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## सम्पादकीय

ज्ञान महाविद्यालय, अलीगढ़ (उ0प्र0) के चेयरमैन श्री दीपक गोयल जी ने एक कार्यदल— डॉ0 ललित उपाध्याय, डॉ0 (श्रीमती) बीना अग्रवाल, श्रीमती वर्धा शर्मा तथा श्री जयप्रकाश शर्मा, सूर्या फाउण्डेशन की परियोजनाओं – थिंक टैंक, व्यक्तित्व विकास शिविर, आदर्श गाँव योजना, प्राकृतिक चिकित्सा (इंटरनेशनल नैचुरोपैथी ऑर्गनाइजेशन), पब्लिक प्राइवेट पार्टनरशिप (PPP) मॉडल पर संचालित गुजरात में सूर्या एकलव्य सैनिक स्कूल तथा स्कूल भारती ऑर्गनाइजेशन (SBO) आदि का अवलोकन कर अपने यहाँ सूर्या फाउण्डेशन की तरह से कार्य करने के उद्देश्य से गठित किया। 5-8 मई, 2022 (4 दिवसीय) अध्ययन के लिए सूर्या फाउण्डेशन से निवेदन किया। 5 मई, 2022 को कार्यदल फाउण्डेशन के दिल्ली स्थित केन्द्रीय कार्यालय पहुँचा। कार्यक्रम के संयोजक प्रोफेसर एच.एल. शर्मा रहे तथा संचालन श्री कमलेश सोलंकी ने किया।

कार्यदल ने अपने महाविद्यालय के चेयरमैन श्री दीपक गोयल जी के नेतृत्व में सूर्या फाउण्डेशन के चेयरमैन पद्मश्री जयप्रकाश अग्रवाल जी से मुलाकात की। श्री दीपक गोयल जी ने ज्ञान महाविद्यालय की गतिविधियाँ— शैक्षिक, शिक्षक प्रशिक्षण एवं गोद लिए ग्रामों के बारे में बताया तथा सूर्या फाउण्डेशन से मार्गदर्शन की इच्छा प्रकट की। पद्मश्री जयप्रकाश अग्रवाल जी ने यथासंभव मार्गदर्शन तथा महाविद्यालय के कार्यों में सहायता का आश्वासन दिया।



कार्यदल ने ब्रिगेडियर डी.सी. पंत से परिचर्चा की। ब्रिगेडियर पंत ने विस्तार से थिंक टैंक्स तथा सूर्या एकलव्य सैनिक स्कूल के बारे में बताया। स्कूल एजुकेशन थिंक टैंक की गतिविधियों की चर्चा करते हुए आपने कार्यदल को सूर्य भारती पुस्तकें भेंट की।



सूर्य भारती पुस्तकों की गत 22 वर्षों की यात्रा पर प्रोफेसर एच.एल. शर्मा से परिचर्चा हुयी। प्रोफेसर शर्मा ने पुस्तकों की विशेषताएँ बताते हुए कहा कि कक्षा 1 से 5 तक के लिए तैयार की गयी इन पुस्तकों में प्रत्येक कक्षा के लिए एक किताब (एक कक्षा एक किताब (All In One) तैयार की गयी है। कक्षा विशेष के लिए तैयार की गयी किताब में उस कक्षा के पूरे पाठ्यक्रम की सामग्री रोचक ढंग से प्रस्तुत की गयी है।

अब ये किताबें राष्ट्रीय शिक्षा नीति 2020 के निदेशनों के अनुसार संशोधित की जा रही हैं। पुस्तकों की रचना में भारत सरकार (NCERT) द्वारा प्रस्तावित सीखने के प्रतिफल (Learning Outcomes), निपुणता अधिगम (Mastery Learning), Minimum Level of Learning (MLL) तथा



Concept Mapping केन्द्रित रहे हैं। मूल्यांकन के लिए अवधारणा संवर्धन कौशल (Concept Link Skills) आधार है।

तत्पश्चात् कार्यदल साधना स्थली झिंझोली पहुँचा। 6-7 मई को कार्यदल का निवास साधना स्थली झिंझोली में ही रहा। कार्यदल ने आदर्श गाँव 'नयागाँव' देखा। उस गाँव में स्वयं सहायता समूह के साथ चर्चा की। चर्चा में उन्हें बताया कि सूर्या फाउण्डेशन ने 194 स्वयं सहायता समूहों का गठन किया गया है तथा सरकार द्वारा 116 समूहों को Revolving Fund (RF) रु. 17.40 लाख दिया जा चुका है, 62 समूहों को रु 1.05 करोड़ का लोन रोजगार हेतु मिला है और 1785 सदस्य इन समूहों के साथ जुड़े हैं।



साधना स्थली झिंझोली के आसपास के गाँवों का भी अध्ययन किया। झिंझोली गाँव में जैविक खेती और परम्परागत खेती के लिए किए गए प्रयोग देखे तथा जैविक खेती और परम्परागत खेती के लाभों से श्री राजेन्द्र जी ने अवगत कराया। जैविक और परम्परागत खेती के लिए सूर्या फाउण्डेशन द्वारा समय-समय पर किसान गोष्ठी, जैविक कृषि प्रशिक्षण शिविर, जैविक खाद, गौ उत्पाद प्रशिक्षण शिविर आदि के साथ-साथ उन्नत किस्म के बीजों का वितरण किया जाता है।

मेरठ क्षेत्र में चयनित आदर्श गाँव 'फफूँडा' का अध्ययन किया। वहाँ सूर्या संस्कार केन्द्र, सूर्या यूथ क्लब, कम्प्यूटर प्रशिक्षण केन्द्र, कम्प्यूटर एवं सिलाई-कढ़ाई प्रशिक्षण केन्द्र और प्रौढ़ शिक्षा केन्द्र भी देखे। गाँव में गौ आधारित उत्पादों से धूपबत्ती, उपले, मुलतानी मिट्टी जैसे उत्पाद बनाकर ग्रामवासी सीधे व्यवसाय से जुड़ रहे हैं।

NEP 2020 के विविध पक्षों पर शोध कार्य होना चाहिए। शिक्षण-प्रशिक्षण अवधि में अनेक बातें उजागर होती हैं, जैसे किस स्वर पर, किस ऋषि-मुनि, वैज्ञानिक, गणितज्ञ का उल्लेख हो। केन्द्र तथा राज्य सरकारों के शिक्षाविद् तो कार्य कर ही रहे हैं, हमें उनके कार्यों में सहायता के लिए शोध करना चाहिए। पुरानी लीकों को धीरे-धीरे छोड़कर नयी लीकें बनानी चाहिए। इस कार्य में अपनी सीमाएँ देखते हुए ज्ञान महाविद्यालय हर संभव सहायता के लिए सदैव तत्पर है।



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## Learning Difficulties in Mathematics in Government Aided and Private Schools' Students at Primary Level

\*Dr. Reena Agarwal  
\*\*Dr. Lalita Chaudhary

### ABSTRACT

*At primary level, students learn different subjects. Mathematics as a subject affects all aspects of human life at different levels. School students face a variety of difficulties in comprehending and apply concept in Mathematics at primary level. This study aims to compare the learning difficulties in Mathematics of government aided and private schools' students having learning difficulties and students without learning difficulties. For this purpose, 137 students of class-4 have been selected randomly. Among these students, 72 students were having learning difficulties in Mathematics and 65 were without learning difficulties in government aided and private schools. The results show that students having learning difficulties of government aided schools have more difficulties in Mathematics in comparison to private schools' students. At the school level, efforts should be made that students have least difficulties in Mathematics learning.*

Every child has a fundamental desire to exist and to grow. Education is an instrument to fulfill this desire. School is a place where child gets formal education and knowledge being imparted to the children. At primary level, students learn different subjects. Various subjects taught in school provide a lot of information to the children which helps them to solve day to day life problems.

Mathematics is taught as core subject in school education. It helps in real life to solve many problems logically. Maths as a subject affects all aspects of life at different levels. Within the school curriculum learning mathematics is very challenging because it is highly organized, sequential and progressive. It is subject where one clears the parts, the parts build on each other to make a whole. Mathematics is not a single entity but it is made up of many components. Students learn new mathematical concepts and procedure by building on what they already know. Understanding in mathematics is an important but difficult task for students. School is a place where most of the students get systematic knowledge about the mathematical concepts. The learning acquired by the students at the primary level in various subjects is influenced by many factors. The academic performance of students is influenced by combination of factors, where school is main in explaining student learning. Primary school mathematics is a foundation of all later mathematics learning. All students do not learn the same way and the same rate. If Mathematics learning difficulties arise early in the primary school year a student may fail the essential basic skills and concepts necessary for future learning. School can become unhappy place for the student. In school, teacher needs to know how children learn and how their learning can be made to function for further life. He should be able

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to judge whether or not learner is not developing normally in an understanding of the subject. If student consistently fail in a subject causes great concern to school. Inadequate educational progress causes discouragement and frustration among students. Students with learning difficulties have little confidence on their own abilities. These students can successfully overcome their initial failures if the school understand its role.

**Objectives of the study**-The objectives of the study were-

1. To compare the learning difficulties in Mathematics of government aided and private schools students Having Learning Difficulties (SHLD).
2. To compare the learning difficulties in Mathematics of government aided and private schools students Without Learning Difficulties (SWLD).

**Hypotheses of the study:**

1. There is no significant difference between mean scores of government aided schools and private schools Students Having Learning Difficulties in Mathematics (SHLD) in and its various subtasks (as follows) in reference to learning difficulties.

- |                         |                                |
|-------------------------|--------------------------------|
| Ho1.1 Time –measurement | Ho1.4 LCM                      |
| Ho1.2 Multiples         | Ho1.5 Place value              |
| Ho1.3 Factors           | Ho1.6 Put the Sign in Fraction |

2. There is no significant difference between mean scores of government aided schools and private schools Students Without Learning Difficulties (SWLD) in Mathematics and its various subtasks (as follows) in reference to learning difficulties.

- |                         |                                |
|-------------------------|--------------------------------|
| Ho2.1 Time –measurement | Ho2.5 LCM                      |
| Ho2.2 Word Problem      | Ho2.6 Place value              |
| Ho2.3 Multiples         | Ho2.7 Fraction                 |
| Ho2.4 Factors           | Ho2.8 Put the Sign in Fraction |
| Ho2.9 Proper –          | Improper & Mixed               |

**Methodology-**

**Research Method:** Ex post facto research method is used in the present study.

**Sampling:** Sampling was done in two stages-first, selection of the schools, second, selection of the students. Simple random sampling method was used for selecting schools. From the selected 12 schools, students of class IV have been taken. Class IV Mathematics teacher was contacted to identify the students labeled as Students Having Learning Difficulties (SHLD). The students, who consistently failed in three consecutive tests in Mathematics are labeled as SHLD. Rest of the students were labeled as Without Learning Difficulties. So, among these students almost equal number of students were randomly selected and labeled as Students Without Learning Difficulties (SWLD).

**Sample:** The sample of the study consists of 137 primary school students from 12 schools of the Lucknow city. Out of these 137 students, 72 SHLD and 65 SWLD in Mathematics.

**Table NO.1**

**The distribution of sample on the basis of Mathematics learning difficulties**

S.No	Name of the Schools	Number of Students	
		Having learning difficulties	Without learning difficulties
	<b><u>Government Aided</u></b>		
1.	Boys Anglo Bengali Inter College, Lucknow	10	7
2.	Aryakanya Inter College, Lucknow	5	5
3.	Moti Lal Inter College, Lucknow	5	3
4.	Nari Shiksha Niketan, Lucknow	6	4
5.	Karamat Inter College, Lucknow	4	4
	<b><u>Private</u></b>		
6.	Mona Convent School, Lucknow	5	5
7.	Rani Lakshmi Bai Senior Secondary School, Sarvodaya Nagar, Lucknow	8	5
8.	Bright Way College, Lucknow	9	8
9.	Ghyasiban Inter College, Lucknow	6	5
10.	New Era Senior Secondary School, Lucknow	5	7
11.	All Mighty School, Lucknow	5	6
12.	Mahanagar Boys Inter College, Lucknow	4	5
	Total	72	65
	Grand Total	137	

**Tools:** The Grade Level Assessment Device (GLAD) was used to identify the level of difficulty and the nature of difficulty in Mathematics. The tool is prepared by National Institute for the Mentally Handicapped<sup>1</sup>. In this tool there are worksheets for Class I to IV in Hindi, English and Mathematics. In the present study the worksheets for class IV in Mathematics has been used.

Mathematics test contains 9 tasks. These are Time-measurement, Word problem, Multiples, Factors, Least Common Factor (LCM), Place value, Fraction; Put the Sign in Fraction and Proper – improper & Mixed Type.



**Method of data collection-** The data was collected in the month of January and February when the syllabus of Mathematics was almost completed. The test was administered on the students selected. When the student completed, he/she was thanked and another taken away for the administration of the test.

**Scoring:** The responses given by the students were scored as per the scoring procedure given in test key.

**Statistical Analysis:** The data has been analyzed using t test.

### Analysis and Interpretation of DATA:

**Table2**

Mean, SD, SEM, SED and CR in reference to learning difficulties in Mathematics and its subtasks of government aided schools and private schools Students Having learning difficulties (SHLD)

Mathematics and related tasks	Type of Institute	N	Mean	SD	SEM	SED	CR	Level of Significance
Mathematics	Govt.aided Schools	30	25.47	7.52	1.37	1.79	2.19	significant at 0.05 level
	Private Schools	42	29.40	7.52	1.16			
Time Measurment	Govt.aided Schools	30	11.43	4.69	0.86	1.09	1.98	Not significant at 0.05 level
	Private Schools	42	13.59	4.37	0.67			
Multiples	Govt.aided Schools	30	2.80	1.30	0.24	0.32	0.40	Not significant at 0.05 level
	Private Schools	42	2.67	1.44	0.22			
Factors	Govt.aided Schools	30	1.33	1.29	0.23	0.30	0.93	Not significant at 0.05 level
	Private Schools	42	1.05	1.30	0.20			
LCM	Govt.aided Schools	30	0.50	1.12	0.20	0.35	0.60	Not significant at 0.05 level
	Private Schools	42	0.71	1.92	0.29			
Place value	Govt.aided Schools	30	2.37	0.71	0.71	0.78	5.45	significant at 0.01 level
	Private Schools	42	6.67	0.33	0.33			
Put the Sign in Fraction	Govt.aided Schools	30	3.80	0.40	0.40	0.52	0.33	Not significant at 0.05 level
	Private Schools	42	3.97	0.34	0.34			

The results shown in Table 2 reveals in Mathematics and its subtasks the CR in 1.98 (Time measurement), 0.40 (Multiples), 0.93 (Factors), 0.60 (LCM) and 0.33 (Put the Sign in Fraction) of government aided schools and private schools SHLD. On referring 't- table', it was found that the above CR values do not exceed the critical value 2.00 (0.05 level) at 70 df. Thus the proposed null hypothesis  $H_0(1.1)$ ,  $H_0(1.2)$ ,  $H_0(1.3)$ ,  $H_0(1.4)$ , and  $H_0(1.6)$  are retained. It can therefore be concluded that SHLD of government aided schools and private schools do not differ significantly in Mathematical learning difficulties in above mentioned subtasks.

On the other hand, critical ratio in Mathematics and related subtask of government aided schools and private schools SHLD are 2.19 and 5.45. On referring 't-table' it was found that obtained CR value 2.19 exceeds the critical value 2.0(0.05level) at 70df. Thus the proposed null hypothesis  $H_0(1.0)$  is rejected at 0.05 level of significance and  $H_0(1.5)$  is rejected at 0.01 level and its alternative hypothesis is accepted. It can therefore be concluded that SHLD of government aided schools and private schools differ significantly in Mathematics and related subtask(Place value).The mean values (M=25.47in Mathematics and M=2.37 in Place value) of government aided and private schools (M=29.40 in Mathematics and M=6.67 in Place value )SHLD indicate that government aided schools students have more difficulties in comparison to private schools students in reference to learning difficulties.

**Table-3**

Mean,SD,SEM,SED and CR in reference to learning difficulties in Mathematics and its subtasks of government aided schools and private schools Students Without learning difficulties(SWLD)

Mathematics and related tasks	Type of Institute	N	Mean	SD	SEM	SED	CR	Level of Significance
Mathematics	Govt.aided Schools	24	64.66	10.31	2.10	2.47	1.58	Not significant at 0.05 level
	Private Schools	41	68.56	8.38	1.30			
Time Measurment	Govt.aided Schools	24	19.66	1.24	0.50	0.37	1.86	Not significant at 0.05 level
	Private Schools	41	18.97	1.77	0.28			
Word Problem	Govt.aided Schools	24	11.58	4.44	0.90	1.12	0.35	Not significant at 0.05 level
	Private Schools	41	11.97	4.37	0.68			
Multiples	Govt.aided Schools	24	4.96	0.19	0.04	0.40	6.25	Significant at 0.01 level
	Private Schools	41	7.46	2.58	0.40			
Factors	Govt.aided Schools	24	7.83	2.24	0.45	0.59	0.32	Not significant at 0.05 level
	Private Schools	41	8.02	2.40	0.38			
LCM	Govt.aided Schools	24	7.79	2.09	0.43	0.58	0.01	Not significant at 0.05 level
	Private schools	41	7.78	2.55	0.39			
Place value	Govt.aided Schools	24	9.58	0.80	0.16	0.19	1.42	Not significant at 0.05 level
	Private schools	41	9.85	0.64	0.10			

Fraction	Govt.aided Schools Private schools	24 41	1.79 2.17	1.20 1.32	0.25 0.20	0.32	1.47	Not significant at 0.05 level
Put the Sign in Fraction	Govt.aided Schools Private schools	24 41	1.92 2.73	2.30 2.08	0.47 0.33	0.57	1.42	Not significant at 0.05 level
Proper, Improper & Mixed	Govt.aided Schools Private schools	24 41	1.33 1.32	1.10 1.36	0.22 0.21	0.50	0.02	Not significant at 0.05 level

The results presented in table no-3 reveals that in Mathematics and its various subtasks the critical ratio (CR) in 1.58 (Mathematics),1.86(Time measurement),0.35(Word Problem),0.32 (Factors),0.01(LCM),1.42(Place value),1.47(Fraction), 1.42 (Put the Sin in Fraction)n and 0.02(Proper, Improper &Mixed)of government aided schools and private schools SWLD. On referring't-table',it was found that obtained CR values do not exceed the critical value 2.00(0.05 level) at 63 df.Thus the proposed null hypotheses  $H_0(2.0)$ , $H_0(2.1)$ , $H_0(2.2)$ , $H_0(2.4)$ , $H_0(2.5)$ , $H_0(2.6)$ ,  $H_0(2.7)$ ,  $H_0(2.8)$  and  $H_0(2.9)$  are retained .It can therefore ,be concluded SWLD of government aided and private schools do not differ significantly in Mathematics learning difficulties and its above mentioned subtasks.

On the other hand,in Multiples tasks ,it was found that obtained CR value 6.25 exceeds the critical value 2.65(0.01 level) at 63 df. Thus the proposed null hypothesis $H_0(2.3)$  is rejected at0.01 level and its alternative hypothesis is accepted.It can therefore be concluded that SWLD of government aided schools and private schools students differ significantly. The mean values( $M=4.96$ ) of government aided schools and ( $M=7.46$ ) of private schools students indicate that SWLD of governmentaided schools students have more difficulties in comparison to private schools students in Multiples in reference to learning difficulties

**Findings-**The purpose of the present study was to compare the learning difficulties in Mathematics of government aided and private schools students SHLD and SWLD.The findings of the study indicate that SHLD and SWLD differ significantly in Mathematics and Place value subtask.Private school students have less difficulties in comparison to government aided school students. Most of the government aided schools students were able to do question Ones and Tens place value only.i.e.'4370','6500',while the students of private schools corrected the questions to Thousand place value i.e. '56004','27123'.These students have omitted or gave wrong answers to questions where the place value was above thousands i.e.'80000', '200532'.Generally , schools emphasize on subject Maths. In private schools, teachers are result oriented so they tactify different strategies to give better results. Therefore, the students of private schools have less difficulties in comparison to government aided schools.

While SHLD of government aided schools and private schools do not differ significantly in rest of the Mathematics related subtasks (Time- measurement, Multiples, Factors, LCM and Put the Sign in Fraction).Tavani (2004) carried out a study to know how student and school level factors impact

mathematics performance. He found that school level variable displayed non-significant effect on the relationship between student level variable and mathematics performance. He emphasized that school location and school type can play an important role in the results.<sup>2</sup>

### **Conclusion:**

The findings reveal that students without learning difficulties of government aided schools and private schools do not differ significantly in Mathematics and its various tasks(Time –measurement, Word Problem, Factors, LCM, Place- value, Fraction, Put the Sign in Fraction and Proper, Improper & Mixed types questions) while students differ significantly in Multiples task. The reason may be that teachers of private schools have paid more attention on this task.

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## मानवाधिकार के प्रति स्नातक स्तर के छात्र-छात्राओं की जागरूकता का अध्ययन

\*डॉ० भावना सारस्वत

### शोध सार

प्रस्तुत अध्ययन में मानवाधिकार के प्रति स्नातक स्तर के छात्र-छात्राओं की जागरूकता का अध्ययन स्वनिर्मित प्रश्नावली जिसका विश्वसनीयता गुणांक 0.84 है, के द्वारा किया गया है। अध्ययन में न्यादर्श के रूप में 100 विद्यार्थियों को शामिल किया है तथा प्राप्तांकों का विश्लेषण, मध्यमान, मानक विचलन व क्रान्तिक अनुपात की मदद से किया है। प्राप्तांकों से प्राप्त निष्कर्षों के आधार पर ज्ञात हुआ कि छात्र-छात्राओं के मानवाधिकार के प्रति जागरूकता स्तर में कोई सार्थक अन्तर नहीं है। विज्ञान और कला वर्ग के विद्यार्थियों का मानवाधिकार के प्रति जागरूकता स्तर में कोई सार्थक अन्तर नहीं है। शहरी और ग्रामीण विद्यार्थियों का मानवाधिकारों के प्रति जागरूकता स्तर में कोई सार्थक अन्तर नहीं है।

10 दिसम्बर, 1948 को, मानवाधिकारों की सार्वभौमिक घोषणा की गयी तथा यह दुनिया के लोगों को एक अनमोल उपहार के रूप में दिया गया था, इस बात की पुष्टि करते हुए कि सभी लोग 'सम्मान' में 'समान' पैदा होते हैं<sup>1</sup>।

मानवाधिकार वे अधिकार हैं जिनका आनंद लेने और संरक्षित करने का हर इन्सान हकदार है। सभी पुरुष, महिला और बच्चों के साथ व्यवहार में जिन अधिकारों और मौलिक सिद्धांतों का सम्मान किया जाना चाहिए, उनमें निहित विचार सभी संस्कृतियों और समाजों में किसी न किसी रूप में मौजूद हैं। उन अधिकारों का समकालीन अन्तर्राष्ट्रीय कथन मानव अधिकारों की सार्वभौमिक घोषणा है<sup>2</sup>।

घोषणा में अधिकारों के दो व्यापक सेट शामिल हैं। एक सेट को नागरिक और राजनीतिक अधिकारों के रूप में जाना जाता है। दूसरे सेट को आर्थिक, सामाजिक और सांस्कृतिक अधिकारों के रूप में जाना जाता है। घोषणा की दुनिया में, अधिकारों के इन सेटों का उद्देश्य सभी लोगों को 'भय से मुक्ति' दिलाना है। दोनों अधिकारों के सेट को दुनिया में स्वतन्त्रता, न्याय और शान्ति की नींव के रूप में संरक्षित किया जाना चाहिए। नागरिक और राजनीतिक अधिकारों के शीर्षक के तहत, सरकार अपने नागरिकों के जीवन, स्वतन्त्रता और सुरक्षा की रक्षा करती है। उन्हें इस बात की गारंटी देनी चाहिए कि कोई भी गुलाम नहीं है और किसी को भी मनमानी गिरफ्तारी और

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हिरासत या यातना के अधीन नहीं किया जा सकता है । हर कोई निष्पक्ष सुनवाई का हकदार है। विचार, विवेक और धर्म की स्वतन्त्रता और अभिव्यक्ति की स्वतन्त्रता के अधिकार की रक्षा की जानी चाहिए।

आर्थिक, सामाजिक और सांस्कृतिक अधिकारों के शीर्षक के तहत सरकार से अपेक्षा की जाती है कि वह अपने नागरिकों के जीवन स्तर में सुधार के लिए उत्तरोत्तर प्रयास करें। उदाहरण के लिए उन्हें भोजन, कपड़े, आवास और चिकित्सा तथा देखभाल के अधिकारों की गारंटी देने का प्रयास करना चाहिए। परिवार की सुरक्षा और सामाजिक सुरक्षा, शिक्षा और रोजगार का अधिकार, उन्हें बिना किसी प्रकार के भेदभाव के मिलना चाहिए साथ ही इन अधिकारों को बढ़ावा देना चाहिए। सबसे पहले और सबसे अधिक मानवाधिकारों के लिए अस्तित्व का अधिकार है।

### अध्ययन के उद्देश्य:-

1. छात्र एवं छात्राओं की मानवाधिकारों के प्रति जागरूकता की तुलना करना।
2. कला वर्ग एवं विज्ञान वर्ग के विद्यार्थियों की मानवाधिकारों के प्रति जागरूकता की तुलना करना।
3. ग्रामीण एवं शहरी विद्यार्थियों की मानवाधिकारों के प्रति जागरूकता की तुलना करना।

### शोध की परिकल्पनाएँ:-

1. छात्र और छात्राओं की मानवाधिकारों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।
2. कला वर्ग एवं विज्ञान वर्ग के विद्यार्थियों की मानवाधिकारों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।
3. ग्रामीण एवं शहरी विद्यार्थियों की मानवाधिकारों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

**शोध विधि:-**प्रस्तुत शोध प्रयुक्त अध्ययन की प्रकृति को देखते हुए शोध विधि के रूप में 'सर्वेक्षण विधि' का चयन किया गया है।

**समग्र:-**प्रस्तुत शोध की जनसंख्या से तात्पर्य "देव एजुकेशन कॉलेज और देव कॉलेज, बरहन, एत्मादपुर, आगरा के स्नातक स्तर के छात्र-छात्राओं से है।"

**न्यादर्श एवं न्यादर्श विधि:-**प्रस्तुत शोध में शोधकर्त्री ने यादृच्छिकी की लॉटरी विधि द्वारा न्यादर्श के रूप में 'देव एजुकेशन कॉलेज और देव कॉलेज, बरहन, एत्मादपुर, आगरा में स्नातक स्तर के 100 विद्यार्थियों का चयन किया जिसमें 50 छात्र तथा 50 छात्राएँ हैं।

### अध्ययन में प्रयुक्त उपकरण:-

प्रस्तुत शोध में शोधकर्त्री ने 'प्रश्नावली' को शोध उपकरण के रूप में प्रयोग किया है। जिसका शीर्षक "मानवाधिकारों के प्रति जागरूकता मापनी" है।



शोधकर्त्री ने प्रस्तुत शोधकार्य के लिए स्वनिर्मित प्रश्नावली का प्रयोग किया है। शोधकर्त्री को प्रस्तुत विषय के आँकड़ों को एकत्र करने के लिए कोई प्रमाणिक प्रश्नावली उपलब्ध न होने के कारण प्रश्नावली का निर्माण स्वयं किया है।

प्रश्नावली का विश्वसनीयता गुणांक 0.84 प्राप्त हुआ है। प्रस्तुत अध्ययन में प्रयुक्त उपकरण की 'रूप वैधता' निर्धारित की गई है क्योंकि विशेषज्ञों ने प्रथम दृष्टया इसे अध्ययन के उद्देश्यों की पूर्ति करने वाला बताया है।

### शोध में प्रयुक्त सांख्यिकीय विधियाँ:-

एकत्रित आँकड़ों की प्रकृति के अनुसार निम्नलिखित सांख्यिकीय विधियों का प्रयोग किया है।

1. मध्यमान
2. मानक विचलन
3. क्रान्तिक अनुपात (C.R.)

### सारणी-01

विज्ञान और कला वर्ग के विद्यार्थियों की मानवाधिकारों के प्रति जागरूकता के सम्बन्ध में आँकड़ों का सारणीयन एवं व्याख्या

क्र. सं.	न्यादर्श	N	M	D	$\sigma D$	t	सार्थकता स्तर (0.05 और 0.01)
1	छात्र-छात्राएँ (विज्ञान वर्ग)	50	46.54	0.28	0.97	0.29	कोई सार्थक अन्तर नहीं है।  $H_0$ =दोनों सार्थकता स्तरों पर स्वीकृत
2	छात्र-छात्राएँ (कला वर्ग)	50	46.26				

**नोट:-** द्वि-पुच्छीय सार्थकता परीक्षण होने पर  $n_1$  व  $n_2$  के बड़ा ( $n > 30$ ) होने पर यदि परिगणित t अनुपात का मान 1.96 से अधिक होता है तब उसे 0.05 स्तर पर तथा 2.58 से अधिक होता है तब उसे 0.01 स्तर पर सार्थक कहा जाता है जबकि 1.96 से कम होने पर असार्थक कहा जाता है।

**व्याख्या:-** आँकड़ों के विश्लेषण के आधार पर 'टी' अनुपात का परिगणित मान 0.29 है जो सार्थकता के दोनों स्तरों के मानों से कम है। अतः विज्ञान वर्ग और कला वर्ग के विद्यार्थियों में मानवाधिकारों के प्रति जागरूकता स्तर में कोई सार्थक अन्तर नहीं है। इस प्रकार शोधकर्त्री द्वारा पूर्व प्रकल्पित की गयी शून्य परिकल्पना "विज्ञान वर्ग और कला वर्ग के विद्यार्थियों की मानवाधिकारों के प्रति जागरूकता स्तर में कोई सार्थक अन्तर नहीं है" स्वीकृत हुयी।

सारणी-02

शहरी और ग्रामीण विद्यार्थियों की मानवाधिकारों के प्रति जागरूकता के सम्बन्ध में आँकड़ों का सारणीयन एवं व्याख्या

क्र. सं.	न्यादर्श	N	M	D	$\sigma D$	t	सार्थकता स्तर (0.05 और 0.01)
1	शहरी छात्र-छात्राएँ	50	46.90	0.96	1.03	0.93	कोई सार्थक अन्तर नहीं है।  $H_0$ =दोनों सार्थकता स्तरों पर स्वीकृत
2	ग्रामीण छात्र-छात्राएँ	50	45.94				

**व्याख्या:-** आँकड़ों के विश्लेषण के आधार पर 'टी' अनुपात का परिगणित मान 0.93 है जो सार्थकता के दोनों स्तरों के मानों से कम है। अतः शहरी और ग्रामीण छात्र-छात्राओं के मानवाधिकारों के जागरूकता स्तर में कोई सार्थक अन्तर नहीं है। अतः शोधकर्त्री द्वारा पूर्व प्रकल्पित परिकल्पना "ग्रामीण एवं शहरी विद्यार्थियों की मानवाधिकारों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।" सत्यापित हुयी।

सारणी-03

विज्ञान एवं कला वर्ग के छात्र-छात्राओं की मानवाधिकारों के प्रति जागरूकता के सम्बन्ध में आँकड़ों का सारणीयन एवं व्याख्या :-

क्र.सं.	न्यादर्श	N	M	D	$\sigma D$	T	सार्थकता स्तर (0.05 और 0.01)
1	छात्र	50	46.5	1.10	3.37	0.33	कोई सार्थक अन्तर नहीं है।  $H_0$ =दोनों सार्थकता स्तरों पर स्वीकृत
2	छात्राएँ	50	45.4				

**व्याख्या:-** सारणी-03 से स्पष्ट है कि आँकड़ों के विश्लेषण के आधार पर 'टी' अनुपात का परिगणित मान 0.33 है जो सार्थकता के दोनों स्तरों (0.05 और 0.01) के मानों से कम है। अतः छात्र-छात्राओं में मानवाधिकारों के प्रति जागरूकता स्तर में कोई सार्थक अन्तर नहीं है। इस प्रकार शोधकर्त्री द्वारा पूर्व प्रकल्पित शून्य परिकल्पना "स्नातक स्तर पर छात्र-छात्राओं में मानवाधिकारों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।" सत्य स्वीकृत हुयी।

**निष्कर्ष एवं सुझाव :-**

शोधकर्त्री के अध्ययन का उद्देश्य यह था कि प्रश्नावली के माध्यम से स्नातक विद्यार्थियों की मानवाधिकारों के प्रति जागरूकता के बारे में जानकारी प्राप्त की जाय तथा इन्हें मानवाधिकारों के प्रति और अधिक जागरूक करने के उपाय सुझाए जाये। सर्वेक्षण द्वारा शोधकर्त्री को जो आँकड़े

प्राप्त हुए उनके विश्लेषण के पश्चात जो निष्कर्ष प्राप्त हुए उनसे पता चलता है कि हम अपने अधिकारों एवं कर्तव्यों के प्रति बहुत कम जागरूक हैं। हमें राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर पर मानवाधिकार के रूप में अनेक अधिकार प्राप्त हैं तथा उसके साथ कुछ कर्तव्यों के निर्वहन का दायित्व भी सौंपा गया है किन्तु जागरूकता की कमी के कारण न तो हम अपने प्राप्त अधिकारों का सदुपयोग करते हैं और न ही उन कर्तव्यों का पालन करते हैं, जिससे दूसरे के अधिकारों का हनन होता है। मानवाधिकारों के बारे में जानकारी न होने के कारण प्रतिदिन मानवाधिकारों के हनन के रूप में सर्वाधिक मामले पुलिस प्रशासन द्वारा किये जाते हैं तथा सबसे ज्यादा मानवाधिकारों का हनन महिलाओं एवं बालकों का होता है। अतः समाज में मानवाधिकारों का उचित रूप में क्रियान्वयन होना चाहिए, जिससे प्रत्येक वर्ग को उचित न्याय मिल सके।

मानव को प्राप्त अधिकारों के हनन का जिम्मेदार स्वयं मानव है इसका मुख्य कारण अशिक्षा, अज्ञानता, अपने अधिकारों की जानकारी न होना तथा अपने अधिकारों का हनन होते हुए मूक दर्शक बने रहना है।

आज आवश्यकता है कि शिक्षा के माध्यम से प्रत्येक व्यक्ति को मानवाधिकारों के बारे में जानकारी प्रदान की जाय। प्राथमिक स्तर से ही बालकों को उनके अधिकारों एवं कर्तव्यों के बारे में जानकारी दी जाय जिससे वे उच्च स्तर की कक्षाओं तक पहुँचते-पहुँचते इस क्षेत्र में पूरी तरह जागरूक हो सकेंगे। जब हम अपने अधिकारों एवं कर्तव्यों के प्रति जागरूक होंगे तो सबसे पहले हम दूसरों के अधिकारों का हनन नहीं करेंगे तथा यदि हमारे अधिकारों का हनन होता है तो हम संरक्षण प्राप्त कर सकते हैं। इसके लिए मानवाधिकार आयोग, मानवाधिकार न्यायालय तथा संबंधित संस्थाएँ स्थापित की गयी हैं, जहाँ हम जाकर अपने अधिकारों के विषय में संरक्षण प्राप्त कर सकते हैं।

## सन्दर्भ सूची

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## केन्द्रीय माध्यमिक शिक्षा बोर्ड (सी0बी0एस0ई0) की कक्षा 9 की छात्राओं के व्यक्तित्व का अध्ययन

\*श्रीमती मेघा अरोरा

### शोधसार

इस अध्ययन में केन्द्रीय माध्यमिक शिक्षा बोर्ड (सी0बी0एस0ई0) के “रघुवीर बाल मंदिर अलीगढ़” तथा “विजडम पब्लिक स्कूल अलीगढ़” विद्यालयों की छात्राओं के व्यक्तित्व का अध्ययन किया। प्रत्येक विद्यालय से न्यादर्श में कक्षा 9 की 25-25 छात्राओं को लिया तथा यादृच्छिकीकरण की लॉटरी विधि द्वारा न्यादर्श का चयन किया, जिसमें डॉ० महेश भार्गव की “*Dimentional Personality inventory*” के आधार पर उनके व्यक्तित्व का अध्ययन किया, जिसमें क्रियात्मकता, उत्सुकता, निश्चयात्मकता, सन्देहशीलता, उदासीकरण तथा संवेगात्मक अस्थिरता पक्षों के Z प्राप्तांकों के आधार पर यह कहा जा सकता है कि छात्राओं में क्रियात्मकता तथा उत्सुकता सामान्य से अधिक और निश्चयात्मकता सामान्य तथा सामान्य से कम और संदेहशीलता, उदासीकरण सामान्य से कम एवं संवेगात्मक अस्थिरता सामान्य तथा सामान्य से कम पाई जाती है।

**प्रस्तावना:—** सामान्यतः व्यक्तित्व से अभिप्राय व्यक्ति के रूप, रंग, कद, लम्बाई, मोटाई, पतलापन अर्थात् शारीरिक संरचना से लगाया जाता है। ये समस्त गुण व्यक्ति के व्यक्तित्व का वाह्य आवरण हैं। लेकिन विभिन्न मनोवैज्ञानिकों द्वारा दी गई परिभाषाओं से स्पष्ट है कि केवल बाहरी रूप रंग को ही व्यक्तित्व नहीं कहा जा सकता बल्कि व्यक्ति के शारीरिक तथा मानसिक गुणों के सम्मिलित रूप को ही व्यक्तित्व की संज्ञा दी जाती है। विभिन्न विद्वानों एवं मनोवैज्ञानिकों ने अपने-अपने दृष्टिकोण से व्यक्तित्व शब्द को स्पष्ट करने का प्रयास किया है, इनमें आलपोर्ट महोदय के स्पष्टीकरण को अधिकांश विद्वानों ने स्वीकार किया है। आलपोर्ट महोदय ने 1937 में व्यक्तित्व की लगभग 50 परिभाषाओं का विश्लेषण और वर्गीकरण कर निष्कर्ष निकाला कि—

“व्यक्तित्व व्यक्ति के उन समस्त मनोशारीरिक तंत्रों का वह आंतरिक गत्यात्मक संगठन है जो उसके पर्यावरण के साथ उसका अद्वितीय समायोजन निर्धारित करता है।”<sup>1</sup>

**अध्ययन की आवश्यकता:—** वर्तमान समय में विद्यार्थियों के व्यवहार एवं उनके व्यक्तित्व में काफी विभिन्नता पाई जाती है, जिसके कारण उनको समाज में अलग-अलग स्थान प्राप्त होता है। इन विभिन्नताओं के कारणों का पता लगाने के लिए एवं उनमें सुधार लाने के लिए उनके व्यक्तित्व का अध्ययन करना आवश्यक है।

\*सहायक प्रोफेसर, शिक्षक शिक्षा विभाग, ज्ञान महाविद्यालय, अलीगढ़ (उ0प्र0), मो0नं0 9837751300

**अध्ययन की सार्थकता:**— देश के विकास के लिए योग्य नागरिकों के निर्माण की आवश्यकता होती है और इन योग्य नागरिकों के निर्माण का कार्य देश के विद्यालयों में किया जाता है। विद्यार्थियों के व्यक्तित्व का विकास करने में व्यक्तित्व के अध्ययन का काफी महत्त्व है। व्यक्तित्व के अध्ययन द्वारा विद्यार्थियों के व्यक्तित्व में सुधार करके उनमें शीलगुणों का समावेश करने में काफी मदद मिलेगी।

**अध्ययन विधि:**— इस अध्ययन में वर्णनात्मक शोध की सर्वेक्षण शोध विधि का प्रयोग किया है।

**उपकरण:**— इस अध्ययन में डॉ० महेश भार्गव की “Dimensional Personality Inventory” का प्रयोग किया है, जिसके अन्तर्गत 60 प्रश्नों को व्यक्तित्व के 6 भागों में विभाजित किया है, जो निम्नांकित हैं—

(1) क्रियात्मकता (2) उत्सुकता (3) निश्चयात्मकता (4) सन्देहशीलता (5) उदासीकरण (6) संवेगात्मक अस्थिरता।

प्रत्येक से सम्बन्धित प्रश्नों की संख्या 10 है। प्रश्नों के उत्तर देने का प्रावधान हाँ, नहीं, तथा अनिश्चित के रूप में था, जिसमें अंकों की संख्या हाँ के लिए 2, अनिश्चित के लिए 1 तथा नहीं के लिए शून्य अंक का प्रावधान था। इसी के आधार पर छात्राओं के व्यक्तित्व का मापन किया है।

**जनसंख्या:**— इस अध्ययन की जनसंख्या में शोधार्थिनी ने अलीगढ़ (उत्तर प्रदेश) शहर के दो सहशिक्षा विद्यालय रघुवीर बाल मन्दिर एवं विजडम पब्लिक स्कूल की कक्षा 9 में पढ़ने वाली छात्राएँ शामिल हैं। ये दोनों विद्यालय केन्द्रीय माध्यमिक शिक्षा बोर्ड से मान्यता प्राप्त हैं।

**न्यादर्श:**— इस अध्ययन में जनसंख्या में दिए गए दोनों विद्यालयों में कक्षा 9 में पढ़ने वाली छात्राओं में से 25—25 छात्राएँ लॉटरी विधि द्वारा अध्ययन हेतु चुनी गई तथा उपयुक्त सांख्यिकीय विधियों द्वारा समंकों (Data) का विश्लेषण कर निष्कर्ष निकाले गए।

**अध्ययन के उद्देश्य:**—

1. सी०बी०एस०ई० की कक्षा 9 की छात्राओं के व्यक्तित्व में क्रियात्मकता का अध्ययन करना।
2. सी०बी०एस०ई० की कक्षा 9 की छात्राओं के व्यक्तित्व में उत्सुकता का अध्ययन करना।
3. सी०बी०एस०ई० की कक्षा 9 की छात्राओं के व्यक्तित्व में निश्चयात्मकता का अध्ययन करना।
4. सी०बी०एस०ई० की कक्षा 9 की छात्राओं के व्यक्तित्व में संदेहशीलता का अध्ययन करना।
5. सी०बी०एस०ई० की कक्षा 9 की छात्राओं के व्यक्तित्व में उदासीकरण का अध्ययन करना।
6. सी०बी०एस०ई० की कक्षा 9 की छात्राओं के व्यक्तित्व में संवेगात्मक अस्थिरता का अध्ययन करना।

**परिकल्पनाएँ:**—

1. सी०बी०एस०ई० की कक्षा 9 की छात्राओं के व्यक्तित्व में क्रियात्मकता सामान्य से अधिक पाई जाती है।
2. सी०बी०एस०ई० की कक्षा 9 की छात्राओं के व्यक्तित्व में उत्सुकता सामान्य से अधिक पाई जाती है।

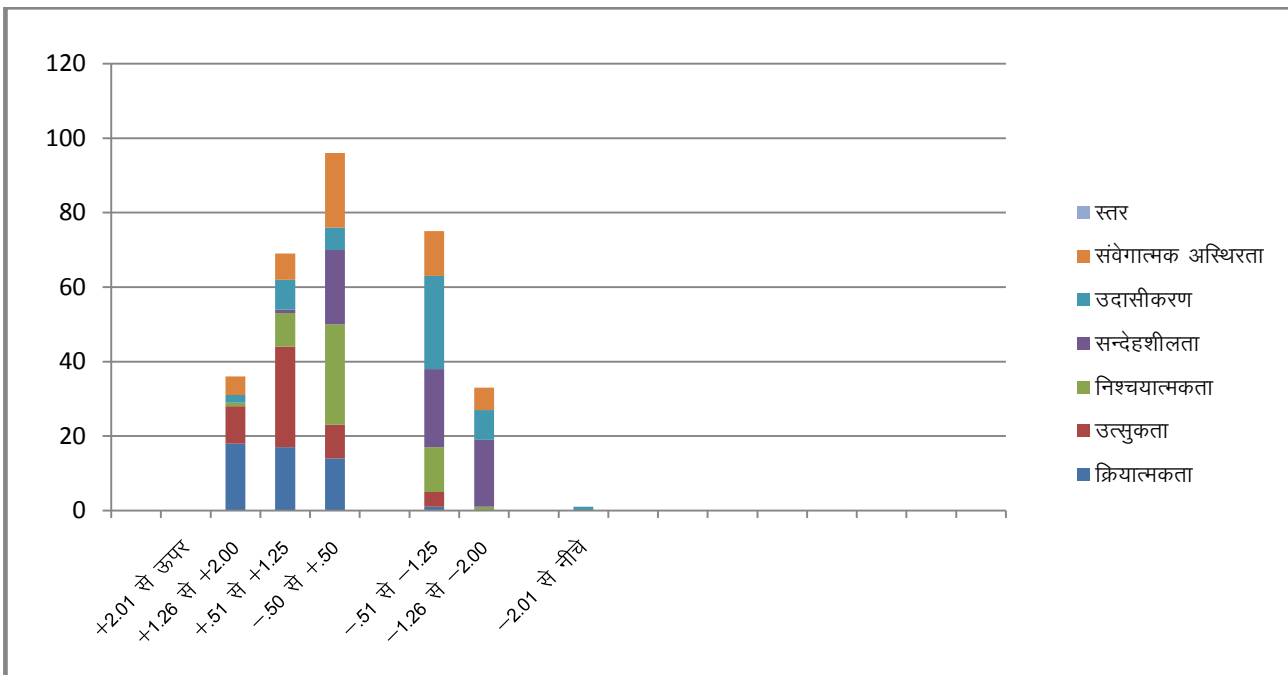
3. सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में निश्चयात्मकता सामान्य तथा सामान्य से कम पाई जाती है।
4. सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में संदेहशीलता की प्रवृत्ति सामान्य से कम पाई जाती है।
5. सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में उदासीकरण की प्रवृत्ति सामान्य से कम पाई जाती है।
6. सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में संवेगात्मक अस्थिरता सामान्य तथा सामान्य से कम पाई जाती है।

### तालिका-1

कक्षा 9 की सी0बी0एस0ई0 की 50 छात्राओं के व्यक्तित्व की विभिन्नताओं का Z प्राप्तांक

Z Score	क्रियात्मकता	उत्सुकता	निश्चयात्मकता	सन्देहशीलता	उदासीकरण	संवेगात्मक अस्थिरता	स्तर
+2.01 से ऊपर	0	0	0	0	0	0	अति उत्तम
+1.26 से +2.00	18	10	01	0	02	05	उत्तम
+0.51 से +1.25	17	27	09	01	08	07	सामान्य से अधिक
-0.50 से +0.50	14	09	27	20	06	20	सामान्य
-0.51 से -1.25	01	04	12	21	25	12	सामान्य से निम्न
-1.26 से -2.00	0	0	01	08	08	06	निम्न
-2.01 से नीचे	0	0	0	0	1	0	अति निम्न

उपर्युक्त तालिका के आँकड़ों का दण्ड आरेख (बार चार्ट) द्वारा प्रदर्शन



तालिका-1 में व्यक्तित्व के विभिन्न स्तरों के आधार पर छात्राओं के व्यक्तित्व की विभिन्नताओं का Z प्राप्तांक है। पहला पक्ष क्रियात्मकता है, जिसमें बालिकाओं के कार्य करने की स्थिति का Z प्राप्तांक



निकाला है। दूसरा पक्ष उत्सुकता है, जिसमें छात्राओं में किसी भी कार्य को करने की उत्सुकता, नवीन चीजों को सीखने की उत्सुकता तथा समाज में अपना स्थान सुनिश्चित करने की उत्सुकता का Z प्राप्तांक निकाला है। तीसरा पक्ष निश्चयात्मकता है, जिसमें छात्राओं को अपने निर्णयों पर दृढ़ रहने तथा अपने विचारों में निश्चयात्मकता का Z प्राप्तांक ज्ञात किया है। चौथा पक्ष सन्देहशीलता है, जिसमें छात्राओं के सन्देहपूर्ण व्यवहार का Z प्राप्तांक निकाला है कि छात्राओं में किसी भी नवाचार को ग्रहण करने में कितनी सन्देहशीलता पाई जाती है। पाँचवा पक्ष उदासीकरण है, कि छात्राओं में जीवन के प्रति दृष्टिकोण कैसा है, उनमें नकारात्मकता अधिक है या सकारात्मकता। छठा पक्ष संवेगात्मक अस्थिरता है, जिसमें छात्राओं के संवेगों (क्रोध, प्रेम, भय, घृणा) का उनके जीवन में उतार-चढ़ाव का अध्ययन किया जाता है।

**Z प्राप्तांक:-** Z प्राप्तांक  $\sigma$  के रूप में वह प्राप्तांक है जिसमें मूल प्राप्तांक से मध्यमान को घटाकर व्यक्ति का विचलन प्राप्तांक ज्ञात किया जाता है। फिर इस विचलन प्राप्तांक को प्रामाणिक विचलन  $\sigma$  से भाग दिया जाता है। इस प्रकार से प्राप्त प्राप्तांक ही Z प्राप्तांक कहलाता है। व्यावहारिक दृष्टि से परीक्षण प्राप्तांकों को Z प्राप्तांकों में बदलना लाभदायक होता है।

Z प्राप्तांकों के साथ हम निश्चित रूप से यह कह सकते हैं कि किसी भी श्रृंखला में प्रत्येक वितरण का विचलन समरूप होगा एवं प्रत्येक प्राप्तांक अनावश्यक रूप से अभिनति से मुक्त होगा। बहुधा Z प्राप्तांक का प्रयोग एक सन्दर्भ समूह में किसी व्यक्ति विशेष की दो या अधिक विशेषताओं या योग्यताओं की तुलना के लिए किया जाता है।<sup>2</sup>

### तालिका-1 की व्याख्या

तालिका के कॉलम 1 (क्रियात्मकता) के विवरण के आधार पर 50 छात्राओं में से 35 छात्राओं का Z स्कोर का प्रसार व्यक्तित्व के क्रियात्मकता में +.51 से +2.00 के मध्य आया है अर्थात् सामान्य सम्भाव्यता वक्र के अनुसार शोधार्थिनी यह कह सकती है कि केन्द्रीय माध्यमिक शिक्षा बोर्ड की छात्राओं के व्यक्तित्व में क्रियात्मकता सामान्य से अधिक तथा उत्तम स्तर पर अधिक पाई जाती है। अतः शोधार्थिनी की परिकल्पना "सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में क्रियात्मकता सामान्य से अधिक पाई जाती है" स्वीकृत की जाती है।

तालिका के कॉलम 2 (उत्सुकता) के विवरण के आधार पर 50 छात्राओं में से 37 छात्राओं का Z स्कोर का प्रसार व्यक्तित्व के उत्सुकता का स्तर + .51 से + 2.00 के मध्य आया है अर्थात् शोधार्थिनी यह कह सकती है कि केन्द्रीय माध्यमिक शिक्षा बोर्ड की छात्राओं के व्यक्तित्व में उत्सुकता सामान्य से अधिक तथा उत्तम स्तर पर अधिक पाई जाती है। अतः शोधार्थिनी की परिकल्पना "सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में उत्सुकता सामान्य से अधिक पाई जाती है" स्वीकृत की जाती है।

तालिका के कॉलम 3 (निश्चयात्मकता) के विवरण के आधार पर 50 छात्राओं में से 40 छात्राओं का Z स्कोर का प्रसार व्यक्तित्व के निश्चयात्मकता का स्तर -.50 से -2.00 के मध्य आया है अर्थात् शोधार्थिनी यह कह सकती है कि केन्द्रीय माध्यमिक शिक्षा बोर्ड की छात्राओं के व्यक्तित्व में निश्चयात्मकता सामान्य, सामान्य से निम्न तथा निम्न स्तर पर अधिक पाई जाती है। अतः

शोधार्थिनी की परिकल्पना "सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में निश्चयात्मकता सामान्य तथा सामान्य से कम पाई जाती है" स्वीकृत की जाती है।

तालिका के कॉलम 4 (सन्देहशीलता) के विवरण के आधार पर 50 छात्राओं में से 29 छात्राओं का Z स्कोर का प्रसार व्यक्तित्व के सन्देहशीलता का स्तर  $-0.50$  से  $-2.00$  के मध्य आया है। अर्थात् शोधार्थिनी यह कह सकती है कि केन्द्रीय माध्यमिक शिक्षा बोर्ड की छात्राओं के व्यक्तित्व में सन्देहशीलता सामान्य से निम्न तथा निम्न स्तर पर अधिक पाई जाती है। अतः शोधार्थिनी की परिकल्पना "सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में सन्देहशीलता की प्रवृत्ति सामान्य से कम पाई जाती है" स्वीकृत की जाती है।

तालिका के कॉलम 5 (उदासीकरण) के विवरण के आधार पर 50 छात्राओं में से 34 छात्राओं का Z स्कोर का प्रसार व्यक्तित्व के उदासीकरण का स्तर  $-0.51$  से  $-2.01$  के मध्य आया है। अर्थात् शोधार्थिनी यह कह सकती है कि केन्द्रीय माध्यमिक शिक्षा बोर्ड की छात्राओं के व्यक्तित्व में उदासीकरण सामान्य से निम्न, निम्न तथा अति निम्न स्तर पर अधिक पाई जाती है। अतः शोधार्थिनी की परिकल्पना "सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में उदासीकरण की प्रवृत्ति सामान्य से कम पाई जाती है" स्वीकृत की जाती है।

तालिका के कॉलम (6) (संवेगात्मक अस्थिरता) के विवरण के आधार पर 50 छात्राओं में से 38 छात्राओं का Z स्कोर का प्रसार व्यक्तित्व के संवेगात्मक अस्थिरता का स्तर  $-0.51$  से  $-2.01$  के मध्य आया है। अर्थात् शोधार्थिनी यह कह सकती है कि केन्द्रीय माध्यमिक शिक्षा बोर्ड की छात्राओं के व्यक्तित्व में संवेगात्मक अस्थिरता सामान्य, सामान्य से निम्न तथा निम्न स्तर पर अधिक पाई जाती है। अतः शोधार्थिनी की परिकल्पना "सी0बी0एस0ई0 की कक्षा 9 की छात्राओं के व्यक्तित्व में संवेगात्मक अस्थिरता सामान्य तथा सामान्य से कम पाई जाती है" स्वीकृत की जाती है।

**निष्कर्ष:-** केन्द्रीय माध्यमिक शिक्षा बोर्ड की छात्राओं के व्यक्तित्व का अध्ययन करने से ज्ञात हुआ कि उनमें से अधिकांश छात्राएँ मध्यम एवं उच्च मध्यम परिवारों से हैं। बालिकाओं के व्यक्तित्व का अध्ययन करने से ज्ञात हुआ, कि केन्द्रीय माध्यमिक शिक्षा बोर्ड की छात्राओं में क्रियात्मकता एवं उत्सुकता अधिक पाई जाती है, जिसका कारण उनके परिवार की आर्थिक स्थिति अच्छी होना पाया है क्योंकि उन्हें बिना परिश्रम के ही सभी सुविधाएँ तथा अवसर उपलब्ध हो जाते हैं जिसके कारण उनमें किसी भी कार्य के प्रति क्रियाशीलता तथा उत्सुकता बनी रहती है। आर्थिक कमी न होने के कारण किसी भी कार्य एवं नवीन क्रियाकलापों में सहभागिता करने से यह कभी भी पीछे नहीं हटती हैं। हर नवीन कार्य को जानने एवं सीखने की इनमें उत्सुकता बनी रहती है। सी0बी0एस0ई0 की छात्राओं में निश्चयात्मकता की कमी भी पाई जाती है क्योंकि इस अवस्था को "स्टेनले हॉल ने" **संघर्ष, तनाव, तूफान और विरोध की अवस्था कहा है**<sup>3</sup> क्योंकि सभी प्रकार की सुख-सुविधाएँ मिलने के कारण ये अपने निर्णयों पर स्थिर नहीं रह पाती हैं। इनके परिवार की अपेक्षाएँ इनसे अधिक होती है। परिवार की अपेक्षाएँ, शिक्षकों की अपेक्षाएँ, अपनी स्वयं की रुचि में वे उलझ कर रह जाती हैं। उन्हें अपने जीवन में स्पष्ट दृष्टिकोण देखने को नहीं मिलता, जिसके कारण उनके जीवन में अनिश्चितता बनी रहती है। सी0बी0एस0ई0 की छात्राओं में सन्देहशीलता की प्रवृत्ति सामान्य से कम देखने को मिलती है। इन छात्राओं में पूर्ण आत्मविश्वास पाया जाता है जिसके

कारण इनमें संदेहशीलता की कमी पाई जाती है। इसके साथ ही इनमें उदासीकरण की प्रवृत्ति भी सामान्य से कम देखने को मिलती है तथा संवेगात्मक अस्थिरता भी सामान्य तथा सामान्य से कम देखने को मिलती है क्योंकि इन छात्राओं का वातावरण में चाहे वह इनका विद्यालय हो या इनका घर, हर वातावरण में इन्हें पूर्ण स्वतंत्रता, विचारों की स्वतंत्र अभिव्यक्ति तथा सृजनात्मकता प्रदर्शित करने की पूर्ण स्वतंत्रता प्रदान की जाती है, जिसके कारण इन बालिकाओं में उदासीकरण तथा संवेगात्मक अस्थिरता सामान्य से कम देखने को मिलती है।

### सुझाव—

#### शिक्षकों के लिए—

- (1) कक्षा में शिक्षकों को सकारात्मक पुनर्बलन का प्रयोग करना चाहिए।
- (2) कक्षा में विभिन्न गतिविधियों का आयोजन करके छात्राओं को उनमें संलग्न करना चाहिए जिससे कि उनमें गतिशीलता, क्रियात्मकता बनी रहे।
- (3) शिक्षकों को अधिक से अधिक प्रोजेक्ट विधि का प्रयोग करना चाहिए।
- (4) कक्षा में पढ़ाते समय शिक्षकों को T.L.M. का प्रयोग करना चाहिए, जिससे छात्राओं में रुचि एवं सक्रियता बनी रहे।

#### अभिभावकों के लिए सुझावः—

- (1) छात्राओं को घर के कामों में भी संलग्न करना चाहिए, जिससे उनमें जिम्मेदारियों का विकास हो।
- (2) अनावश्यक रूप से उनको संरक्षण प्रदान नहीं करना चाहिए।
- (3) मूल्यों के विकास के लिए उन्हें विभिन्न सामाजिक, सांस्कृतिक, गतिविधियों में सम्मिलित होने के लिये प्रेरित किया जाना चाहिए।

#### विद्यालय के उच्च प्रबन्धन के लिए सुझावः—

- (1) विद्यालय में N.S.S. एवं N.C.C रूपी गतिविधियों को आयोजित किया जाना चाहिए।
- (2) राष्ट्रीय स्तर पर खेलकूद के लिए छात्राओं को उचित अवसर प्रदान किए जाने चाहिए।
- (3) मूल्यों के विकास के लिए विद्यालय में समय-समय पर विभिन्न सामाजिक गतिविधियों का आयोजन करके छात्राओं की उनमें भागीदारी सुनिश्चित करनी चाहिए।

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## हाईस्कूल में अध्ययनरत् ग्रामीण छात्र-छात्राओं की शैक्षिक अभिरुचियों का तुलनात्मक अध्ययन

\*श्रीमती बन्दना कुमारी  
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### शोधसार

प्रस्तुत शोध पत्र में अलीगढ़ (उ०प्र०) में ग्रामीण क्षेत्र से हाईस्कूल के छात्र एवं छात्राओं की शैक्षिक अभिरुचियों के तुलनात्मक अध्ययन हेतु माध्यमिक शिक्षा परिषद्, उत्तर प्रदेश (U.P. Board) से सम्बद्ध दो इण्टरमीडिएट कॉलेज के 50 (25 छात्र एवं 25 छात्राएँ) विद्यार्थियों का यादृच्छिकरण की लॉटरी विधि से न्यादर्श में लिया। विद्यार्थियों की शैक्षिक अभिरुचियों के मापन हेतु डॉ० एस०पी० कुलश्रेष्ठ द्वारा विकसित रुचि प्रपत्र का प्रयोग किया है, अध्ययन में सार्थकता अन्तर ज्ञात करने के लिए 'टी' परीक्षण का प्रयोग किया है, जिसके आधार पर कहा जा सकता है कि छात्र एवं छात्राओं के मध्य शैक्षिक अभिरुचियों में सार्थक अन्तर नहीं है।

**प्रस्तावना:-** वर्तमान की हमारी बाल पीढ़ी देश के भविष्य की कर्णधार है, ऐसी स्थिति में यह आवश्यक है कि बालक एवं बालिकाओं की शिक्षा पर विशेष बल दिया जाए। शिक्षा के माध्यम से जहाँ एक ओर हमारे ज्ञान का पर्याप्त विकास होता है, वहीं दूसरी ओर हमारे चरित्र का भी निर्माण होता है। एक अच्छी शिक्षा विद्यार्थियों को तभी दी जा सकती है, जब उनकी शैक्षिक रुचियों को ध्यान में रखा जाए, क्योंकि रुचि और अवधान (रुकावट) एक सिक्के के दो पहलू के रूप में हैं, अर्थात् जिस कार्य को व्यक्ति पूर्ण मनोयोग से करता है, उसमें उसकी सफलता निश्चित होती है। इसलिए यह आवश्यक है कि बालक एवं बालिकाओं की शैक्षिक अभिरुचियों का विधिवत् अध्ययन किया जाए। शिक्षा के माध्यम से हमें अनेक प्रकार के व्यावसायिक क्षेत्रों में जाने का अवसर मिलता है, इसीलिए आवश्यक है कि हम शैक्षिक एवं व्यावसायिक दोनों ही पक्षों को भली-भाँति समझें और अपने विद्यार्थियों को इस प्रकार की शिक्षा दें, जिससे वे अपने भावी जीवन में अपेक्षित एवं उपयुक्त व्यावसायिक क्षेत्र का चयन कर सकें।

**रुचि-** 'रुचि' अंग्रेजी शब्द 'इन्टरेस्ट' का समानार्थी शब्द है।

**विंध्यम के अनुसार-** रुचि वह प्रवृत्ति है जो किसी अनुभव में व्यक्ति को तल्लीन कर ले तथा उस अनुभव में हमेशा तल्लीन रहे।<sup>1</sup>

**गिलफोर्ड के अनुसार:-** रुचि वह प्रवृत्ति है, जिससे हम किसी व्यक्ति की क्रिया की ओर ध्यान देते हैं और उसके प्रति आकर्षित होते हैं एवं सन्तुष्टि प्राप्त करते हैं<sup>2</sup>

उपर्युक्त विद्वानों एवं मनोवैज्ञानिकों के विचारों का अध्ययन करने के उपरान्त हम यह कह सकते हैं कि रुचि एक प्रेरक शक्ति है जो कार्य करने के उपरान्त सन्तुष्टि प्रदान कर आवश्यकता की पूर्ति करती है एवं लक्ष्य की प्राप्ति में सहायता एवं मानसिक विकास कर सामाजिक प्राणी बनाती है।

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**अभिरुचि:**— अभिरुचि किसी क्षेत्र विशेष में व्यक्ति की कार्य कुशलता की विशिष्ट योग्यता तथा विशिष्ट क्षमता को इंगित करती है।

**अध्ययन की आवश्यकता:**—वर्तमान परिवेश में विद्यार्थियों की अभिरुचियों में निरन्तर बदलाव देखने को मिल रहा है, इस बदलाव को सकारात्मक दिशा प्रदान करने के लिए हमें विद्यार्थियों की शैक्षिक अभिरुचियों का अध्ययन करना अति आवश्यक है।

**अध्ययन की सार्थकता:**— विद्यार्थियों के सर्वांगीण विकास में उनकी शैक्षिक अभिरुचियों का आकलन महत्वपूर्ण स्थान रखता है, विद्यार्थियों की शैक्षिक अभिरुचियों की गणना करके उनके शैक्षिक स्तर को सुधारा जा सकता है।

**अध्ययन के उद्देश्य:**—

1. हाईस्कूल में अध्ययनरत् छात्र-छात्राओं की शैक्षिक अभिरुचियों का अध्ययन करना।
2. ग्रामीण छात्र-छात्राओं की शैक्षिक अभिरुचियों का अध्ययन करना।

**अध्ययन की परिकल्पना:**—

1. ग्रामीण छात्र-छात्राओं की शैक्षिक अभिरुचियों में सार्थक अन्तर नहीं है।

**अध्ययन की विधि:**— इस अध्ययन में वर्णनात्मक शोध विधि का प्रयोग किया गया है। इस अध्ययन में डॉ० एस०पी०कुलश्रेष्ठ<sup>3</sup> द्वारा विकसित रुचि प्रपत्र का प्रयोग किया गया है। इसके अन्तर्गत 200 शैक्षिक विषयों एवं क्रियाओं को 7 क्षेत्रों में प्रस्तुत किया गया। 15 निर्णायकों के सामूहिक परिणामों के आधार पर अंतिम रूप से 7 क्षेत्रों को स्वीकार करते हुए इसमें कुल 98 विषयों को स्वीकार किया है। ये सात क्षेत्र निम्न प्रकार हैं— 1. कृषि, 2. वाणिज्य 3. ललित कला, 4. गृहविज्ञान, 5. मानवशास्त्र, 6. विज्ञान, 7. तकनीकी।

प्रत्येक क्षेत्र में 14 विषयों को शामिल किया गया है।

**प्रश्नों का उत्तर देने का प्रावधान:**— पसन्द होने पर (✓) सही का चिह्न और ना पसन्द होने पर (×) क्रॉस का चिह्न अंकित किया। प्रत्येक सही उत्तर के लिए 1 अंक प्रदान किया जाता है तथा गलत के लिए शून्य अंक प्रदान किया जाता है। इसी के आधार पर विद्यार्थियों की शैक्षिक अभिरुचियों का मापन किया गया है।

**जनसंख्या एवं न्यादर्श:**— इस अध्ययन में शोधार्थियों ने जिला-अलीगढ़ (उ०प्र०) के दो इण्टर कॉलेज-अग्रसेन इण्टर कालेज, हरदुआगंज, अलीगढ़ एवं श्री द्वारिका सिंह (एस०डी०एस०) इण्टर कॉलेज पानखानी भदेशी रोड अलीगढ़, को अध्ययन के लिए चुना है। ये दोनों विद्यालय माध्यमिक शिक्षा परिषद् उत्तर प्रदेश (U.P. Board) से सम्बद्ध हैं। इन विद्यालयों से केवल ग्रामीण छात्र एवं छात्राओं में से ही न्यादर्श लिए गये।

#### न्यादर्श का आकार

विद्यालय का नाम	छात्र	छात्राँ	योग
अग्रसेन इण्टर कॉलेज, हरदुआगंज, अलीगढ़	13	12	25
श्री द्वारिका सिंह (एस०डी०एस०) इण्टर कॉलेज पानखानी भदेशी रोड अलीगढ़	12	13	25
योग	25	25	50

इन दोनों विद्यालयों में कक्षा 10 में पढ़ने वाले छात्र-छात्राओं में से 25-25 छात्र-छात्राओं का यादृच्छिकरण की लॉटरी विधि का अध्ययन हेतु चयन किया तथा उपयुक्त सांख्यिकीय विधियों द्वारा आँकड़ों का विश्लेषण कर व्याख्या की है।

### तालिका 1

ग्रामीण छात्र-छात्राओं की शैक्षिक अभिरुचियों के मध्यमान, मानक विचलन एवं 'टी' मूल्यों का विवरण।

शैक्षिक अभिरुचि के क्षेत्र	ग्रामीण छात्र			ग्रामीण छात्राएँ				
	संख्या	मध्यमान	मानक विचलन	संख्या	मध्यमान	मानक विचलन	एस.ई. डी.	टी-मूल्य
कृषि	25	7.04	2.76	25	6.80	3.69	0.91	0.26
वाणिज्य	25	6.68	2.38	25	7.24	3.69	0.88	0.64
ललित कला	25	6.92	3.30	25	7.20	3.28	0.93	0.30
गृह-विज्ञान	25	6.12	2.76	25	7.72	3.40	0.87	1.80
मानवशास्त्र	25	8.12	2.31	25	8.40	3.09	0.77	0.36
विज्ञान	25	7.80	2.87	25	7.76	3.38	0.88	0.04
तकनीकी	25	7.80	2.76	25	7.32	3.90	0.96	1.54

### विश्लेषण एवं व्याख्या:-

प्रदत्तों का गहन अध्ययन करने पर यह ज्ञात होता है, कि शैक्षिक अभिरुचियों के कृषि क्षेत्र में ग्रामीण छात्रों का मध्यमान 7.04 है तथा मानक विचलन 2.76 है, इसी क्षेत्र में ग्रामीण छात्राओं का मध्यमान 6.80 है तथा मानक विचलन 3.69 है। इन दोनों समूहों के मध्यमानों के अन्तर की सार्थकता को स्पष्ट करने के लिए टी मूल्य की गणना की गई जिसका मान 0.26 है, जो 0.05 स्तर पर सार्थक नहीं है, क्योंकि यह मान 2.01 के मान से कम है। साथ ही मध्यमानों के अन्तर से ज्ञात होता है कि कृषि क्षेत्र में छात्राओं की तुलना में छात्रों में अधिक रुचि पाई गयी।

शैक्षिक अभिरुचियों के वाणिज्य क्षेत्र में ग्रामीण छात्रों का मध्यमान 6.68 है तथा मानक विचलन 2.38 है, इसी क्षेत्र में ग्रामीण छात्राओं का मध्यमान 7.24 है तथा मानक विचलन 3.69 है। इन दोनों समूहों के मध्यमानों के अन्तर की सार्थकता को स्पष्ट करने के लिए टी-मूल्य की गणना की गई जिसका मान 0.64 है, जो 0.05 स्तर पर भी सार्थक नहीं है। साथ ही मध्यमानों के अन्तर से ज्ञात होता है कि वाणिज्य क्षेत्र में छात्रों की तुलना में छात्राओं में अधिक रुचि पाई गयी।

शैक्षिक अभिरुचियों के ललित-कला क्षेत्र में ग्रामीण छात्रों का मध्यमान 6.92 है तथा मानक विचलन 3.30 है, इसी क्षेत्र में ग्रामीण छात्राओं का मध्यमान 7.20 है तथा मानक विचलन 3.28 है। इन दोनों



समूहों के मध्यमानों के अन्तर की सार्थकता को स्पष्ट करने के लिए टी मूल्य की गणना की गई जिसका मान 0.30 है, जो 0.05 स्तर पर सार्थक नहीं है। साथ ही मध्यमानों के अन्तर से ज्ञात होता है कि ललित-कला क्षेत्र में छात्रों की तुलना में छात्राओं में अधिक रुचि पाई गयी।

शैक्षिक अभिरुचियों के गृहविज्ञान क्षेत्र में ग्रामीण छात्रों का मध्यमान 6.12 है तथा मानक विचलन 2.76 है, इसी क्षेत्र के ग्रामीण छात्राओं का मध्यमान 7.72 है तथा मानक विचलन 3.40 है। इन दोनों समूहों के मध्यमानों के अन्तर की सार्थकता को स्पष्ट करने के लिए टी मूल्य की गणना की गई जिसका मान 1.80 है, जो 0.05 स्तर पर भी सार्थक नहीं है साथ ही मध्यमानों के अन्तर से ज्ञात होता है कि गृह विज्ञान क्षेत्र में छात्राओं की तुलना में छात्रों में कम रुचि पाई गयी।

शैक्षिक अभिरुचियों के मानवशास्त्र क्षेत्र में ग्रामीण छात्रों का मध्यमान 8.12 है तथा मानक विचलन 2.31 है, इसी क्षेत्र में ग्रामीण छात्राओं का मध्यमान 8.40 तथा मानक विचलन 3.09 है। इन दोनों समूहों के मध्यमानों के अन्तर की सार्थकता को स्पष्ट करने के लिए टी मूल्य की गणना की गई जिसका मान 0.36 है, जो 0.05 स्तर पर भी सार्थक नहीं है। साथ ही मध्यमानों के अन्तर से ज्ञात होता है कि मानवशास्त्र क्षेत्र में छात्रों की तुलना में छात्राओं में अधिक रुचि पाई गयी।

शैक्षिक अभिरुचियों के विज्ञान क्षेत्र में ग्रामीण छात्रों का मध्यमान 7.80 है तथा मानक विचलन 2.87 है, इसी क्षेत्र में ग्रामीण छात्राओं का मध्यमान 7.76 है तथा मानक विचलन 3.38 है। इन दोनों समूहों के मध्यमानों के अन्तर की सार्थकता को स्पष्ट करने के लिए टी-मूल्य की गणना की गई जिसका मान 0.04 है, जो 0.05 स्तर पर भी सार्थक नहीं है। साथ ही मध्यमानों के अन्तर से ज्ञात होता है कि विज्ञान क्षेत्र में छात्राओं की तुलना में छात्रों में अधिक रुचि पाई गयी।

शैक्षिक अभिरुचियों के तकनीकी क्षेत्र में ग्रामीण छात्रों का मध्यमान 7.80 है तथा मानक विचलन 2.76 है, इसी क्षेत्र में ग्रामीण छात्राओं का मध्यमान 7.32 है तथा मानक विचलन 3.90 है। इन दोनों समूहों के मध्यमानों के अन्तर की सार्थकता को स्पष्ट करने के लिए टी-मूल्य की गणना की गई जिसका मान 1.54 है, जो 0.05 स्तर भी सार्थक नहीं है। साथ ही मध्यमानों के अन्तर से ज्ञात होता है कि तकनीकी क्षेत्र में छात्राओं की तुलना में छात्रों में अधिक रुचि पाई गयी।

अतः उपर्युक्त गणना के आधार पर यह स्पष्ट होता है कि हमारी शोध परिकल्पना 'ग्रामीण छात्र-छात्राओं की शैक्षिक अभिरुचियों में सार्थक अंतर नहीं है' सत्य सिद्ध होती है।

#### सुझाव:-

1. प्रत्येक विद्यार्थी के माता-पिता को चाहिए कि बालकों की क्षमताओं के विकास में विशेष तत्परता एवं सावधानी बरतें।
2. जहाँ तक सम्भव हो परिवार के सदस्य, घर के बच्चों के समक्ष सकारात्मक एवं क्रियाशील वातावरण को बनाये रखने में सहयोग दें।
3. अध्यापक, विद्यार्थियों की अभिरुचियों, अभिक्षताओं का उचित मूल्यांकन कर उचित निर्देशन प्रदान करें।
4. विद्यार्थियों की सृजनात्मकता, कल्पनाशक्ति, व्यक्तित्व विकास, चिन्तनशीलता के विकास में अध्यापक उचित वातावरण प्रस्तुत करें।
5. अभिरुचियों के विकास के लिए समय-समय पर विभिन्न क्रियाओं को पाठ्य-सहगामी क्रियाओं के माध्यम से आयोजित कराते रहना चाहिए।

सन्दर्भ :-

1. डॉ० एस०पी० गुप्ता :आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद, पृष्ठ सं० 328 ।
2. डॉ० एस०पी० गुप्ता :आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद, पृष्ठ सं० 328 ।
3. डॉ० एस०पी० कुलश्रेष्ठ नेशनल साइकोलॉजीकल कॉर्पोरेशन, आगरा

इस शोध पत्र में प्रयुक्त समंक (DATA) प्रथम लेखिका (बन्दना कुमारी) के अप्रकाशित लघु शोध प्रबन्ध "हाईस्कूल में अध्ययनरत् छात्र-छात्राओं की शैक्षिक अभिरुचियों का तुलनात्मक अध्ययन" से लिए गये हैं। यह लघुशोध प्रबंध एम०एड० की उपाधि की आंशिक पूर्ति हेतु शैक्षिक सत्र 2015-17 में DR. B.R.A.U. AGRA में प्रस्तुत किया गया था।

## योग साधना की वर्तमान शिक्षा में प्रासंगिकता

\*डॉ० (श्रीमती) बीना अग्रवाल

\*\*श्रीमती वर्धा शर्मा

### शोधसार

योग का प्रादुर्भाव प्राचीन काल से हुआ है जो पाँचवीं व छठी शताब्दी ईसापूर्व के आस-पास माना जाता है। भारतीय दर्शन के अनुसार योग दर्शन सनातन धर्म की प्राचीन धरोहर है। वर्तमान समय में मनुष्य अधिक दुःखी, अशान्त तथा नीरस होता जा रहा है। व्यक्ति उन्नति के नाम पर तनावपूर्ण जीवन जी रहा है, क्योंकि वह एक दूसरे से प्रतिस्पर्धा करने में लगा है। योग के द्वारा मानसिक विकारों से मुक्ति तथा मूल्यों का निर्माण किया जा सकता है। योग का महत्त्व इसलिए है, क्योंकि यह मानव को सांसारिक कष्टों से मुक्ति दिलाने में सक्षम है। योग के अष्टांग मार्ग के द्वारा मनुष्य गंभीर बीमारियों से अपने आप को सुरक्षित रख सकता है।

**प्रस्तावना :-** लगभग 5000 साल पहले से योग का विकास किया गया, जिसमें शारीरिक, मानसिक, आध्यात्मिक रूप शामिल हैं। योग का सबसे पहला उल्लेख ऋग्वेद में है, जो पाँचवीं व छठी शताब्दी ईसा पूर्व के आस-पास प्रारम्भ हुआ। भारतीय प्राचीन ग्रंथ वेद, पुराण, श्रीमद्भगवद्गीता, हठयोग, शिवसंहिता आदि ग्रंथों में योग का वर्णन किया गया है। योग दर्शन के अष्टांग मार्ग के माध्यम से ही मोक्ष\*\* की प्राप्ति सम्भव है। योग ज्ञान और कर्म का प्रधान सहायक होता है। योग का आत्मा से साक्षात्कार करना एक आध्यात्मिक विधा का संकेत है। योग साधना का मानव के जीवन में बहुत योगदान है, जो मन-मस्तिष्क को आनन्दानुभूति के साथ-साथ एकाग्रता, आध्यात्मिकता एवं व्यक्तित्व का सर्वांगीण विकास करने में सहायक होता है।

**अध्ययन की आवश्यकता :-** प्रस्तुत अध्ययन की आवश्यकता का प्रमुख कारण शिक्षा के क्षेत्र में योग साधना को उजागर करना तथा योग के विभिन्न सोपानों से अवगत कराना है, जिससे मनुष्य योग साधना की महत्ता से अवगत हो सके, साथ ही वर्तमान परिवेश में योग शिक्षा के ज्ञान को स्वीकार कर सके। वर्तमान समय में मनुष्य अधिक दुःखी, अशान्त तथा नीरस होता जा रहा है। व्यक्ति उन्नति के नाम पर तनावपूर्ण जीवन जी रहा है, क्योंकि वह एक दूसरे से प्रतिस्पर्धा करने में लगा है। योग साधना के द्वारा व्यक्ति मन को एकाग्र एवं तनावमुक्त कर सकता है। यदि मनुष्य नीरोगी काया को प्राप्त करना चाहता है, तो योग के अष्टांग मार्ग को समझने की अधिक आवश्यकता है।

नोट\*\* मोक्ष क्या है? इस प्रश्न को दो प्रकार से समझा जा सकता है।

1. वह क्या स्थिति है जिसे मोक्ष की परम स्थिति माना जा सकता है तथा

2. मोक्ष मिलने पर क्या हो जाता है—अर्थात् मोक्ष प्राप्ति के बाद की स्थिति क्या है?

मोक्ष की स्थिति सर्वाधिक महत्त्वपूर्ण है क्योंकि इसी को समझने पर क्यों और कैसे से भी अधिक का उत्तर छिपा है :

समय काल से ऊपर उठना वस्तुओं-पदार्थों से अलिप्त होना—

इस परिभाषा को पूर्ण दृष्टांत से भगवान कृष्ण ने उस समय समझाया जब उन्होंने अपने प्रिय मित्र अर्जुन को विराट-स्वरूप का दिग्दर्शन कराया।

श्रीकृष्ण के अंग-अंग में समय और काल की परिधि से विमुख जन्म-जन्मान्तरों के दृश्य अर्जुन को दिव्य चक्षुओं से दिख रहे थे। एक ही जीवात्मा के भिन्न-भिन्न समय में अलग-अलग काल में विभिन्न योनियों में आवागमन का दृश्य दिखाई दे रहा था। अर्थात् समय-काल और वस्तुओं के बंधन से मुक्त होने को ही मोक्ष की संज्ञा दी जाती है।

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**उद्देश्य :-**

1. योग साधना को शिक्षा के क्षेत्र में प्रस्तुत करना।
2. अष्टांग मार्ग के द्वारा मोक्ष प्राप्ति हेतु उन्मुख करना।
3. योगाभ्यास के द्वारा मनुष्य का सर्वांगीण विकास करना।

**अध्ययन का क्षेत्र :-**

यह अध्ययन महर्षि पतंजलि की 'योग सूत्र' पुस्तक के तथ्यों पर आधारित है। साथ ही इसके अन्तर्गत योग साधना की वर्तमान शिक्षा में प्रासंगिकता पर प्रकाश डाला गया है।

**योग साधना :-**

योग का इतिहास बहुत प्राचीन है। सभ्यता के प्रारम्भ से ही योग की उत्पत्ति प्रारम्भ हुई। महर्षि पतंजलि ऐसे विचारकों में से एक हैं, जिनका योगदर्शन शिक्षा नीति निर्धारित करने में सहायक सिद्ध होता है। योग दर्शन का प्रचार-प्रसार विश्वभर में हो रहा है। पतंजलि योग दर्शन का विकास हिरण्यगर्भ शास्त्र से हुआ। योग का उद्देश्य इच्छाओं और आकांक्षाओं पर नियन्त्रण करना होता है। योग दर्शन के अन्तर्गत अष्टांग मार्ग का उल्लेख किया गया है, जिससे मनुष्य मोक्ष प्राप्ति कर सकता है।

योग अत्यंत व्यापक शब्द है। योग की चर्चा अनेक प्राचीन ग्रंथों में हुई है। योग शब्द संस्कृत के 'युज' धातु से बना है, जिसका अर्थ है— जोड़ना। अर्थात् शरीर को मन, और आत्मा से जोड़ना ही योग है।

संस्कृत में योग शब्द की उत्पत्ति इस प्रकार से है—

**'युज्यते एतद इति योगः'<sup>2</sup>**

अर्थात् चित्त की वह अवस्था जब चित्त की समस्त वृत्तियों में एकाग्रता आ जाती है।

**योग का अर्थ :-** योग विद्या भारत के ऋषियों की अमूल्य धरोहर है। योग की व्यापकता इतनी अधिक है कि जीवन का हर पक्ष योग में समाहित है। वेद, पुराण और उपनिषदों में भी योग विद्या का विशिष्ट वर्णन उल्लेखनीय है। इसके साथ ही जैन और बौद्ध साहित्य में भी योग प्रक्रिया का विवेचन किया गया है। आदिकालीन साहित्य में नाथ सम्प्रदाय योग प्रक्रिया पर आधारित है। आज भी अनेक तीर्थस्थानों पर सम्प्रदाय के अनुयायी विद्यमान हैं। ज्ञान, भक्ति, कर्मयोग को भारतीय दर्शन की आत्मा माना जाता है।

पतंजलि के अनुसार योग का अर्थ है— चित्तवृत्तियों का निरोध करना। जैसा कि स्वामी रामदेव द्वारा रचित महर्षि पतंजलि प्रणीत योगदर्शन पुस्तक में वर्णन किया गया है—

**'योगश्चित्तवृत्ति निरोधः'<sup>3</sup>**

चित्त से उनका अभिप्राय है—मन, अहंकार तथा बुद्धि से व्यक्ति का मुक्त हो जाना। जब व्यक्ति इन तीनों वृत्तियों से मुक्त हो जायेगा, तब ही वह चित्तवृत्तियों को सांसारिक भोग से हटाकर ईश्वर में तल्लीन कर पायेगा।

**महर्षि पतंजलि ने योगदर्शन में पाँच प्रकार की चित्तवृत्तियों को व्याख्यायित किया है—**

प्रमाण

विपर्यय

विकल्प

निद्रा

स्मृति

**योग की परिभाषाएँ :-**

**श्रीमद्भगवद्गीता के अनुसार :-** श्रीमद्भगवद्गीता विश्व साहित्य का एक दिव्यतम धर्मग्रंथ है, जिसमें योग को अध्याय 2 के श्लोक 50 में इस प्रकार परिभाषित किया गया है—

**‘योगः कर्मसु कौशलम्’<sup>4</sup>**

यानी कर्म में जो कौशल है, वह योग है

**योगसूत्र के अनुसार:-** योगसूत्र के प्रणेता महर्षि पतंजलि ने योग को परिभाषित करते हुए कहा है—

**‘योगश्चित्तवृत्ति निरोधः’<sup>5</sup>**

अर्थात् चित्त की वृत्तियों का रुक जाना ही योग है। चित्त का तात्पर्य अंतःकरण से है, अपनी इन्द्रियों को नियन्त्रित करके आत्मा में विलीन होना।

योग के संदर्भ में अन्य विद्वानों के विचार

**रागेंय राधव के शब्दानुसार, “शिव और शक्ति का मिलन योग है।”<sup>6</sup>**

**शंकराचार्य के अनुसार, “ब्रह्म को सत्य मानते हुए और इस संसार के प्रति मिथ्या दृष्टि रखना ही योग है।”<sup>7</sup>**

**“ब्रह्मसत्यं जागत्मिथ्या”<sup>8</sup>**

पतंजलि के योगसूत्र में चित्तवृत्तियों के निरोध के लिए मूल्य मीमांसा के अनुसरण के लिए अष्टांग मार्ग को आवश्यक बताया गया है। जब तक मनुष्य को ईश्वर में विश्वास नहीं होगा, तब तक वह योग साधन के मार्ग का अनुसरण नहीं कर सकता। अतः कहा जा सकता है कि अष्टांग मार्ग में बताए गए (यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारण, ध्यान समाधि) सभी नियमों का पालन करना आवश्यक है। इसी के माध्यम से व्यक्ति को मोक्ष की प्राप्ति हो सकती है।

महर्षि पतंजलि को अष्टांगिक मार्ग का प्रणेता माना जाता है, क्योंकि पतंजलि में योग विद्या को व्यवस्थित रूप से आकार दिया है।

मानव जीवन का लक्ष्य सांसारिक कष्टों से मुक्ति को प्राप्त करना है। योग के अष्टांग मार्ग के द्वारा व्यावहारिक और सैद्धान्तिक दोनों पक्षों की महत्ता प्रतिपादित की जाती है।

पतंजलि ने योग के नियमों को एक ग्रंथ के रूप में आकार दिया है। पतंजलि ने योग के नियमों को एक ग्रंथ के रूप में संकलित करके विश्व को धरोहर के रूप में दिया है। अष्टांग मार्ग के आठों अंगों को अलग नहीं समझना चाहिए, क्योंकि मनुष्य अपना आत्मिक शुद्धिकरण अष्टांग के आठ चरणों को एक साथ प्रयोग करके ही प्राप्त कर सकता है।

महर्षि पतंजलि के द्वारा प्रणीत ‘योग दर्शन’ के द्वितीय अध्याय (साधनापाद) के सूत्र न0 29 में अष्टांग मार्ग को विश्लेषित किया गया है—

**‘यमनियमासन प्राणायाम प्रत्याहार धारणा ध्यान समाध्योऽष्टावगानि’<sup>9</sup>**

अष्टांग मार्ग को दो भागों में बाँटा जा सकता है।

1. बाहरी— यम, नियम, आसन, प्राणायाम, प्रत्याहार।

2. आंतरिक— धारणा, ध्यान, समाधि।

**यम :-** अहिंसा, सत्य, अस्तेय, ब्रह्मचर्य तथा अपरिग्रह ये पाँच यम हैं। यह पाँचों यम मनुष्य जीवन का आधार हैं।

1. अहिंसा—हिंसा न करना।
2. सत्य—झूठ न बोलना।
3. अस्तेय—दूसरे की वस्तु पर अधिकार न रखना।
4. ब्रह्मचर्य—मन, कर्म, वचन का संयम
5. अपरिग्रह— अतिरिक्त सामग्री एकत्र न करना।

**नियम :-** शौच, संतोष, तप, स्वाध्याय, ईश्वर प्राणिधान।

जिस प्रकार यमों के पालन से बाहरी शुद्धता होती है, वैसे ही नियमों के पालन से आंतरिक शुद्धता का वास होता है।

**आसन :-** स्वामी रामदेव द्वारा रचित महर्षि पतंजलि प्रणीत योगदर्शन पुस्तक में 'समाधिपाद' अध्याय के सूत्र न० 46 में 'स्थिर सुखवासनम्'<sup>10</sup> की चर्चा की गई है, जिसमें बताया गया है कि मन का स्थिरीकरण ही आसन है। आसन में मनुष्य स्थिरता से लम्बी अवधि के लिए अपने मेरुदण्ड व ग्रीवा को सीधा रखता है। इसका सम्बंध शारीरिक और मानसिक रोगों से मुक्ति है अर्थात् मन का शांत और स्थिर हो जाना ही आसन कहलाता है।

आसनों के नाम (1) शीर्षासन, धनुरासन, पदमासन, सर्वांगासन, भुजंगासन।

**प्राणायाम :-** प्राणायाम का अर्थ होता है— शक्ति का विस्तार करना। योग साधना में प्राणायाम साधना का विशेष महत्त्व है। प्राणायाम को संजीवनी बूटी माना जाता है। प्राणायाम के द्वारा आध्यात्मिक शक्ति जाग्रत करने का अवसर प्राप्त होता है।

प्राणों से ही शरीर और मन को शक्ति मिलती है। प्राणायाम तीन प्रकार के होते हैं—

बाह्यवृत्ति प्राणायाम—श्वास को बाहर रोके रखना।

आभ्यन्तरवृत्ति प्राणायाम—श्वास को अन्दर रोके रखना।

स्तम्भवृत्ति प्राणायाम—श्वास को जहाँ—वहाँ रोके रखना।

**प्रत्याहार :-** प्रत्याहार योग का पाँचवा चरण है। प्रत्याहार के द्वारा इन्द्रियों का चित्त के रूप में अवस्थित हो जाना प्रत्याहार है।

प्रत्याहार योग के द्वारा मनुष्य अपने दुर्गुणों को बाहर निकाल देता है, क्योंकि मनुष्य प्रत्याहार के द्वारा ही इन्द्रियों को वश में कर सकता है।

**धारणा :-** धारणा का योग साधना में विशेष महत्त्व है। धारणा योग के माध्यम से साधक के नकारात्मक भाव दूर हो जाते हैं तथा मन में स्थिरता उत्पन्न होती है। धारणा की मदद से चित्त को एक विषय पर केन्द्रित करना आसान हो जाता है।

**ध्यान :-** ध्यान प्रक्रिया के द्वारा साधक के अंदर के विचारों के साथ साधक का अहंकार समाप्त हो जाता है। यदि साधक के अंदर एक भी विकल्प आ जाता है, तो उसका ध्यान खण्डित हो जाता है।



**समाधि :-**पतंजलि के अष्टांग योग का अंतिम चरण समाधि है। हिन्दू धर्म के अतिरिक्त जैन तथा बौद्ध धर्म में भी समाधि में लीन होने की बात कही गई है। जैन धर्म में समाधि को 'निर्वाण' नाम से अभिहित किया गया है।

जब साधक का उद्देश्य ईश्वर के स्वरूप को प्रकाशित करने वाला तथा स्वयं को शून्य मानने वाला होता है, तब उसे समाधि कहते हैं।

**वर्तमान में योग की प्रासंगिकता :-** प्राचीन समय से ही भारतीय दर्शन में योग का अत्यधिक महत्त्व है। योग की आवश्यकता एवं महत्ता को सभी दर्शनों एवं भारतीय धार्मिक सम्प्रदायों में एक मत होकर सहर्ष स्वीकार किया है। वैदिक जैन एवं बौद्ध धर्म दर्शन में योग के महत्त्व को सर्वमान्यता प्रदान की गई है। भारतीय ज्ञान भण्डार में योग हजारों वर्ष पुरानी शैली के रूप में विख्यात है। हजारों यौगिक मुद्रायें इस बात का प्रमाण प्रस्तुत करती हैं।

### मानसिक विकारों से मुक्ति

हर मनुष्य की इच्छा होती है कि वह स्वयं से और पर्यावरण में सामंजस्य स्थापित करके अपना जीवन बिताये, लेकिन आधुनिक युग में शारीरिक और मानसिक इच्छाएँ मनुष्य जीवन पर हावी हो रही हैं, जिसके कारण व्यक्ति चिंता अनिद्रा, तनाव से पीड़ित है। आज संसार में मनुष्य के साथ जीव जन्तु भी परेशान हैं। चारों तरफ अशांति फैली हुयी है। वैश्विक स्तर पर काम, क्रोध, लोभ, मोह, अहंकार के कारण मनुष्य हिंसक प्रवृत्ति का हो रहा है। इसलिए मनुष्य कोई भी गलत कृत्य करने से नहीं डरता। चोरी, डकैती, व्यभिचार, हेरा-फेरी यह मनुष्य के लिए आम बात है। मनुष्य के अंदर दया, करुणा, क्षमा, सदाचार की बातें काफी कम हो गयी हैं, क्योंकि उसके अंदर 'वसुधैव कुटुम्बकम्' की भावना समाप्त होती नजर आ रही है। मनुष्य आज के समय अतिव्यस्त आधुनिक जीवन शैली को अपना रहा है, जिसके कारण उसको अविश्वास, अराजकता, विफलता, रोगग्रस्तता जैसी अनेक कष्टपूर्ण परिस्थितियों में जीवन निर्वाह करना पड़ रहा है। परिणाम स्वरूप अनेक शारीरिक रोग, मानसिक चिंताएँ, असंतुलन, उदासी, सूनापन एवं दुर्भावनात्मक विचार मनुष्य को घेरे रहते हैं और इन सब कारणों से उसकी मन की शांति भंग हो रही है। मनुष्य को यदि इन सभी परिस्थितियों से छुटकारा पाना है, तो भारतीय पौराणिक योग पद्धति ही एक मात्र सहारा है।

वर्तमान समय में योग के महत्त्व पर अधिक अभिवृद्धि हुई है। मनुष्य के अंदर मन की व्याकुलता बहुत हो गई है। मनुष्य के लिए योग की आवश्यकता दिन-प्रतिदिन बढ़ती जा रही है, क्योंकि व्यक्ति की अन्तर्मुखी और बहिर्मुखी स्थिति में असंतुलन आ गया है। वह अनेक प्रकार की व्याधियों से ग्रस्त हो रहा है।

योग स्वयं जीवन का सम्पूर्ण ज्ञान है। योग हमारे सभी प्रकार के कष्ट एवं रोगों से मुक्ति दिलाता है। योग में एकाग्रचित्तता, तनावहीनता के व्यावहारिक अनुदेश हुए हैं। पिछले हजारों वर्षों से लाखों-करोड़ों ने इसका लाभ लिया है।

### मूल्यों का निर्माण

वर्तमान समय विरोधाभास का युग है। आज के समय में मानव मूल्यहीन विचारों से जितना पीड़ित है, उतना कभी नहीं रहा, क्योंकि जीवनशैली से मनोविकार उत्पन्न हो गये हैं। व्यक्ति की समस्याओं का मुख्य आधार व्यक्ति का लोभ, लालच, क्रोध, अहंकार आदि बहुत अधिक मात्रा में उपलब्ध है। प्राचीन समय में व्यक्ति के समुचित विकास के लिए संयुक्त परिवार की अहम भूमिका होती थी। संयुक्त परिवार में रहने वाले लोगों में मानसिक विकार उत्पन्न नहीं होते क्योंकि छोटों को बड़ों और

बड़ों को छोटों का प्यार तथा सहयोग पूरी तरह मिलता रहता है। यदि कोई गम्भीर बीमारी से जूझता है तब सब परिजन मिलकर उसकी मदद करते हैं। इन्हीं सब कारणों से मनुष्यों के मूल्यों में बढ़ोत्तरी होती है।

भारतीय शिक्षण मण्डल ब्रज प्रांत द्वारा पत्रिका 2019 शिक्षा मंजरी के अंतर्गत **“गुरुकुल शिक्षा—भारतीयता की परिचायक”** डॉ० अनुपम सारस्वत जी ने मूल्यों के निर्माण के सम्बन्ध में अपने विचार इस प्रकार प्रस्तुत किये हैं—“राष्ट्र की उन्नति के लिए विद्यार्थियों में सदाचार धर्म, नैतिकता, चरित्र एवं शील आदि गुण आवश्यक हैं इसके अभाव में शारीरिक एवं मानसिक दोनों शक्तियों का ह्रास हुआ है। विद्यार्थियों में पुरुषार्थ, उत्साह, विवेक, मानवीय भाव, माता—पिता, गुरुजनों की सेवा, प्रातः काल उठकर योगाभ्यास व्यायाम सामाजिक राष्ट्रीय एवं धार्मिक भावना लुप्त सी हो गई है। वे गंदे व्यसनों का शिकार हो गये हैं। हड़ताल, तोड़—फोड़, अनुशासनहीनता, चरित्रहीनता, निन्दनीय कर्मों में नेतागीरी, आज के विद्यार्थी की शान बन गये हैं। जहाँ पुरातन गुरुकुल प्रणाली में अध्यात्मवाद का विशेष स्थान था, वह आज शून्य प्राय है। हमारा देश धर्म व अध्यात्म का देश रहा है। अतः गुरुकुलों में प्रदान की जाने वाली शिक्षा में सत्य बोलना, धर्म के रहस्य को जानकर उस दिशा में आचरण करना, स्वाध्याय में आलस्य न करना, माता—पिता, गुरुजनों, वृद्धों की सेवा, अहिंसा, चोरी न करना, ब्रह्मचर्य द्वारा इन्द्रिय संयम, तन—मन को पवित्र रखना, मेहनत की कमाई में सन्तुष्ट रहना, वेदों का अध्ययन, यज्ञ, योगाभ्यास, भौतिक व आध्यात्मिक दोनों क्षेत्रों में उन्नति आदि शामिल थे।”<sup>11</sup>

इन सब विकारों से मुक्ति पाने के लिए योग के माध्यम से चित्त की वृत्तियों पर नियंत्रण किया जा सकता है।

### विभिन्न शारीरिक रोगों का उपचार

योग जीवन पद्धति के परिणाम स्वतः ही आने लगते हैं। यह पद्धति निरन्तर चौबीस घण्टे अपनायी जाने वाली जीवन पद्धति है। वर्तमान में जितने भी मनोकायिक रोग जैसे मधुमेह—गठिया, रक्तचाप, हृदयरोग, फेफड़े, किडनी, स्टोन, लकवा तथा एलर्जी इत्यादि ये सभी उचित दिनचर्या का अनुपालन न करने के कारण होते हैं। इनका उपचार केवल शरीर को उपचारित करके किया जा रहा है। योगासन के द्वारा शरीर के अंगों, प्रत्यंगों की कार्यक्षमता को वृद्धि के साथ ओजस्वी तथा कांतिमय बनाया जा सकता है। शरीर के अन्दर विभिन्न ग्रन्थियों को क्रियाशील बनाये रखने के लिए योगासन का बहुत महत्त्व है, क्योंकि कुछ योगासनों के द्वारा (जैसे अर्धमत्स्येन्द्रासन, बद्धपद्मासन, भुजांगासन, गोमुखासन, हलासन, पदमासन, शीर्षासन, मयूरासन) मनुष्य अपने शरीर को स्वस्थ रख सकता है।

योग जीवन में प्राकृतिक चिकित्सा एवं योग आहार भी शामिल होता है, क्योंकि आहार हमारे पर विशेष प्रभाव डालता है।

**निष्कर्ष :-**निष्कर्ष रूप में कहा जा सकता है कि समकालीन युग में मानवीय संस्कृति मूल्यात्मक है। प्राचीन समय से लेकर वर्तमान समय तक शिक्षा विकास के लिए दार्शनिक आधार होना आवश्यक है। आज का मनुष्य इस ज्ञान से परिचित है, कि विवेकशील चिंतन के अभाव में शैक्षिक, संस्कृति और सभ्यता का विकास नहीं हो सकता। योग दर्शन शिक्षा का व्यावहारिक ग्रंथ है, जिसका केन्द्रीय विषय योग है। योग के अनुसार जीवन का परम मूल्य अपने स्वरूप को पहचानना है तथा मूल्यों को स्वीकार करते हुए मोक्ष की प्राप्ति करना है। योग दर्शन के अन्तर्गत व्यक्ति के लिए मोक्ष प्राप्ति की आवश्यकता अधिक महसूस की गई है।

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## A Study of Teaching Effectiveness of Teacher Educators in relation to Their Personality Characteristics

\*Smt. Punam Maheshwari

### ABSTRACT

*The present study was conducted to study the teaching effectiveness of teacher educators in relation to their personality. The objective of the study was to study the levels of teaching effectiveness of teacher educators having different personality characteristics. A sample of 35 teacher educators was selected from Aligarh city under the district of Aligarh in U.P. These teacher educators were selected from self- financed and aided colleges of teacher education, teaching in B.Ed. and M.Ed. courses. Standardized tools i.e. Teaching Effectiveness Scale by Puri and Ghakhar and Eysenck Personality Questionnaire by Dey and Thakur were applied for collecting the data. Appropriate statistical techniques were used for analyzing the data.*

*The study revealed that 26% teacher educators were found having high teaching effectiveness, 31% teacher educators were found to have average teaching effectiveness while 43% of the teacher educators were found to have low teaching effectiveness. In the case of personality characteristics, on the characteristic of psychoticism about 12.22% teacher educators were found to have high level of psychoticism and remaining teacher educators had other different level of psychoticism as average, low and negligible, just like that on the characteristic of extroversion 2.86% teacher educators were found to have high level of extroversion and remaining teacher educators had other different level of extroversion as average, low and negligible. Another finding of the research was that no significant correlation was found between teaching effectiveness and personality characteristics of teacher educators.*

### 1.00 Introduction

It is known factor that at primary level, teachers may impress their students with their good behavior, attractive and beautiful dresses or their other general characteristics of their personality but at the higher level of education, the teacher educators find it to very difficult to make a good impression on their students. There is a need of establishing good relations with their students at this

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level because they want students' respect and attention also. They may affect their students who are not merely the students but also are the pupil teachers. They all are mature and now they may analyze professional skills of their teachers. If teachers want to make their teaching more effective, they need to inculcate some additional qualities in their teaching and personality. Both the concepts, teaching effectiveness and personality are very important in their professional field. In his study Kumar (2017) found that the rural and urban prospective teachers had average teaching effectiveness without any significant difference between them. Arora(2015) studied teaching effectiveness as a function of leadership behavior and creativity and found that high creative and low creative teachers also did not show significant relationship in their teaching effectiveness. Chandra(2012) carried out a study of teacher effectiveness and personality of secondary school teacher and his study revealed that the low effective teacher and high effective teachers did not differ significantly on their personal characteristics. Actually teaching effectiveness cannot be interpreted in one term or sentence. It covers so many characteristics in itself.

“Teaching effectiveness is as the ability and interaction between the physical, intellectual and psychological interests of the students, context matter, ability of the teacher and the evaluative procedures”(Good,1935). Effective teachers are characterized by fairly high level of differentiation and integration. Effective teachers have well developed value system, ego organization, professional dignity, altruistic temper, professional involvement, democratic temper and emotional-social adjustment (Buch,1987).Along with teaching effectiveness of teachers, their personality also affects other aspects of teaching learning environment. Study of Bhardwaj (2009) also revealed that teacher effectiveness varies with personality types of secondary school teachers. Due to personal characteristics of the teachers students follow their teachers as their ideal. A teacher always tries to groom his personality for their students. In fact, personality is a broad concept .So many psychologist have explored many traits or characteristics of personality. Allport(1937)says, personality has dozens of different meanings: legal, grammatical, ethical, religious, economic and psychological. Eysenck(1970) defined personality, “as more or less stable and enduring organization of a person's character, temperament, intellect and physique which determines his unique adjustment to the environment he also explained personality on three dimensions, extraversion-introversion, psychoticism-impulse control, neuroticism -emotional stability. In the present study personality of teacher educators is measured on the following personality characteristics.

**Psychoticism** is a personality pattern typified by aggressiveness and interpersonal hostility. Hans Eysenck developed this term to explain particular behavior of a person.

**Neuroticism** is based on activation threshold. Neurotic people who have low activation threshold, experience negative effect in the facing of very minor stressors or they are easily upset and the people

who have a high activation threshold experience negative affect only in the facing of very major stressors or they are clam under pressure. Simply neuroticism explains the degree of adjustment or emotional instability of a person.

**Extraversion** is related to social interest and positive affect. Extroverts are expected to be sociable, carefree and impulsive, while introverts should be shy, self centered and controlled.

**Lie Tendency** means ‘use of lie by a person in his daily life knowingly or unknowingly’.

Therefore different persons behave in a different way due to the different organization of these personality characteristics. There is a curiosity in our mind how a teacher’s teaching may affect with these personality characteristics? Therefore the problem of identification of teaching effectiveness of teacher educators in relation to their personality characteristics is of prime importance for realizing desirable education goal.

## 2.00 Statement of the problem

Statement of the problem is “A study of teaching effectiveness of teacher educators in relation to their personality characteristics”.

## 3.00 Objectives of the study

The major objectives of the study were as follows:

- Studying the level of teaching effectiveness among teacher educators.
- Identifying personality characteristics of teacher educators.
- To study teaching effectiveness of teacher educators with reference to their personality characteristics.

## 4.0.0 hypotheses:

The study has following major research questions and hypotheses.

4.1 There is no significant correlation between teaching effectiveness and personality characteristics of teacher educators regarding psychoticism.

4.2 There in no significant correlation between teaching effectiveness and personality characteristics of teacher educators regading extroversion.

## 5.00Research methodology

Descriptive survey method was used under quantitative approach of the study. Aligarh city was the locale of the study under the district of Aligarh in UP . Aligarh city has about 16 Teacher Education Institutes including self financed and aided colleges and about 160 teacher educators are teaching in B.Ed. and M.Ed. courses. The researcher selected five teacher education institutes out of them conveniently .There were about seventy teacher educators in these five teacher education institutions.35 teacher educators were selected out of total seventy teacher educators using random sampling. Teacher Effectiveness Scale (PGTES) by Puri & Gakhar and Eysenck Personality Questionnaire (EPQ) by Dey & Thakur tools were used to collect data. The data was analyzed and

interpreted with the help of suitable statistical method and appropriate techniques in the present study. Under the descriptive statistics percentage analysis was used while under the inferential statistics product moment method of correlation by Karl Pearson was used to find out the relationship between teaching effectiveness and personality characteristics.

#### 6. Analysis and interpretation of Data:

**Table 1**

Levels of teaching effectiveness of Teacher Educators

levels of Teaching Effectiveness	No. of Teacher Educators	Percentage (%) of Teacher Educators
High	9	26
Average	11	31
Low	15	43
Total	35	100

Table-1 shows that 26% teacher educators out of total teacher educators were found having high teaching effectiveness category, 31% teacher educators were found to have average teaching effectiveness while 43% of the teacher educators were found to have low teaching effectiveness category.

When the data were analyzed qualitatively, the researcher found that about one fourth of the teacher educators were most effective. They were laced with their personal qualities. Other reasons may be behind it like their good academic and professional knowledge, deep interest and motivation in all round development of students. On the other hand about half of the teacher educators were found less effective. There may be also many reasons behind it i.e. their poor command on their subjects, negative attitude towards their students as well as they were less accountable and never motivated their students. Remaining teacher educators were neither very good nor bad in their teaching effectiveness . They were average in their professional field.

In the present study, personality characteristics of teacher educators were calculated on the basis of Eysenk Personality Questionnaire (EPQ).According to the manual of EPQ there are mentioned four characteristics of personality e.g. psychoticism, extroversion ,neuroticism and lie tendency .Characteristics of personality and it's categories were developed on the basis of direction of manual. Here the description of the only first two characteristics of personality of teacher educators is presented in detail.

**Table 2.1**

Levels of Psychoticism Characteristic of Personality of Teacher Educators

Categories of Psychoticism	No. of Teacher Educators	% of Teacher Educators	Levels of Psychoticism
A	4	12.22	HIGH
B	10	28.22	AVERAGE
C	12	34.13	LOW
D	09	25.43	NEGLIBLE
Total	35	100.00	

Table 2.1 shows the percentage analysis of psychoticism characteristic of personality of teacher educators in which categorization of psychoticism was done according to the percentile norms of the EPQ. on the basis of the obtained scores by teacher educators .In the table out of 35 teacher educators, 12.22% teacher educators were found to have high level of psychoticism, 28.22% teacher educators were found to have average level of psychoticism, 34.13% teacher educators were found to have low level of psychoticism, 25.43% teacher educators were found to have negligible level of psychoticism.

**Table 2.2**

Levels of Extroversion Characteristic of Personality of Teacher Educators

Categories of Extroversion	No. of Teacher Educators	% of Teacher Educators	Levels of Extroversion
A	1	2.86	HIGH
B	9	25.72	AVERAGE
C	20	57.14	LOW
D	05	14.28	NEGLIBLE
Total	35	100.00	

Table 2.2 shows the percentage analysis of extroversion characteristic of personality of teacher educators in which categorization of extroversion was done according to the percentile norms of the EPQ on the basis of the obtained scores by teacher educators .In the table out of 35 teacher educators 2.86% teacher educators were found to have high level of extroversion, 25.72% teacher educators were found to have average level of extroversion, 57.14% teacher educators were found to have low level of extroversion, 14.28% teacher educators were found to have negligible level of extroversion.



**Table 3.1**

Showing correlation coefficient of Teaching Effectiveness with Personality Characteristic  
(Psychoticism)

Variables	df	Calculated r value	Tabulated r value	Hypothesis testing	Level of significance
Teaching effectiveness & Psychoticism	33	.0767	.3246	Accepted	.05

**Table 3.1** depicts that coefficient of correlation between teaching effectiveness and psychoticism is calculated .0767. The calculated value of r is less than the table value of r i.e. 0.3246. So there is no significant correlation between teaching effectiveness and psychoticism so the hypothesis 1 is accepted.

**Table 3.2**

Showing correlation coefficient of Teaching Effectiveness with Personality Characteristic  
(extroversion)

Variables	Df	Calculated r value	Tabulated r value	Hypothesis testing	Level of significance
Teaching effectiveness & Extroversion	33	.1835	.3246	Accepted	.05

Table 3.2 depicts that coefficient of correlation between teaching effectiveness and extroversion is calculated .1835. The calculated value of r is less than the table value of r i.e. 0.3246. So there is not significant correlation between teaching effectiveness and extroversion therefore the hypothesis 2 is accepted.

In the present study no significant correlation was found between teaching effectiveness and personality characteristics. It means personality characteristics do not affect teaching effectiveness of the teacher educators positively or negatively. Therefore no relation is found between teaching effectiveness and psychoticism; teaching effectiveness and extroversion; teaching effectiveness and neuroticism; teaching effectiveness and lie tendency. Chandra(2012) supports the findings of the study stating that the low effective teacher and high effective teachers did not differ significantly on their personal characteristics. Whereas Suvarna (2015) contradicted the findings of the present study when her study reflected that there was high positive relationship between teacher effectiveness and

personality type (extroversion-introversion dimension) of science teacher of secondary schools. There is high negative relationship between teacher effectiveness and personality type (Neuroticism) of science teachers of secondary school.

### Conclusion:

At last it can be said that for teacher educators it is necessary to enhance their personal characteristics. Although the study revealed no significant correlation between teaching effectiveness and personality characteristics and may be many reasons behind it yet a teacher educator's teaching affects from many other personality characteristics. Since a teacher's personality plays a very important role in his professional life so he cannot ignore it. If he is of shy nature, how would he know his students' problem and guide them. For that he would have to be social so sociality is his personality characteristics and guiding students is a part of teaching effectiveness. Therefore concerning these relations many capacity building programs, personality grooming programs and other related programs are running by the government for our teachers.

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## A COMPARATIVE STUDY OF ADJUSTMENT OF SENIOR SECONDARY SCHOOL TEACHERS TEACHING IN GOVERNMENT AIDED AND PRIVATE SCHOOLS

**\*Dr. Rakesh Kumar Sharma**

*ABSTRACT: No human being can live apart from his environment. There is action and reaction chain going on between the individual and his environment. There are some other tendencies on which the ability of adjustment depends. One can perform with his highest potentialities if he is feeling himself quite comfortable in that situation. Teachers Adjustment refers to the Adjustment of Teachers with Academic and General Environment of the institution, Socio- Psycho-Physical Adjustment, Professional relationship Adjustment, Personal life Adjustment, Financial Adjustment and Job Satisfaction. In this study the adjustment of senior secondary school teachers teaching in government aided and private school were determined and found that senior secondary school teachers teaching in government aided schools are more adjusted on administration, economical, health, home and social aspect of their adjustment than the private school teachers. However senior secondary school teachers teaching in government aided and private schools are equally adjusted on curriculum and library of aspect of their adjustment and senior secondary school teachers teaching in private schools are more adjusted on classroom students, colleagues and institutions aspect of their adjustment than the government aided school teachers.*

INTRODUCTION: The term 'Adjustment' has been borrowed from a biological concept of adaptation to emphasize the individual's struggle to get along or survive in his or her social and physical environment. In other words, adjustment is an act of becoming or making suited to new conditions or situations. It refers to harmonious relationship between the person and the environment. No human being can live apart from his environment. There is action and reaction chain going on between the individual and his environment.

It is observed that ability of adjustment is different in different human beings. There are some other tendencies on which the ability of adjustment depends. One can perform with his highest potentialities if he is feeling him self quite comfortable in that situation. The same phenomenon equally applies in case of the teacher also i.e. a teacher can perform excellently or more positively if find himself adjusted with the situation. Otherwise his performance may get lowered due to lack of adjustment abilities.

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Adjustment also depends on the type of school in case of a teacher. Actually so many other intervening elements are there which may describe the adjustment pattern of a teacher. Teachers Adjustment refers to the Adjustment of Teachers with Academic and General Environment of the institution, Socio- Psycho-Physical Adjustment, Professional relationship Adjustment, Personal life Adjustment, Financial Adjustment and Job Satisfaction.

**ADJUSTMENT:** Life is a continuous process of adjustment. Throughout his life each individual experiences a continuous change in his environment and it creates certain socio-psychological needs. If his needs are satisfied he feels satisfied, otherwise the unfulfilled needs always create dissatisfaction or problems of adjustment. The satisfaction of needs and process of adjustment depends upon a number of socio-psychological factors viz. home environment, socio-economic status, health and emotional needs. (Arkoff, 1978)

The term adjustment has again been defined in different ways depending upon the context in which the term is to be applied. The dictionary of education defines adjustment as, "the process of finding and adopting modes of behaviour suitable to the environment or change in the environment". "The favourable neutral and unfavourable adaptation of an organism to external and internal stimulation" and "the process by which individual or groups accept, compromise with or acquire with social forces or one another".

Adjustment may be defined as a process by which the individual maintains a level of physiological and psychological balance or equilibrium that influences the satisfaction of those needs. A person is said to be adjusted when he is relatively happy, efficient and has some degree of social feeling. In simple words, adjustment is all inclusive terms meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands. (Calhorn and Ross, 1978)

Thus adjustment is a state of person where he tries to keep his need in the way of gratification within the requirements of various situations in his environment. But in no way adjustment should be taken as a one way process. The individual tries to keep balance between him and his environment by his personality characteristics some time he changes himself and at other times his environment. In this way adjustment as Arkoff says, "is the interaction between a person and his environment". How one adjusts in a situation depends on one's personal characteristic and it depends on the characteristics of the situation as well. In other words, in adjustment, both personal and environmental factors work side by side. An individual is adjusted as long as he is adjusted to himself and his environment.

**Types of Adjustment:** Following two types of adjustment are the most promising:

1. **Regular Adjustment:** When an individual's interaction with his environment conforms to established norms, that relationship is a standard adjustment. A child who obeys his parents, is not

excessively stubborn, studies frequently, and maintains an excellent appearance is said to be adjusted.

2. **Abnormal Adjustment:** Abnormal Adjustment refers to problematic behaviour or maladjustment in a famous speech. Maladjustment occurs when an individual's relationship with his environment deviates from established standards or norms. Although a delinquent youngster adapts to his background, he is a maladjusted child due to violating specific moral rules.

**Elements of Adjustment:** There are certain prime elements for the fulfillment of needs necessary for the healthy adjustment of a person. They are as follows:

- Emotional Maturity
- Satisfaction of needs
- No obstacle in achieving needs
- Strong motives in realizing needs
- Feasible geographical atmosphere to fulfill needs

**OBJECTIVES OF THE STUDY:** The present study has been designed to achieve the following objectives:

1. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Administration dimension of their Adjustment.
2. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Class Room Students dimension of their Adjustment.
3. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Colleagues dimension of their Adjustment.
4. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Curriculum dimension of their Adjustment.
5. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Economical dimension of their Adjustment.
6. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Health dimension of their Adjustment.
7. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Home dimension of their Adjustment.
8. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Institution dimension of their Adjustment.
9. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Library dimension of their Adjustment.

10. To make the comparison between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Social dimension of their Adjustment.

**HYPOTHESES OF THE STUDY:** To achieve the above objectives following hypotheses were constructed:

1. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Administration dimension of their Adjustment.
2. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Class Room Students dimension of their Adjustment.
3. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Colleagues dimension of their Adjustment.
4. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Curriculum dimension of their Adjustment.
5. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Economical dimension of their Adjustment.
6. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Health dimension of their Adjustment.
7. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Home dimension of their Adjustment.
8. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Institution dimension of their Adjustment.
9. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Library dimension of their Adjustment.
10. There is no significant difference between Senior Secondary School Teachers teaching in Government Aided Schools and Private Schools in terms of Social dimension of their Adjustment.

**METHODOLOGY:** Following methodology were used during the course of this research:

**Population and Sample of the Study:** The population has been defined as all the teacher teaching in

government senior secondary schools and private senior secondary schools of Meerut City. As it was difficult to collect data from all of them therefore it was decided to draw a representative sample from this population of secondary school teachers. A sample of 30 teachers from each type of school was selected randomly. All of them were located in Meerut district. This sample being sufficiently large and drawn in a random manner may be reasonably considered representative of the total population of the secondary school teachers teaching in Government aided and Private schools.

Tool Used: Following tool for the collection of the data was used:

- Teacher Adjustment Inventory by Dr. Harendra Singh

Collection and organization of data: Data has been collected according to the variable Adjustment used in the study. Therefore first the tool was procured and then it was administered on the teachers teaching in government and private senior secondary schools. All the precautions were taken while administering the tool to ensure objectivity in the process of collecting the data from the teachers. So obtained data was then organized according to the hypothesis formulated in the study for accuracy, utility and completeness. The whole data have been checked thoroughly by the investigator before tabulation.

**ANALYSIS AND INTERPRETATION OF DATA:** First the Means and S.D. for all 10 dimensions of Adjustment were found separately for the senior secondary school teachers teaching in Government aided and Private schools and then their 't' value were computed which were tested with the standard values given in the t-Table. The standard value in the t-Table were 2.00 and 2.66 for  $df = 58$  at .05 and .01 level of significance, respectively. On the basis of statistical analysis of the collected data the following tables were made: (Garrett, 1969)

**Table – 1**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of administration dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	17.2	2.7	2.49	0.05
2.	Private Schools	30	15.3	3.2		

Table-1 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of administration dimension of their adjustment. It was found that the calculated value of 't' (2.49) is greater than the standard table t-value 2.00 at 0.05 level of significance and less than the standard t-value 2.66 at 0.01 level of significance for  $df = 58$ .

Therefore null hypothesis gets rejected at 0.05 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are

more adjusted than the private senior secondary school teachers in terms of administration dimension of their adjustment.

This superiority of teachers teaching in government aided senior secondary schools over the teachers teaching in private senior secondary schools in administration dimension of their adjustment may be due to the reason that the teachers teaching in government aided senior secondary schools are usually deputed for different kind of the administrative work by the government from time to time which give them necessary exposure to perform different kind of administrative responsibilities.

**Table – 2**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of classroom students dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	8.5	2.5	10.0	0.01
2.	Private Schools	30	15.78	3.1		

Table-2 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of classroom students dimension of their adjustment. It was found that the calculated value of 't' (10.0) is greater than the standard table t-value 2.66 at 0.01 level of significance for  $df = 58$ .

Therefore null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the private senior secondary school teacher are more adjusted than the government senior secondary school teachers in terms of classroom students dimension of their adjustment.

This superiority of teachers teaching in private senior secondary schools over the teachers teaching in government aided senior secondary schools in classroom student dimension of their adjustment may be due to the reason that the teachers teaching in private senior secondary schools are usually asked to maintain a very high level of class room discipline and they are not supposed to indulge in any other activity except the management of their class room students.

**Table – 3**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of colleagues dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	8.71	2.8	4.01	0.01
2.	Private Schools	30	11.27	2.12		

Table-3 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of colleagues dimension of their adjustment. It was found that the calculated value of 't' (4.01) is greater than the standard table t-value 2.66 at 0.01 level of



Therefore null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the private senior secondary school teacher are more adjusted than the government senior secondary school teachers in terms of colleagues dimension of their adjustment.

This superiority of teachers teaching in private senior secondary schools over the teachers teaching in government aided senior secondary schools in colleagues dimension of their adjustment may be due to the reason that the teachers teaching in private senior secondary schools are usually very much cooperative as they need the support of their colleagues very frequently in day to day functioning of school activities and hence they need to develop good relationship with their colleagues.

**Table – 4**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of curriculum dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	14.25	3.2	0.65	Not Significant
2.	Private Schools	30	13.75	2.7		

Table-4 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of curriculum dimension of their adjustment. It was found that the calculated value of 't' (0.65) is less than the standard table t-value 2.00 even at 0.05 level of significance for  $df = 58$ .

Therefore null hypothesis gets accepted at 0.05 level of significance and it can be said that the government senior secondary school teacher and the private senior secondary school teachers are equally adjusted in terms of curriculum dimension of their adjustment.

This similarity of teachers teaching in private senior secondary schools and the teachers teaching in government aided senior secondary schools in curriculum dimension of their adjustment may be due to the reason that the teachers teaching in both kind of schools may have equal attention on the curriculum due to its similar nature for all the students and teachers.

**Table – 5**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of economical dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	12.42	2.4	2.78	0.01
2.	Private Schools	30	10.31	3.4		

Table-5 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of economical dimension of their adjustment. It was found that the calculated value of 't' (2.78) is greater than the standard table t-value 2.66 at 0.01 level of significance for  $df = 58$ .

Therefore null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are more adjusted than the private senior secondary school teachers in terms of economical dimension of their adjustment.

This superiority of teachers teaching in government aided senior secondary schools over the teachers teaching in private senior secondary schools in economical dimension of their adjustment may be due to the reason that the teachers teaching in government aided senior secondary schools are usually very much cautious about their perks and allowances and they usually make plan in advance for the management of their savings, taxation and expenses.

**Table – 6**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of health dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	9.2	3.2	2.88	0.01
2.	Private Schools	30	7.1	2.4		

Table-6 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of health dimension of their adjustment. It was found that the calculated value of 't' (2.88) is greater than the standard table t-value 2.66 at 0.01 level of significance for  $df = 58$ .

Therefore null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are more adjusted than the private senior secondary school teachers in terms of health dimension of their adjustment.

This superiority of teachers teaching in government aided senior secondary schools over the teachers teaching in private senior secondary schools in health dimension of their adjustment may be due to the reason that the teachers teaching in government aided senior secondary schools are usually very much cautious about their health and due to comparatively good perks and allowances they can take care of the health of themselves and their family members in a much better way.

**Table – 7**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of home dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	12.21	2.8	4.93	0.01
2.	Private Schools	30	8.38	3.2		

Table-7 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of home dimension of their adjustment. It was found that the calculated value of 't' (4.93) is greater than the standard table t-value 2.66 at 0.01 level of significance for  $df = 58$ .

Therefore null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are more adjusted than the private senior secondary school teachers in terms of home dimension of their adjustment.

This superiority of teachers teaching in government aided senior secondary schools over the teachers teaching in private senior secondary schools in home dimension of their adjustment may be due to the reason that the teachers teaching in government aided senior secondary schools are getting comparatively good perks and allowances and hence they can take care of their home in a much better way.

**Table – 8**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of institution dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	10.2	2.2	5.47	0.01
2.	Private Schools	30	14.5	3.7		

Table-8 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of institution dimension of their adjustment. It was found that the calculated value of 't' (5.47) is greater than the standard table t-value 2.66 at 0.01 level of significance for  $df = 58$ .

Therefore null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the private senior secondary school teacher are more adjusted than the government senior secondary school teachers in terms of institution dimension of their adjustment.

This superiority of teachers teaching in private senior secondary schools over the teachers teaching in government aided senior secondary schools in institution dimension of their adjustment may be due to the reason that the teachers teaching in private senior secondary schools are usually very much attentive about the welfare of the institution as their survival are connected with survival of the institution.

**Table – 9**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of library dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	12.15	2.1	1.14	Not Significant
2.	Private Schools	30	11.25	3.8		

Table-9 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of library dimension of their adjustment. It was found that the calculated value of 't' (1.14) is less than the standard table t-value 2.00 even at 0.05 level of significance for  $df = 58$ .

Therefore null hypothesis gets accepted at 0.05 level of significance and it can be said that the government senior secondary school teacher and the private senior secondary school teachers are equally adjusted in terms of library dimension of their adjustment.

This similarity among the teachers teaching in private senior secondary schools and the teachers teaching in government aided senior secondary schools in library dimension of their adjustment may be due to the reason that the teachers teaching in both kind of schools may have equal attention on the course and curriculum available in different books hence both kinds of teachers paying equal attention towards the library of the school.

**Table – 10**

**Comparison between senior secondary school teachers teaching in government aided and private schools in terms of social dimension of their adjustment**

S. No.	Teachers belong to	N	Mean	S.D.	t	Level of Significant
1.	Government aided Schools	30	17.3	1.9	9.27	0.01
2.	Private Schools	30	10.41	3.6		

Table-10 displays the analyzed data of senior secondary school teachers teaching in government aided and private schools in terms of social dimension of their adjustment. It was found that the calculated value of 't' (9.27) is greater than the standard table t-value 2.66 at 0.01 level of

Therefore null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are more adjusted than the private senior secondary school teachers in terms of social dimension of their adjustment.

This superiority of teachers teaching in government aided senior secondary schools over the teachers teaching in private senior secondary schools in social dimension of their adjustment may be due to the reason that the teachers teaching in government aided senior secondary schools are enjoying comparatively a good social status and good recognition in the society.

**FINDINGS:** Following findings were made after the analysis and interpretation of the data.

1. The null hypothesis gets rejected at 0.05 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are more adjusted than the private senior secondary school teachers in terms of administration dimension of their adjustment.
2. The null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the private senior secondary school teacher are more adjusted than the government senior secondary school teachers in terms of colleagues dimension of their adjustment.
3. The null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the private senior secondary school teacher are more adjusted than the government senior secondary school teachers in terms of colleagues dimension of their adjustment.
4. The null hypothesis gets accepted at 0.05 level of significance and it can be said that the government senior secondary school teacher and the private senior secondary school teachers are equally adjusted in terms of curriculum dimension of their adjustment.
5. The null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are more adjusted than the private senior secondary school teachers in terms of economical dimension of their adjustment.
6. The null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are more adjusted than the private senior secondary school teachers in terms of health dimension of their adjustment.
7. The null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are more

adjusted than the private senior secondary school teachers in terms of home dimension of their adjustment.

8. The null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the private senior secondary school teacher are more adjusted than the government senior secondary school teachers in terms of institution dimension of their adjustment.
9. The null hypothesis gets accepted at 0.05 level of significance and it can be said that the government senior secondary school teacher and the private senior secondary school teachers are equally adjusted in terms of library dimension of their adjustment.
10. The null hypothesis gets rejected at 0.01 level of significance and by comparing the mean scores of both the groups it can be said that the government senior secondary school teacher are more adjusted than the private senior secondary school teachers in terms of social dimension of their adjustment.

**CONCLUSIONS:** Following conclusions can be drawn on the basis of the findings:

- Senior secondary school teachers teaching in government aided schools are more adjusted on administration, economical, health, home and social dimensions of their adjustment than the senior secondary school teachers teaching in private school.
- Senior secondary school teachers teaching in government aided schools and private schools are equally adjusted on curriculum and library dimensions of their adjustment.
- Senior secondary school teachers teaching in private schools are more adjusted on classroom students, colleagues and institutions dimensions of their adjustment than the senior secondary school teachers teaching in government aided schools.

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## A STUDY OF FAMILY SATISFACTION OF HEARING IMPAIRED ADOLESCENTS IN RELATION TO THEIR LEVEL OF ANXIETY

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### ABSTRACT

*The Act defines hearing impairment as any decrease in hearing, whether fluctuating or permanent, that interferes with a child's ability to perform in an educational setting. Family satisfaction is a core value not only cherished by any community but also by other ethnic groups across generations regardless of the length of time residing in the community. The statistical results show that there is no significant difference between the family satisfactions of high and low anxious hearing impaired adolescents and hence it can be said that they do perceive family satisfaction in the same way. However Family satisfactions of low anxious male and female hearing impaired adolescents, Family satisfactions of high anxious male and female hearing impaired adolescents Family satisfaction of high and low anxious totally hearing impaired adolescents Family satisfaction of high and low anxious partially hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.*

**INTRODUCTION:** We have heard the term “hearing impairment,” but what exactly does it mean? The answer is tricky because hearing impairment is a technical definition in some contexts, but in others, calling someone “hearing-impaired” is considered outdated and should be avoided. Here, we explore the definition and characteristics of hearing impairment and when it's inappropriate to use the term “hearing impaired”. As per the study of WHO over 5% of the world's population – or 430 million people – require rehabilitation to address their ‘disabling’ hearing loss (432 million adults and 34 million children). It is estimated that by 2050 over 700 million people – or one in every ten people will have disabling hearing loss. ‘Disabling’ hearing loss refers to hearing loss greater than 35 decibels (dB) in the better hearing ear. Nearly 80% of people with disabling hearing loss live in low- and middle-income countries. The prevalence of hearing loss increases with age, among those older than 60 years; over 25% are affected by disabling hearing loss. The Act defines hearing impairment as any decrease in hearing, whether fluctuating or permanent, that interferes with a child's ability to perform in an educational setting. The term excludes deafness, which the Act defines as a hearing loss so severe that it impairs the processing of language information in an educational context, with or without the support of a hearing amplification. (<https://www.who.int>)

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HEARING LOSS AND DEAFNESS: A person who is not able to hear as well as someone with normal hearing – hearing thresholds of 20 dB or better in both ears – is said to have hearing loss. Hearing loss may be mild, moderate, severe, or profound. It can affect one ear or both ears, and leads to difficulty in hearing conversational speech or loud sounds. 'Hard of hearing' refers to people with hearing loss ranging from mild to severe. People who are hard of hearing usually communicate through spoken language and can benefit from hearing aids, cochlear implants, and other assistive devices as well as captioning. 'Deaf' people mostly have profound hearing loss, which implies very little or no hearing. They often use sign language for communication. (<https://www.who.int>)

**Causes of Hearing Loss and Deafness:** Although these factors can be encountered at different periods across the life span, individuals are most susceptible to their effects during critical periods in life. Following may be the causes of hearing loss in an individual (<https://www.nidcd.nih.gov>):

- Excessive noise at work
- Volume controls on home electronics
- Concerts and discos
- Restaurants and cafés
- Loud tools and machinery
- Lack of knowledge
- Foreign bodies in the ear
- Disease and infection
- Types of Hearing Loss

According to the American Speech-Language-Hearing Association, there are three types of hearing loss:

1. **Conductive hearing:** This loss is when sound can't reach the inner ear for a variety of reasons, such as fluid in the ear, a problem with the eardrum, or a problem with the bones that help produce hearing abilities.
2. **Sensorineural hearing loss:** It is a type of hearing loss that concerns the inner ear. Common causes of inner ear damage are aging, trauma, and loud noise exposure.
3. **Mixed hearing loss:** This kind of loss is when hearing loss is due to a combination of issues in the outer/middle ear and the inner ear.

**FAMILY SATISFACTION:** The perceptions of a family quality, including flexibility, communication, closeness and overall relational well-being of an individual refer as the family satisfaction. Degree of satisfaction that the family members receive from all activities and communication experiences with the family describes the level of family satisfaction. Family satisfaction is a core value not only cherished by any community but also by other ethnic groups across generations regardless of the length of time residing in the community. Because family is such



a critical aspect there is a high reliance on the family for material, emotional support and to help (Ayon, Marsiglia, & Bermudez-Parsai, 2010).

Family plays an important role in the development of youth's ethnic identity and well-being. Studies have shown that family is a significant protective factor in the lives of urban youth (Pryor-Brown & Cowen, 1989; Sandier, Miller, Short, & Wolchick, 1989). In addition to the importance of family satisfaction to well-being, studies have shown that individuals who have a strong ethnic identity hold positive cultural values, have a strong sense of group membership, which as a result can predict life satisfaction and a better quality of life. Because urban youth place a high value on family, one could predict that those individuals, who hold negative attitudes about their heritage, could also harbor negative feelings about their family and support system. Therefore it can be said that one cannot neglect the importance of the role of the family in the growth and development of the child.

**ANXIETY:** Anxiety is defined as a feeling of fear, dread, and uneasiness. It might cause you to sweat, feel restless and tense, and have a rapid heartbeat. It can be a normal reaction to stress. For example, you might feel anxious when faced with a difficult problem at work, before taking a test, or before making an important decision. It's normal to feel anxious about moving to a new place, starting a new job, or taking a test. This type of anxiety is unpleasant, but it may motivate you to work harder and to do a better job.

Ordinary anxiety is a feeling that comes and goes, but does not interfere with your everyday life. In the case of an anxiety disorder, the feeling of fear may be with you all the time. It is intense and sometimes debilitating. This type of anxiety may cause you to stop doing things you enjoy. In extreme cases, it may prevent you from entering an elevator, crossing the street, or even leaving your home. If left untreated, the anxiety will keep getting worse. (<https://www.ourbetterworld.org>)

Types of anxiety disorders: Following are the different types of anxiety disorder (<https://www.healthline.com>):

- **Panic Disorder:** experiencing recurring panic attacks at unexpected times. A person with panic disorder may live in fear of the next panic attack.
- **Phobia:** excessive fear of a specific object, situation, or activity
- **Social Anxiety Disorder:** extreme fear of being judged by others in social situations
- **Obsessive-Compulsive Disorder:** recurring irrational thoughts that lead you to perform specific, repeated behaviors
- **Separation Anxiety Disorder:** fear of being away from home or loved ones
- **Illness Anxiety Disorder:** anxiety about your health (formerly called hypochondria)
- **Post-Traumatic Stress Disorder (PTSD):** anxiety following a traumatic event

**Symptoms of anxiety:** Anxiety feels different depending on the person experiencing it. Feelings can range from butterflies in the stomach to a racing heart. One might feel out of control, like there's a disconnection between the mind and the body. Other ways people experience anxiety include nightmares, panic attacks, and painful thoughts or memories that one can't control. An individual may have a general feeling of fear and worry, or one may fear a specific place or event. Following are some symptoms of general anxiety (<https://my.clevelandclinic.org>):

- Increased heart rate
- Rapid breathing
- Restlessness
- Trouble concentrating
- Difficulty falling asleep

**OBJECTIVES OF THE STUDY:** Following are the objectives of the study:

1. To compare the family satisfaction of high and low anxious hearing impaired adolescents.
2. To compare the family satisfaction of low anxious male and female hearing impaired adolescents.
3. To compare the family satisfaction of high anxious male and female hearing impaired adolescents.
4. To compare the family satisfaction of high and low anxious totally hearing impaired adolescents.
5. To compare the family satisfaction of high anxious and low anxious partially hearing impaired adolescents.

**HYPOTHESES OF THE STUDY:** Following hypothesis were formulated to achieve the above objectives:

1. There is no significant difference between family satisfactions of high and low anxious hearing impaired adolescents.
2. There is no significant difference between family satisfactions of low anxious male and female hearing impaired adolescents.
3. There is no significant difference between family satisfactions of high anxious male and female hearing impaired adolescents.
4. There is no significant difference between family satisfactions of high and low anxious totally hearing impaired adolescents.
5. There is no significant difference between family satisfactions of high anxious and low anxious partially hearing impaired adolescents.

**DESIGN OF THE STUDY:** A survey type study was designed to investigate the present study "*A study of family satisfaction of hearing impaired adolescents in relation to their level of anxiety*". The survey is a non-experimental descriptive research. The respondents were selected from a population

through sampling and a standardized questionnaire was administered to them. Hence, questionnaire was filled up by the sampled students who were part of this study. This method is useful when researcher wants to collect data on phenomena that cannot be directly observed.

**DELIMITATIONS OF THE STUDY:** The study was confined with the following delimitations:

- The study is confined only Meerut city and Delhi.
- The study is confined only hearing impaired adolescents male and female.
- The study is confined only anxiety level.

**VARIABLES:** Following dependent and independent variables were used in the study:

**Independent Variable–**

- **Gender**
  - (1) Male adolescents
  - (2) Female adolescents
- **Degree of Hearing Impairment**
  - (1) Totally hearing impairment
  - (2) Partially hearing impairment
- **Anxiety**
  - (1) High Anxious
  - (2) Low Anxious

**Dependent Variable**

- (1) Family Satisfaction

**POPULATION:-**The population of the study consists of all hearing impaired VIII standard adolescents in Meerut City and Delhi.

**SAMPLE AND SAMPLE TECHNIQUES:** It is a sure quo none of research. It implies the selection or drawing of a portion from the mass or whole of something. "Sample" is a portion of population which is selected for the purpose of study or investigation.

For the present investigation, sample was drawn from the population by following stratified sampling techniques. A total of 240 hearing impaired adolescents were selected out of which 120 male and 120 female adolescents constitute a sample of 240 hearing impaired adolescents. This sample is stratified as under:

Total 240 Hearing Impaired Adolescents

Male 120

Low Anxiety Male 60

Totally Impaired Male 30

Partially Impaired Male 30

High Anxiety Male 60

Totally Impaired Male 30

Partially Impaired Male 30

Female 120

Low Anxiety Female 60

Totally Impaired Female 30

Partially Impaired Female 30

High Anxiety Female 60

Totally Impaired Female 30

Partially Impaired Female 30

**TOOLS USED IN THE STUDY:** The selection and choice of tools for a particular study depends upon various considerations such as the objectives of the study, the amount of time for disposal, personal competence of the examiner or investigator to administer, availability of suitable test, interpretation the test results etc. Overall, selection of the tool is very careful and important work for the researcher because choice of the research instrument is crucial to the source of the study and validity of its results and conclusions owing a view to investigate “A study of family satisfaction of hearing impaired adolescents in relation to their level of anxiety”.

Keeping in view the objective of the study the following tools were used to collect the data:

- Anxiety Test– SCAT by A.K.P. Sinha and L.N.K. Sinha
- Family Satisfaction Test– SWFL Satisfaction with Family Life scale by Ramon B. Zabriskle and Peter J. Ward.

**ANALYSIS AND INTERPRETATION OF DATA:** The so collected and tabulated data were analyzed statistically using mean, standard deviation and t-test and the so obtained statistical results were interpreted and are presented in tabular form as under:

**Table-1**

**Family Satisfaction of High and Low Anxious Hearing Impaired Adolescents**

Sr. No.	Groups	Number of Hearing Impaired Adolescents(N)	Mean	S.D.	C.R. Value	df	Level of Significance
1.	High Anxious Hearing Impaired Adolescents	120	24.92	4.70	1.33	238	Not Significant
2.	Low Anxious Hearing Impaired Adolescents	120	23.87	5.76			

It is clear from the Table 1 that means scores of family satisfaction of high anxious hearing impaired adolescents (M=24.92) is slightly higher than the mean scores of family satisfaction of low anxious hearing impaired adolescents (M=23.87). Here calculated CR-value is 1.33 which is less than the CR-value given in the standard t-table. Hence the null hypothesis that is “There is no significant difference between the mean scores of family satisfaction of high and low anxious hearing impaired adolescents” is accepted.

Therefore it may be interpreted that there is no significant difference between the family satisfaction of high and low anxious hearing impaired adolescents.

**Table-2**

**Family Satisfaction of Low Anxious Male and Female Hearing Impaired Adolescents**

Sr. No.	Groups	Number of Hearing Impaired Adolescents(N)	Mean	S.D.	C.R.	df	Level of Significance
1.	Low Anxious Male Hearing Impaired Adolescents	60	27.30	3.85	6.19	238	Significant at .01 level
2.	Low Anxious Female Hearing Impaired Adolescents	60	22.53	4.25			

It is clear from the Table 2 that mean scores of family satisfaction of low anxious female hearing impaired adolescents (M=27.30) is higher than the mean scores of family satisfaction of low anxious male hearing impaired adolescents (M=22.53). Here calculated CR-value is 6.19 which is greater than the CR-value given in the standard t-table. Hence the null hypothesis “There is no significant difference between the mean scores of family satisfaction of low anxious male and female hearing impaired adolescents” is rejected.

Therefore it may be interpreted that family satisfaction of low anxious male and female hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.

**Table-3**

**Family Satisfaction of High Anxious Male and Female Hearing Impaired Adolescents**

Sr. No.	Groups	Number of Hearing Impaired Adolescents(N)	Mean	S.D.	C.R.	df	Level of Significance
1.	High Anxious Male Hearing Impaired Adolescents	60	20.45	5.60	8.06	118	Significant at 0.01 level
2.	High Anxious Female Hearing Impaired Adolescents	60	27.28	3.43			

It is clear from the Table 3 that mean scores of family satisfaction of high anxious female hearing impaired adolescents (M=27.28) is higher than the mean score (M=20.45) of family satisfaction of high anxious male hearing impaired adolescents. Here calculated CR-value is 8.06, which is greater than the CR-value given in the standard t-table. Hence the null hypothesis "There is no significant difference between the mean scores of family satisfaction of high anxious male and female hearing impaired adolescents" is rejected.

Therefore it may be interpreted that family satisfaction of high anxious male and female hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.

**Table-4**

**Family Satisfaction of High and Low Anxious Hearing Impaired Adolescents**

Sr. No.	Groups	Number of Hearing Impaired Adolescents(N)	Mean	S.D.	C.R.	df	Level of Significance
1.	High Anxious Totally Hearing Impaired Adolescents	60	23.08	5.78	2.54	118	Significant at 0.05 Level
2.	Low Anxious Totally Hearing Impaired Adolescents	60	26.48	5.67			

It is clear from the Table 4 that mean scores of family satisfaction of low anxious totally hearing impaired adolescents (M=26.48) is greater than the mean scores of family satisfaction of high anxious totally hearing impaired adolescents (M=23.08). Here calculated CR-value is 2.54, which is higher than 0.05 level and less than 0.01 level of significance given in the standard t-table. Hence the null hypothesis that is “There is no significant difference between the mean scores of family satisfaction of high and low anxious totally hearing impaired adolescents” is rejected.

Therefore it may be interpreted that family satisfaction of high and low anxious totally hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.

**Table-5**

**Family Satisfaction of High and Low Anxious Partially Hearing Impaired Adolescents**

Sr. No.	Groups	Number of Hearing Impaired Adolescents(N)	Mean	S.D.	C.R.	df	Level of Significance
1.	High Anxious Partially Hearing Impaired Adolescents	60	24.65	5.68	5.53	118	Significant at 0.01 level
2.	Low Anxious Partially Hearing Impaired Adolescents	60	28.95	3.22			

It is clear from the Table 5 that mean score of family satisfaction of low anxious partially hearing impaired adolescents (M=28.95) is higher than the family satisfaction scores (M=24.65) of high anxious partially hearing impaired adolescents. Here calculated CR-value is 5.53, which is greater than the CR-value given in the standard t-table. Hence the null hypothesis “There is no significant difference between the mean scores of family satisfaction of high and low anxious partially hearing impaired adolescents” is rejected.

Therefore it may be interpreted that family satisfaction of high and low anxious partially hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.

**FINDINGS OF THE STUDY:** Findings of the present study in the light of objectives made are given below:

1. The calculated CR-value is 1.33 which is less than the CR-value given in the standard t-table. Hence the null hypothesis that is “There is no significant difference between the mean scores of family satisfaction of high and low anxious hearing impaired adolescents” is accepted. Therefore it may be concluded that there is no significant difference between the family satisfaction of high

and low anxious hearing impaired adolescents.

2. The calculated CR-value is 6.19 which is greater than the CR-value given in the standard t-table. Hence the null hypothesis “There is no significant difference between the mean scores of family satisfaction of low anxious male and female hearing impaired adolescents” is rejected. Therefore it may be concluded that family satisfaction of low anxious male and female hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.
3. The calculated CR-value is 8.06, which is greater than the CR-value given in the standard t-table. Hence the null hypothesis “There is no significant difference between the mean scores of family satisfaction of high anxious male and female hearing impaired adolescents” is rejected. Therefore it may be concluded that family satisfaction of high anxious male and female hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.
4. Here calculated CR-value is 2.54, which is higher than 0.05 level and less than 0.01 level of significance given in the standard t-table. Hence the null hypothesis that is “There is no significant difference between the mean scores of family satisfaction of high and low anxious totally hearing impaired adolescents” is rejected. Therefore it may be concluded that family satisfaction of high and low anxious totally hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.
5. Here calculated CR-value is 5.53, which is greater than the CR-value given in the standard t-table. Hence the null hypothesis “There is no significant difference between the mean scores of family satisfaction of high and low anxious partially hearing impaired adolescents” is rejected. Therefore it may be concluded that family satisfaction of high and low anxious partially hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.

**CONCLUSION:** On the basis of the above results it can be concluded that-

There is no significant difference between the family satisfactions of high and low anxious hearing impaired adolescents and hence it can be said that they do perceive family satisfaction in the same way. However Family satisfactions of low anxious male and female hearing impaired adolescents, Family satisfactions of high anxious male and female hearing impaired adolescents Family satisfaction of high and low anxious totally hearing impaired adolescents Family satisfaction of high and low



anxious partially hearing impaired adolescents differ significantly and hence it can be said that they do not perceive family satisfaction in the same way.

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## A COMPARATIVE STUDY OF PRIMARY SCHOOL TEACHERS TEACHING IN GOVERNMENT SCHOOLS AND PRIVATE SCHOOLS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

**\*Dr. Suman Singh**

### ABSTRACT

*The concept of emotional intelligence has raised the issue of how success might be predicted. Although success may not be optimally predicted by emotional intelligence alone, the prediction of success is relevant aspect of intelligence research and more generally, personality psychology. It may help in understanding and dealing with the world at one level, but one needs emotions to understand and deal with one self and with others. Even in certain renowned business establishments, where people are trained to be smart; the most valued and productive managers are those who have a high emotional intelligence level, and not necessarily those with the highest IQ. It was concluded that Primary school teachers teaching in Government schools are more emotional intelligent on self-motivation and emotional stability than the Private school teachers. However Primary school teachers teaching in Private schools are more emotional intelligent on self-awareness, managing relations, integrity, self-development and commitment than the Government school teachers. While Primary school teachers teaching in Government and Private schools are equally emotionally intelligent in terms of empathy, value orientation and altruistic behaviour.*

**INTRODUCTION:** The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Daniel Goleman (1995) had effectively shown how emotional intelligence is crucial predictor of work performance at all levels; it becomes more important as the more senior is the person concerned. The view points and ideas propagated by him have brought a revolution in the field of the child care.

The concept of emotional intelligence has raised the issue of how success might be predicted. Although success may not be optimally predicted by emotional intelligence alone, the prediction of success is relevant aspect of intelligence research and more generally, personality psychology. A headlong rush to predict success was unleashed by the concept of emotional intelligence.

Although there may seem a bit exaggeration in the tall claim that emotional intelligence is a sure guarantee for unqualified advantage in life. There is no denying the fact that one's emotional

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make up count significantly towards success in life, so emotional intelligence may affect the success of teacher also in different dimension of life.

**EMOTIOINAL INTELLIGENCE:** The teachers educate students with one main objective in mind: their success. What is the measure of this success? Some people are more successful in their careers than others even when they have had equal educational and experiential opportunities. It is not technical skills, nor intelligence. It is something else, something that which was difficult to clearly define, but now some fundamental new theories have been introduced. According to the Multiple Intelligences Theory of Emotional Intelligence states that success depends on several intelligences and on the control of emotions. IQ alone is no more the measure for success; it only counts for 20% and the rest goes for Emotional and Social Intelligence, and luck (Goleman, 1995).

It may help in understanding and dealing with the world at one level, but one needs emotions to understand and deal with one self and with others. Even in certain renowned business establishments, where people are trained to be smart; the most valued and productive managers are those who have a high emotional intelligence level, and not necessarily those with the highest IQ.

Is the human mind made up of two parts? The research in neurobiology has shown that human beings operate from two minds - the rational mind and the emotional mind. The harmony between the emotional and the rational mind is what constitutes emotional intelligence and is the key to a richer and more fulfilling life.

Barnet (1996) conducted a study to assess more fully the relative importance of both ability and personality variable in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor - which they called conscientiousness - predicted achievements in all areas, what was tested under personality was among others - whether the student is reserved or warm hearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough minded or tender minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense. One can easily see that most of these factors are included in the components of emotional intelligence.

Calderin (2005) in their study revealed that collegial relations are influenced by the emotional intelligence of the building principal, explored the role good collegial relations plays in creating an emotionally intelligent learning environment, and concluded that effective private elementary school leaders are community members is a skill that can be developed and/or improved with increasing experience for the affective health of the learning organization.

#### **OBJECTIVES OF THE STUDY:**

The present study has been designed to achieve the following objectives:

To compare the primary school teachers teaching in Government and Private schools in terms of **self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment** and **altruistic behaviour** dimensions of their emotional intelligence.

1. To compare the primary school teachers teaching in Government and Private schools in terms of **self-awareness** dimension of their emotional intelligence.
2. To compare the primary school teachers teaching in Government and Private schools in terms of **empathy** dimension of their emotional intelligence.
3. To compare the primary school teachers teaching in Government and Private schools in terms of **self-motivation** dimension of their emotional intelligence.
4. To compare the primary school teachers teaching in Government and Private schools in terms of **emotional stability** dimension of their emotional intelligence.
5. To compare the primary school teachers teaching in Government and Private schools in terms of **managing relations** dimension of their emotional intelligence.
6. To compare the primary school teachers teaching in Government and Private schools in terms of **integrity** dimension of their emotional intelligence.
7. To compare the primary school teachers teaching in Government and Private schools in terms of **self-development** dimension of their emotional intelligence.
8. To compare the primary school teachers teaching in Government and Private schools in terms of **value orientation** dimension of their emotional intelligence.
9. To compare the primary school teachers teaching in Government and Private schools in terms of **commitment** dimension of their emotional intelligence.
10. To compare the primary school teachers teaching in Government and Private schools in terms of **altruistic behaviour** dimension of their emotional intelligence.

**HYPOTHESES OF THE STUDY:** To achieve the above objectives following hypotheses were formulated:

1. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **self-awareness** dimension of their emotional intelligence.
2. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **empathy** dimension of their emotional intelligence.
3. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **self-motivation** dimension of their emotional intelligence.

4. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **emotional stability** dimension of their emotional intelligence.
5. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **managing relations** dimension of their emotional intelligence.
6. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **integrity** dimension of their emotional intelligence.
7. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **self-development** dimension of their emotional intelligence.
8. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **value orientation** dimension of their emotional intelligence.
9. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **commitment** dimension of their emotional intelligence.
10. There is no significant difference between primary school teachers teaching in Government and Private schools in terms of **altruistic behaviour** dimension of their emotional intelligence.

**POPULATION OF THE STUDY:** The population has been defined as the teacher teaching in primary schools of Government and Private School in the Meerut City.

**SAMPLE OF THE STUDY:** As it was difficult to collect data from all of them therefore it was decided to draw a representative sample from this population of primary school teachers. A sample of 30 teachers from each type of school was selected randomly. All of them were located in Meerut district. This sample being sufficiently large and drawn in a random manner may be reasonably considered representative of the total population of the primary school teachers teaching in Government and Private schools.

**TOOL USED IN THE STUDY:** Following tool was used to collect data for the present study:

#### **Emotional Intelligence Scale**

Developed by: Aniket Hyde (Indore)  
Sanjyot Pethe (Ahmedabad)  
Upinder Dhar (Indore)

This scale has contains 34 items and 10 dimension. Item for different dimension have been numbered as given in the Table 1.

**Table 1**  
**Dimension wise item distribution of the Emotional Intelligence Scale**

S. No.	Dimensions	Item Number	Total Item
1.	Self-awareness	6, 12, 18, 29	4
2.	Empathy	9,10, 15, 20, 25	5
3.	Self-Motivation	2, 4, 7, 8, 31, 34	6
4.	Emotional Stability	14, 19, 26, 28	4
5.	Managing Relations	1, 5, 11, 17	4
6.	Integrity	16, 27, 32	3
7.	Self-development	30, 33	2
8.	Value-orientation	21, 22	2
9.	Commitment	23, 24	2
10.	Altruistic behavior	3, 13	2

**Scoring procedure of the Responses:** The responses on the Emotional Intelligence Scale were to be given on the booklet itself by the respondents. Manual scoring was done conveniently, hence no scoring key was provided. Each item should be scored 5 for strongly agree 4 for agree 3 for uncertain, 2 for disagree and 1 for strongly disagree.

**ANALYSIS AND INTERPRETATION OF DATA:** In the tables give below the researcher analyzed the data statistically and interpretations were made on the basis of significance testing.

To test the above mentioned non-directional hypotheses the different statistical values were found and are given in different tables as per the different components of the '*Emotional Intelligence*' variable and their interpretations were made accordingly as under:

**Table – 2**

**Comparison of emotional intelligence in terms of its self-awareness dimension of primary school teachers teaching in Government and Private Schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	7.1	2.85	2.78	0.01
2.	Primary Teachers of Private Schools	30	9.3	3.25		

Table 2 displays analyze data regarding comparison of self-awareness dimension of emotional intelligence of primary school teachers working Government and Private schools. Obtained 't' value is

2.78 which is greater than the 't' value at 0.01 level of significance. It means that two groups of the primary school teachers differ significantly in terms of self-awareness dimension of their emotional intelligence.

Therefore it can be concluded that the primary school teachers teaching in private schools are more emotionally intelligent in terms of its self-awareness dimension than the primary school teachers teaching in government school.

**Table –3**  
**Comparison of emotional intelligence in terms of its Empathy dimension of primary school teachers teaching in Government and Private Schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	10.5	3.43	0.88	Not Significant
2.	Primary Teachers of Private Schools	30	11.2	2.85		

Table 3 displays analyze data regarding comparison of Empathy dimension of emotional intelligence of primary teachers working in Government and Private schools. Obtained 't' value is 0.88 which is even below 2.00 It means measured difference between the two means is not significant at either of the level of significance, the observed mean difference is due to chance error or measurement error.

Therefore it can be concluded that the primary school teachers teaching in private schools and primary school teachers teaching in government school are equally emotionally intelligent in terms of its self-awareness dimension.

**Table –4**  
**Comparison of emotional intelligence in terms of its self-motivation dimension of primary school teachers teaching in Government and Private Schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	12.87	3.94	2.80	0.01
2.	Primary Teachers of Private Schools	30	10.50	2.43		

Table 4 displays analyze data regarding comparison of self-motivation dimension of emotional intelligence of primary teachers working Government and Private schools. Obtained 't' value is 2.80 which is greater than the 't' value at 0.01 level of significance. It means that two groups of the primary school teachers differ significantly in terms of self-motivation dimension of their emotional intelligence.

Therefore it can be concluded that the primary school teachers teaching in government schools are more emotionally intelligent in terms of its self-motivation dimension than the primary school teachers teaching in private school.

**Table – 5**

**Comparison of emotional intelligence in terms of its Emotional stability dimension of primary school teachers teaching in Government and Private Schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	7.85	2.66	4.21	0.01
2.	Primary Teachers of Private Schools	30	5.37	1.83		

Table 5 displays analyze data regarding comparison of emotional intelligence of emotional stability dimension of emotional intelligence of primary teachers working Government and private schools. Obtained 't' value is 4.21 which is greater than the 't' value at 0.01 level of significance. It means that two groups of the primary school teachers differ significantly in terms of emotional stability dimension of their emotional intelligence.

Therefore it can be concluded that the primary school teachers teaching in government schools are more emotionally intelligent in terms of its emotional stability dimension than the primary school teachers teaching in private school.

**Table –6**

**Comparison of emotional intelligence in terms of its managing relations dimension of primary school teachers teaching in Government and Private Schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	8.39	2.83	3.40	0.01
2.	Primary Teachers of Private Schools	30	11.35	3.83		

Table 6 displays analyze data regarding comparison of managing relations dimension of emotional intelligence of primary teachers working Government and private schools. Obtained 't' value is 3.40 which is greater than the 't' value at 0.01 level of significance. It means that two groups of the primary school teachers differ significantly in terms of managing relation dimension of their emotional intelligence.

Therefore it can be concluded that the primary school teachers teaching in private schools are more emotionally intelligent in terms of its managing relations dimension than the primary school teachers teaching in government school.

**Table –7**

**Comparison of emotional intelligence in terms of its integrity dimension of primary school teachers teaching in Government and Private Schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	5.37	1.83	3.03	0.01
2.	Primary Teachers of Private Schools	30	7.25	2.87		

Table 7 displays analyze data regarding comparison of integrity dimension of emotional



intelligence of Primary teachers working Government and Private schools. Obtained 't' value is 3.03 which is greater than the 't' value at 0.01 level of significance. It means that two groups of the primary school teachers differ significantly in terms of integrity dimension of their emotional intelligence.

Therefore it can be concluded that the primary school teachers teaching in private schools are more emotionally intelligent in terms of its integrity dimension than the primary school teachers teaching in government school.

**Table –8**  
**Comparison of emotional intelligence in terms of its self-development dimension of primary school teachers teaching in Government and Private schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	3.78	1.46	3.50	0.01
2.	Primary Teachers of Private Schools	30	5.25	1.78		

Table 8 displays analyze data regarding comparison of self-development dimension of emotional intelligence of primary teachers working in Government and Private schools. Obtained 't' value is 3.50 which is greater than the 't' value at 0.01 level of significance. It means that two groups of the primary school teachers differ significantly in terms of self-development dimension of their emotional intelligence.

Therefore it can be concluded that the primary school teachers teaching in private schools are more emotionally intelligent in terms of its self-development dimension than the primary school teachers teaching in government school.

**Table – 9**  
**Comparison of emotional intelligence in terms of its value orientation dimension of primary school teachers teaching in Government and Private schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	3.74	1.77	0.85	Not Significant
2.	Primary Teachers of Private Schools	30	4.26	2.83		

Table 9 displays analyze data regarding comparison of value orientation dimension of emotional intelligence of primary teachers working in Government and Private schools. Obtained 't' value is 0.85 is even below 2.00. Their measured difference is not significant at either of the level of significance. The observed mean difference is due to chance error as measurement error.

Therefore it can be concluded that the primary school teachers teaching in private schools and primary school teachers teaching in government school are equally emotionally intelligent in terms of its value orientation dimension.

**Table – 10**  
**Comparison of emotional intelligence in terms of commitment of primary school teachers teaching in Government and Private schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	3.79	1.31	5.58	0.01
2.	Primary Teachers of Private Schools	30	6.31	2.1		

Table 10 displays analyze data regarding comparison of commitment dimension of emotional intelligence of primary teachers working in Government and Private schools. Obtained 't' value is 5.58 which is greater than the 't' value at 0.01 level of significance. It means that two groups of the primary school teachers differ significantly in terms of commitment dimension of their emotional intelligence.

Therefore it can be concluded that the primary school teachers teaching in private schools are more emotionally intelligent in terms of its commitment dimension than the primary school teachers teaching in government school.

**Table – 11**  
**Comparison of emotional intelligence in terms of its Altruistic behaviour dimension of primary school teachers teaching in Government and Private schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	3.87	1.51	0.85	Not Significant
2.	Primary Teachers of Private Schools	30	4.25	1.92		

Table 11 displays analyze data regarding comparison of altruistic behaviour dimension of emotional intelligence of primary teachers working in Government and Private schools. Obtained 't' value is 0.85 is even below 2.00. Their measured difference is not significant at either of the level of significance. The observed mean difference is due to chance error as measurement error.

Therefore it can be concluded that the primary school teachers teaching in private schools and primary school teachers teaching in government school are equally emotionally intelligent in terms of its altruistic behaviour dimension.

#### **FINDINGS OF THE STUDY:**

**Following are the findings of the present study after analysis and interpretation of the data:**

1. The significant t-value proves **that primary** school teachers of private school are more emotionally intelligent in terms of **self-awareness** aspect of their emotional intelligence then the government school teacher.
2. The not significant t-value proves that primary school teachers of government school are

equally emotionally intelligent in terms of **empathy** aspect of their emotional intelligence as the private school teacher.

3. The significant t-value proves that primary school teachers of government school are more emotionally intelligent in terms of **self-motivation** aspect of their emotional intelligence than the private school teacher.
4. The significant t-value proves that primary school teachers of government school are more emotionally intelligent in terms of **emotional stability** aspect of their emotional intelligence than the private school teacher.
5. The significant t-value proves that primary school teachers of private school are more emotionally intelligent in terms of **managing relations** aspect of their emotional intelligence than the government school teacher.
6. The significant t-value proves that primary school teachers of private school are more emotionally intelligent in terms of **integrity** aspect of their emotional intelligence than the government school teacher.
7. The significant t-value proves that primary school teachers of private school are more emotionally intelligent in terms of **self-development** aspect of their emotional intelligence than the government school teacher.
8. The not significant t-value proves that primary school teachers of government school are equally emotionally intelligent in terms of **value orientation** aspect of their emotional intelligence as the private school teacher.
9. The significant t-value proves that primary school teachers of private school are more emotionally intelligent in terms of **commitment** aspect of their emotional intelligence than the government school teacher.
10. The not significant t-value proves that Primary school teachers of government school are equally emotionally intelligent in terms of **altruistic behaviour** aspect of their emotional intelligence as the private school teacher.

## CONCLUSIONS:

**Following conclusions have been made on the basis of the findings:**

- Primary school teachers teaching in Government schools are more emotional intelligent on self-motivation and emotional stability than the Private school teachers.
- Primary school teachers teaching in Private schools are more emotional intelligent on self-awareness, managing relations, integrity, self-development and commitment than the Government school teachers.
- Primary school teachers teaching in Government and Private schools are equally emotionally intelligent in terms of empathy, value orientation and altruistic behaviour.

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