inclusive learning environments. Ultimately, critical pedagogy offers a transformative approach to education that empowers students to critically engage with their world and advocate for positive social change.

KEYWORDS: Critical Pedagogy, Empowerment, Critical Thinking, Social Justice, Education, Transformative, Dialogue, Emancipatory Knowledge, Praxis

Introduction

In the landscape of contemporary education, the role of pedagogy extends beyond the mere transmission of knowledge. It encompasses a broader mission of fostering critical thinking and empowering students to become active, engaged citizens. Critical Pedagogy, a transformative educational approach rooted in the works of Paulo Freire and other critical theorists, seeks to challenge traditional power structures and promote social justice through education. This study explores the potential of Critical Pedagogy to empower students by enhancing their critical thinking skills and fostering a deeper understanding of their social realities.

Critical Pedagogy is fundamentally concerned with the relationship between education and power. According to Paulo Freire (1970), education should be an act of liberation, enabling students to question and transform oppressive societal structures. Freire's seminal work, "Pedagogy of the Oppressed," argues that traditional educational models often reinforce passive learning and perpetuate inequality. Instead, he advocates for a dialogical approach where teachers and students engage in a mutual process of learning and reflection. This praxis, or the interplay between action and reflection, is crucial for developing a critical consciousness or "conscientização" among students, which empowers them to recognize and challenge the socio-political forces shaping their lives (Freire, 1970).

The principles of Critical Pedagogy are further elaborated by contemporary scholars who emphasize the importance of creating an inclusive and participatory classroom environment. Giroux (2011) contends that education should be a democratic practice that encourages critical dialogue and active participation. By integrating students' experiences and perspectives into the curriculum, educators can make learning more relevant and transformative. This approach not only enhances critical thinking but also fosters a sense of agency among students, enabling them to become agents of change in their communities (Giroux, 2011).

Moreover, critical thinking is a cornerstone of Critical Pedagogy. Brookfield (2012) highlights that critical thinking involves recognizing and challenging assumptions, evaluating evidence, and exploring

alternative viewpoints. In a pedagogical context, this means encouraging students to question the status quo and think independently. Critical Pedagogy thus aims to cultivate not just critical thinkers but critical actors who are equipped to apply their analytical skills to real-world issues (Brookfield, 2012).

The effectiveness of Critical Pedagogy in empowering students is supported by various empirical studies. For instance, Shor (1992) found that students who participated in critical pedagogy-based courses demonstrated increased political awareness and engagement. They were more likely to question authority, participate in civic activities, and advocate for social justice. These outcomes suggest that Critical Pedagogy not only enhances cognitive skills but also promotes active citizenship and social responsibility (Shor, 1992).

This study aims to contribute to the existing literature by examining the practical applications of Critical Pedagogy in contemporary classrooms. Through qualitative and quantitative analyses, it seeks to evaluate the impact of critical pedagogy practices on students' critical thinking abilities and their sense of empowerment. By doing so, the study hopes to provide insights into how educators can effectively integrate critical pedagogy principles into their teaching to foster a more just and equitable society.

Theoretical Foundations of Critical Pedagogy

Critical Pedagogy, as an educational paradigm, draws heavily from critical theory, a philosophical approach that interrogates the power dynamics and societal structures influencing human experiences. Rooted in the works of thinkers such as Paulo Freire, Theodor Adorno, and Herbert Marcuse, Critical Pedagogy seeks to empower learners to become active participants in the transformation of their social realities.

A. Paulo Freire and the Concept of Conscientização:

Paulo Freire is arguably the most influential figure in the development of Critical Pedagogy. His seminal work, Pedagogy of the Oppressed, introduces the concept of "conscientização," or critical consciousness. Freire (1970) argues that education should not merely transfer knowledge but should also awaken a critical awareness of social injustices. This process involves a dialogical method where educators and students collaborate as co-learners, reflecting on their experiences and societal conditions to foster critical thinking and social change (Freire, 1970).

Freire's approach contrasts sharply with the "banking model" of education, where teachers deposit information into passive students. Instead, he promotes a problem-posing education model that encourages questioning and dialogue. This method not only democratizes the classroom but also enables students to perceive and challenge the oppressive elements in their lives (Freire, 1970).

B. Frankfurt School and Critical Theory:

The theoretical underpinnings of Critical Pedagogy are also significantly influenced by the Frankfurt School of Critical Theory. Scholars such as Theodor Adorno and Max Horkheimer explored how culture and education could either reinforce or resist authoritarianism and social domination. In their critique of the culture industry, Adorno and Horkheimer (1944) highlighted how mass-produced culture serves to manipulate and pacify the populace, perpetuating existing power structures (Adorno & Horkheimer, 1944).

Herbert Marcuse extended this critique, arguing that education should play a transformative role in society. In One-Dimensional Man, Marcuse (1964) contends that advanced industrial societies create false needs that integrate individuals into the existing system of production and consumption, thereby stifling critical thought. He advocates for an education that fosters radical thinking and challenges the status quo, which aligns with the goals of Critical Pedagogy (Marcuse, 1964).

C. Role of Dialogue and Democracy in Education:

Henry Giroux, a contemporary advocate of Critical Pedagogy, emphasizes the role of education in fostering democratic values. Giroux (2011) argues that education should be a practice of freedom, enabling students to develop the critical capacities necessary for democratic participation. This involves creating a classroom environment that values dialogue, critical inquiry, and the voices of all students (Giroux, 2011).

Giroux builds on Freire's ideas by stressing the importance of cultural context in education. He posits that schools should not be isolated from the societal and cultural forces that shape students' lives. Instead, educators should incorporate students' cultural experiences into the curriculum, making learning more relevant and transformative (Giroux, 2011).

D. Empowerment through Critical Thinking:

Stephen Brookfield (2012) adds to the theoretical foundation of Critical

Pedagogy by focusing on the development of critical thinking skills. He defines critical thinking as the ability to identify and challenge assumptions, recognize the influence of context, imagine and explore alternatives, and engage in reflective skepticism. In the context of Critical Pedagogy, this means encouraging students to question dominant ideologies and consider alternative perspectives, thereby empowering them to become active, critical participants in society (Brookfield, 2012).

Brookfield highlights that fostering critical thinking involves not only intellectual skills but also emotional and social dimensions. Educators must create a supportive environment where students feel safe to express dissenting views and explore controversial issues. This holistic approach to critical thinking is essential for cultivating the critical consciousness that Freire envisioned (Brookfield, 2012).

The theoretical foundations of Critical Pedagogy are deeply rooted in the works of Freire, the Frankfurt School, and contemporary scholars like Giroux and Brookfield. These theorists collectively emphasize the transformative potential of education to challenge oppression, promote critical thinking, and empower students as active agents of social change. By integrating dialogue, democratic values, and critical inquiry into the educational process, Critical Pedagogy aims to create a more just and equitable society.

Principles of Critical Pedagogy

Critical pedagogy is an educational philosophy that emphasizes the role of education in promoting social justice, empowerment, and transformation. Rooted in the works of Paulo Freire and other critical theorists, it challenges traditional teaching methods and encourages critical thinking and active participation among students. This study outlines the key principles of critical pedagogy, drawing on various scholarly sources to provide a comprehensive overview.

- **Dialogic Education:** One of the foundational principles of critical pedagogy is the emphasis on dialogue. Freire (1970) argues that education should be a dialogic process, where teachers and students engage in meaningful conversations that foster critical thinking and mutual learning. This contrasts with the "banking model" of education, where knowledge is deposited into passive students. Dialogue encourages students to question and understand the world

around them, leading to greater awareness and critical consciousness (Freire, 1970).

- **Emancipatory Knowledge:** Critical pedagogy aims to provide students with emancipatory knowledge—knowledge that helps them understand and challenge social inequalities. Giroux (1988) highlights that education should empower students to become agents of change, capable of transforming oppressive structures. This involves a curriculum that includes diverse perspectives and addresses issues of power, privilege, and inequality.

- **Problem-Posing Education:** Freire (1970) introduces the concept of problem-posing education, which involves presenting students with real-world problems and encouraging them to develop solutions. This method promotes active learning and critical engagement with content. It contrasts with rote memorization and passive reception of information, fostering a deeper understanding and application of knowledge.

- **Critical Consciousness:** A central goal of critical pedagogy is the development of critical consciousness (conscientização), the ability to perceive and challenge social, political, and economic contradictions. This concept, also articulated by Freire (1970), emphasizes the importance of awareness in enabling individuals to take action against oppression. Teachers play a crucial role in facilitating this awareness by creating an educational environment that encourages questioning and reflection.

- **Democratic Education:** Critical pedagogy advocates for democratic education, where power dynamics between teachers and students are balanced, and students have a say in their learning process. Shor (1992) asserts that democratic education involves shared authority in the classroom, collaborative decision-making, and respect for students' voices. This approach helps build a community of learners who are engaged and invested in their education.

- **Social Justice:** The pursuit of social justice is a core tenet of critical pedagogy. McLaren (2003) argues that education should aim to address and rectify social injustices, preparing students to contribute to a more equitable society. This involves critically examining social structures, understanding the roots of inequality, and taking action to promote justice.

- **Praxis:** Critical pedagogy emphasizes the importance of praxis—reflection and action upon the world to transform it (Freire, 1970). This principle underscores the need for educators and students to not only understand the world but also actively work to change it. Praxis involves a continuous cycle of reflection, critical analysis, and action, fostering a commitment to social change.

Critical Pedagogy is a transformative educational approach that seeks to empower students through dialogue, critical thinking, and active participation. By promoting emancipatory knowledge, critical consciousness, and social justice, it aims to create an equitable and democratic educational environment. The principles outlined by Freire and other scholars continue to inspire educators to challenge traditional methods and cultivate a more inclusive and transformative educational experience.

Implementing Critical Pedagogy in the Classroom

Implementing critical pedagogy in the classroom involves creating a learning environment that promotes dialogue, critical thinking, and active participation. Drawing from the foundational principles outlined by Paulo Freire and other critical theorists, this study explores practical strategies for educators to apply critical pedagogy in their teaching practices.

- **Creating a Dialogic Environment:** To foster a dialogic environment, educators must facilitate open communication and encourage students to share their perspectives. Freire (1970) emphasizes that dialogue is essential for critical thinking and mutual learning. Teachers can achieve this by posing open-ended questions, encouraging debates, and allowing students to lead discussions. This approach not only engages students but also helps them develop the ability to analyze and critique various viewpoints.

- **Developing Emancipatory Knowledge:** Curriculum design should incorporate diverse perspectives and address social inequalities to develop emancipatory knowledge. According to Giroux (1988), educators should include content that challenges dominant narratives and highlights marginalized voices. This can be done by integrating multicultural literature, discussing historical events from multiple viewpoints, and examining current social issues. Such a curriculum empowers students to understand and challenge systemic oppression.

- **Employing Problem-Posing Education:** Problem-posing education involves presenting students with real-world issues and encouraging them to develop solutions. Freire (1970) suggests that this method promotes active learning and critical engagement. Teachers can use case studies, project-based learning, and community-based projects to implement this approach. For instance, students might work on projects addressing local environmental concerns or social justice initiatives, thereby applying their learning to practical, impactful situations.

- **Cultivating Critical Consciousness:** To cultivate critical consciousness, educators must help students recognize and question social, political, and economic contradictions. Freire (1970) argues that developing critical consciousness enables individuals to take action against oppression. Teachers can facilitate this by encouraging reflective practices, such as journaling, discussions on current events, and critical media analysis. These activities help students become aware of the underlying causes of social issues and consider their role in addressing them.

- **Promoting Democratic Education:** A democratic classroom environment is characterized by shared authority and collaborative decision-making. Shor (1992) emphasizes the importance of respecting students' voices and involving them in the learning process. Teachers can implement this by allowing students to co-create classroom rules, choose topics of study, and participate in curriculum planning. This approach not only respects students' agency but also fosters a sense of ownership and responsibility in their education.

- **Fostering Social Justice:** Educators should aim to prepare students to contribute to a more equitable society by addressing social injustices within the classroom. McLaren (2003) argues that education should actively work to rectify social inequalities. Teachers can incorporate service-learning projects, social justice workshops, and partnerships with local organizations to connect classroom learning with community activism. These activities help students apply their knowledge to real-world contexts and promote social change.

- **Engaging in Praxis:** Praxis, the cycle of reflection and action, is

crucial for implementing critical pedagogy. Freire (1970) highlights that educators and students must continuously reflect on their experiences and take informed action to transform their reality. Teachers can model this by reflecting on their teaching practices, seeking feedback from students, and adapting their methods accordingly. Encouraging students to engage in action research projects, where they identify a problem, research it, and implement solutions, also promotes praxis.

Implementing critical pedagogy in the classroom involves creating a dynamic and participatory learning environment that empowers students to think critically and act for social change. By fostering dialogue, promoting emancipatory knowledge, employing problem-posing education, cultivating critical consciousness, promoting democratic education, fostering social justice, and engaging in praxis, educators can create transformative educational experiences. These strategies, rooted in the works of Freire and other critical theorists, guide educators in developing practices that challenge traditional methods and inspire students to become active agents of change.

Challenges and Criticisms of Critical Pedagogy

Critical pedagogy, while influential and transformative in many educational contexts, faces several challenges and criticisms. This study explores these issues, drawing on scholarly sources to provide a comprehensive understanding of the complexities and limitations associated with implementing critical pedagogy.

- **Practical Implementation Challenges:** One significant challenge is the practical implementation of critical pedagogy in diverse educational settings. Educators often struggle with the constraints of standardized curricula and testing, which prioritize specific content and skills over critical thinking and social justice (Giroux, 2007). This emphasis on standardized assessment can limit teachers' ability to create a dialogic and student-centered classroom environment.

- **Teacher Preparedness and Training:** Another critical issue is the preparedness and training of educators. Implementing critical pedagogy requires a deep understanding of its principles and a commitment to fostering critical consciousness among students

(Darder, 2017). However, many teacher education programs do not adequately prepare teachers for this approach. Teachers may lack the skills and confidence to facilitate open discussions on sensitive and controversial topics, leading to superficial implementation (Ellsworth, 1989).

- **Resistance from Students and Institutions:** Resistance from students and educational institutions can also hinder the effectiveness of critical pedagogy. Students accustomed to traditional, passive learning methods may resist the active and participatory nature of critical pedagogy (McLaren, 2003). Additionally, educational institutions often maintain hierarchical structures and conservative curricula that resist change, making it challenging for teachers to adopt and sustain critical pedagogical practices (Apple, 2004).

- **Cultural and Contextual Relevance:** Critical pedagogy, primarily developed in specific socio-political contexts, may not be directly applicable or relevant in different cultural settings. Critics argue that the approach sometimes overlooks the unique cultural, social, and historical contexts of diverse student populations (Ellsworth, 1989). For instance, Freire's ideas, rooted in Latin American liberation theology, might not resonate with students in significantly different cultural contexts without appropriate adaptation.

- **Risk of Indoctrination:** Some critics contend that critical pedagogy can verge on ideological indoctrination. By emphasizing particular political and social viewpoints, there is a risk that teachers might impose their beliefs on students rather than fostering independent critical thinking (Aronowitz & Giroux, 1991). This criticism highlights the delicate balance educators must maintain between encouraging critical analysis and respecting students' autonomy to form their own perspectives.

- **Emotional and Psychological Impact:** The emotional and psychological impact of engaging with issues of oppression and injustice can be significant for both students and teachers. Discussing sensitive topics such as racism, sexism, and economic inequality can evoke strong emotional responses and potentially cause distress (Boler, 1999). Educators must be equipped to handle these emotional dynamics sensitively and provide support for students navigating challenging discussions.

- **Sustainability and Institutional Support:** Sustaining critical pedagogy requires ongoing institutional support, which is often lacking. Educational systems focused on measurable outcomes and efficiency may not prioritize or value the time and resources needed to implement critical pedagogy effectively (Apple, 2004). Without institutional backing, teachers may find it difficult to sustain critical pedagogical practices in the long term.

While critical pedagogy offers a powerful framework for transformative education, it is not without its challenges and criticisms. Practical implementation issues, inadequate teacher training, resistance from students and institutions, cultural relevance, the risk of indoctrination, emotional impacts, and the need for sustained institutional support are significant hurdles. Addressing these challenges requires a concerted effort from educators, policymakers, and institutions to adapt and support critical pedagogical practices in diverse educational contexts. Understanding and navigating these complexities can help educators harness the potential of critical pedagogy to foster more equitable and inclusive learning environments.

Conclusion

Critical pedagogy, with its emphasis on dialogue, critical consciousness, and social justice, offers a transformative approach to education that seeks to empower students through critical thinking. By fostering an educational environment that encourages questioning, reflection, and active participation, critical pedagogy aims to cultivate individuals who are not only aware of social injustices but also motivated to challenge and transform oppressive structures.

Implementing critical pedagogy in the classroom involves overcoming significant challenges, such as standardized curricula, inadequate teacher training, and resistance from students and institutions. Despite these obstacles, the principles of critical pedagogy—dialogic education, emancipatory knowledge, problem-posing education, democratic education, and praxis—provide a robust framework for creating meaningful and impactful learning experiences.

Teachers play a crucial role in this transformative process. By facilitating open dialogue, incorporating diverse perspectives, and encouraging students to engage with real-world problems, educators can

help students develop the skills and dispositions necessary for critical thinking and social action. Moreover, fostering a democratic classroom environment where students' voices are respected and their participation is valued contributes to a more equitable and inclusive educational experience.

Critical pedagogy's focus on social justice and empowerment aligns education with broader societal goals of equity and human rights. By addressing issues of power, privilege, and inequality within the classroom, educators can prepare students to become informed and active citizens capable of contributing to a more just and democratic society. This approach not only enhances students' academic and intellectual development but also promotes their moral and civic growth.

Critical pedagogy's potential to empower students through critical thinking is profound. By embracing its principles and addressing its challenges, educators can create transformative educational experiences that inspire students to critically engage with their world and advocate for positive social change. This pedagogical approach, rooted in the works of Paulo Freire and other critical theorists, continues to offer valuable insights and strategies for fostering an education that is both liberating and empowering.

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