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CONTENTS

Sr. No.	Title	Page No. (S)
1.	NEP-2020 and Concerns of Teacher Education – Rajat Chandel	1–7
2.	Language and NEP-2020 – Rama Sharma & Dr. Abhishek Srivastava	8–13
3.	Professional Commitment Among College Teachers of Himachal Pradesh in Relation to Their Gender and Management Type – Madan Kumar & Shobha	14–19
4.	Learning Styles Among D. El. Ed. Trainees of District Hamirpur in Himachal Pradesh – Savita Devi & Manjesh Kumari	20–26
5.	Impact of NEP-2020 on Teachers – Madan Kumar	27–31
6.	Environmental Awareness Among 5th Standard Students of Hamirpur District in Himachal Pradesh – Jyoti Bala & Gulshan Thakur	32–37
7.	A Study of Intelligence Level of Tenth Grade High School Students – Sunita Datta & Kavita Dhiman	38–44
8.	Study of Adjustment Among Secondary School Students – Ajay Kumar & Shilpa Sandal	45–52
9.	Impact of Humour Styles on Effectiveness of Secondary School Teachers – Dr. Manoj Kumar	53–59
10.	Teaching Effectiveness Among Teacher Educators – Ashish Kumar & Rajni Devi	60–65
11.	A Study of Professional Commitment of Teacher Educators – Sunil Kumar & Neenu Bala	66–73
12.	Attitude of School Lecturers Towards Teaching Profession – Jyoti & Dr. Raj Kumar Dhiman	74–81

NEP-2020 AND CONCERNS OF TEACHER EDUCATION

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ABSTRACT

Education has a very profound role in all round development of an individual to the level of perfection and a teacher plays an impeccable role in making it possible. But by seeing the mental outlook of today's generation we are definitely lacking in one aspect that is the making of the great teachers like Guru Dronacharya, Chanakya and so on who inspires students from generation to generation. So, the concerns of Teacher Education are not only the concern of a policy maker or a committee but it is the "**Concern of Nation**". No nation develops beyond the quality of its education system. Teacher education is very important in creating a new generation of teachers who will reshape the future generations of Bharat to achieve its long-lost title of "**Vishwa Guru**" and to regain that glory perspective Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions and also being well-versed in the latest advancement in education and pedagogy. This paper highlighted the present status, major problems and some suggestions to resolve these issues of Teacher Education.

KEY WORDS : Teacher Education, Concerns and Suggestions....

INTRODUCTION

Education is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principle means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.(Delors, 1996)

Education plays a crucial role in the socialization of younger generation, and higher level of education ensures higher earnings, health, child welfare, social security systems and a longer life span.Teacher is like a software program which is of utmost importance to a system without which the hardware(in context of education) i.e., the infrastructure and all other technology that is being used in teaching-learning process is of no use. To understand the importance of teachers in nation building we can take examples of guru

Dronacharya and Chanakya who made ordinary students like Arjuna into **The Great Warrior Arjuna** and Chandragupta into **The Chakravarti Samrat Chandragupta** we admire and influenced from. So, to forge students like Arjuna and Chandragupta Maurya and teachers like Guru Dronacharya and Chanakya we have to do unprecedented changes in our education system like changing colonial mind setup, inferiority complex about our language, culture and tradition and all in all about the idea of Bharat and for this the curriculum, methodology and pedagogy these are to be more indigenous to reclaim the title of "**Vishwa Guru**". Since teaching is considered an art as well as science so the teacher has to acquire not only knowledge, but also the skills that are called "tools of the trade". This paper attempts to highlight the concerns and measures taken in NEP 2020 for the improvement of teacher education in India.

CONCERN OF TEACHER EDUCATION

Education is the most important dimension out of different dimensions of social foundation. Despite our earnest attempts, our instructive improvement still stays low due to various snags existed in our education system. There are various issues in our existing educational system which needs our immediate attention to address these some of which are as follows;

- **Concerns about Curriculum**

The curriculum continues to be rigid and traditional. It is highly theoretical and has minimum practical value. There is more focus on the theoretical part of Curriculum rather than its usefulness in real life situations. It lacks realism and is not according to the changing needs and demands of the society. Curriculum and pedagogy followed in teacher education is not learner friendly and not preparing teacher apprentices to face new challenges related to teaching and learning process. There is a lot of repetition of the content throughout teacher training courses.

- **Inadequate use of Technology**

With the advancement in science and technology the world has become interdependent and is turning gradually into a global village. But educational programs for pre-service teachers or in-service teachers have not made full use of latest technologies for developing teaching skills among students. Traditional and theoretical methods are still used in the teacher education institutions.

- **Traditional Methods of Teaching**

In teacher education institutions conventional methods of teaching are still widely

used for teaching the teachers of the 21st century. In teaching institutions, we still use traditional methods of teaching due to which students are unable to use today's technology and traditional methods effectively. Smart classroom in teacher education institutions are just like Kohinoor in India. How can we expect from student teacher to use new methods and strategies of teaching when they don't expose to those during their training course.

- **Westernization and Degradation of Values**

Due to globalization and advancement of science and technology world has become closer, in which internet plays a vital role by providing easy access to all kind of information. But at present there are several distractions particularly to the young students like social media etc. In this sense mobile culture, internet, and social media apps have polluted young minds and made them blind followers of the western culture, due to this there is a feeling of inferiority complex among today's generation regarding to their cultural and historical background.

- **Lack of Proper Facilities**

In today's time many colleges made education a business from which they just want to make profit without even providing the basic required facilities to the trainee. They lack in basic facilities such as proper working laboratories, extensive library, hostel, and buildings with required facilities. Some of teacher education institutions even are running in the rented buildings.

- **Privatization of education**

Privatization of education refers to the state's policy of allowing educational institutions to be run by private parties for monetary benefits. In 1992, the Supreme Court, in its judgment in *St. Stephens v. University of Delhi* ruled that "educational institutions are not business houses; they do not generate wealth." In 1993, in the landmark *Unni Krishnan v. Andhra Pradesh*, the court reviewed the state's right to interfere in the admission policy and the fee structure of private professional institutions. It held that education, being a fundamental right, could not be the object of profit-seeking activity (Khatun, 2015).

Main problems of privatization of higher education are given below:

- a. Out of Access for poor
- b. Lack of Awareness
- c. Quality Issues

- d. Faulty Admission Process
- e. Political Influence
- f. Growth of Fraud Universities
- g. Poor Academic Background
- h. Lack of Transparency.

MAJOR TRANSITIONS INDICATED IN NEP 2020 FOR TEACHER EDUCATION ARE AS FOLLOWS

- **Restoring integrity and credibility to the teacher education system**

The integrity and credibility of the teacher education system has unfortunately taken a great hit and witnessed a severe decline due to the thousands of teacher education institutions that are solely commercial operations where little if any teacher education is taking place. If teacher education is to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession and thereby attain a successful school system. Such sub-standard standalone teacher education institutions will have to be closed immediately while good institutions with positive intent strengthened.

- **Moving teacher education into multidisciplinary colleges and universities**

The objective of NEP 2020 is to ensure that teachers are given the highest quality training in content, pedagogy and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the four years integrated Bachelor's degree as the minimum qualification for all school teachers.

- **Curriculum-pedagogical approaches of teacher education**

In terms of areas for further reform with in the education component of the integrated B.Ed. program, multilevel, discussion based, and constructivist learning, and a concentration on foundational literacy/numeracy, inclusive pedagogy and evaluation, knowledge of India and its traditions, and the development in students of 21st century skills such as problem solving, critical and creative thinking, ethical and moral reasoning, and communication and discussion abilities, are among the key areas of the curriculum with pedagogical approaches for teacher preparation that will be reformed and revitalized.

- **Admission to Pre- Service Teacher Preparation Programme**

Admission to Pre- Service Teacher Preparation Programmes, like all HEI admissions

will be carried out in large part through subject and aptitude tests conducted by the National Testing Agency(NTA).

- **Selection of Candidates for the Four-Year B.Ed. Course**

Candidates who are interested in joining the four-year integrated B.Ed. course should appear for an entrance examination, wherein they are tested rigorously in the following areas:

- Passion and interest
- Thorough content/ subject knowledge
- Communication skills/Language skills
- Knowledge of information and communication technology
- Knowledge about Indian culture
- Knowledge of values to become an ideal teacher
- Scientific attitude

SUGGESTIONS FOR QUALITATIVE ENHANCEMENT OF TEACHER EDUCATION

1. Minimum qualification for teacher educators at multi-disciplinary institutions has to be specified.
2. Security of qualified teachers in government, aided and unaided institutions have to be taken care of for giving quality training for teacher aspirants.
3. Direct practical-oriented teacher training programmes have to be focused over giving importance to online teacher training courses.
4. Research and development wing should be started/strengthened at DSERT to promote research activities among teachers and teacher educators.
5. Online course certificates from MOOC, NPTEL etc. should be considered for upgrading the status, if teacher aspirants would like to enhance their expertise in the related subjects or skills.
6. The teacher preparation should act as an instrument in the realization of national goals and people's aspirations and should reflect the Indian heritage.
7. This new curriculum should familiarize teachers with the social, cultural customs and values of native communities in order to meet the needs of future students in the context of NEP 2020.
8. Every teacher Education institution should be accredited by National accrediting agency framed for the purpose of assessing and accrediting teacher education institutions.

9. Department of Higher Education should set up a national mission for mentoring. This mission will focus on mentoring with a large pool of outstanding senior/retired faculty to provide mentoring /professional support to teacher educators.
10. Outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools/school complexes, BRCs DIETs, CTEs and DSERT.

CONCLUSION

It is our sacred duty that we get best of best teachers through the program of B.Ed. and M.Ed. The nation is already suffering because of the average teachers. From all possible angles we must encourage the genius, highly motivated, fully spirited young men and women to the teaching field. As per NEP 2020, we need to link the best policies and practices of school education with teacher education for both pre-service and in-service education levels with the combination of arts + Science subjects, curricular, co-curricular and extra-curricular activities for 4 different levels/stages (**foundational, preparatory, middle and secondary**) to develop academic and non-academic skills in teacher aspirants. Needless to mention, teachers also need to grow to the level that they command respect from all sections of society and for this there is an urgent need to improve the quality of teachers to achieve this goal.

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LANGUAGE AND NEP-2020

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ABSTRACT

Education is the total development of personality. It brings public integration in a multilingual nation as it is good source of maintaining multilingualism and public concinnity. Education policy is the important step towards ensuring development of nation. Its aim is to promote the preservation and development of all Indian languages. The problems in a multilingual and multicultural country like India is to decide which language to use as a medium of instruction at the primary level keeping in mind the interest of the Indian people in education policy. The addition of vernacular in education will give new life to risked languages and will help to keep children connected to their culture. This will lead to qualitative increase in the creative capability of the students. The new education policy lays emphasis on the use of mother tongue or regional languages for the medium of primary education, which aims to advance children in the field of education by keeping children connected to their mother tongue and culture. The National Education Policy 2020 purposed early perpetration of a three languages formula to promote multilingualism. The objectives of the present study are to find out how multilingualism and the power of the language of the NEP-2020 can play a vital role for holistic development of the students from early ages to later ages.

KEY WORDS : Educational Policy, Language, Mother Tongue, Multilingualism....

INTRODUCTION

Education is considered as the fundamental to achieve human potential and develop an equitable society for the national development. The NEP 2020 states that universal access to quality education is the key to India's continued ascent and leadership on worldwide in term of economic progress, social justice and equality, scientific expansion, national incorporation and the cultural conservation. National education policy 2020 has brought expectations of success with very ambitious and far-reaching results compared

to the previous two policies. This is because policy is come out after about 5 years of preparations. This is first national effort after independence in which Indian languages have been considered in a holistic manner and the power of language has been given importance. The prominence of language in the policy can be understood from the fact that in this 66 pages document the word of 'language' have been used 206 times, out of which 126 as plural and 80 times as singular. "Language is activity, purposeful activity. "As rightly said by **Jesperson**. The education system has four dimensions- students, teachers, curriculum and infrastructural facilities. Keeping these four in mind, the new education policy appears with wide potential. This policy lays emphasis on the use of mother tongue or vernacular for the medium of primary education which aims to advance children in the field of education by keeping them connected to their mother tongue (Home language) and culture. Education requires proper planning and policy. **Aagnihotri and Khanna** concluded that readability of the text, whether in Hindi or English; depend not only on words and sentence length but also on its linguistic or conceptual organization.

LANGUAGE

Gleason Jr Preface says, "*Language is the entire complex of phenomenon associated with human vocal and auditory communications of emotions and ideas.*" Without language thoughts, emotions, ideas cannot be conveyed to other. It is symbol of "Cultured" also. In the current world, there are around 6000 dialects assembled under different languages family spoken into different 200 countries. Individual across the world communicate in various dialects. For example, Arabic, Bengali, English, French, Hindi, Malayalam, Russian, Spanish which go about as significant connection dialects to speak with one another. "Multilingualism" is characterised as an event in regards to an individual speaker who utilises at least two dialects, or between speakers of two dialects. **DP Pattanayak** quote in his article: *multilingualism can be sustained only if languages are in complementary relation. The world is not only multilingual, it is multiethnic, multicultural, multireligious and bio diverse.*

Modern India, according to the 2001 census, has a sum of 122 dialects in India out of which 22 dialects are spoken by more than 10, 00,000 individuals, while an excess 100 dialects are spoken by in excess of 10000 individuals. Take the case of Nagaland itself. Here all the tribes have their own colloquial language. On the other hand, there are dialects that are not recorded on the ground that they are spoken by fewer than 10000. Nonetheless, this is a genuine under- detailing of the real number of dialects too in the

lights of the fact that the census likewise recorded more than 1500 “primary languages” utilized in India (MHRD, Govt. of India) the 122 dialects are introduced in two sections: Part A: Languages remembered for the eighth schedule to the constitution of India (Scheduled Languages) containing 22 dialects; and Part B: Languages excluded from the eighth schedule (Non Schedule Languages) involving 100 dialects in addition to classification “Complete of different dialects” which incorporates any remaining dialects and first languages falling under PART B and which returned under 10,000 speakers each at the all India level or were not recognizable based on the etymological data accessible. The 2011 census listed 270 mother tongues; of these, as per a 2017 study, 47 languages were used as medium of instruction in Indian classrooms.

NEED AND SIGNIFICANCE OF THE STUDY

- Helpful in finding the understanding level of the students.
- Helpful in finding which language is effective in enhancing learning of the students.
- Helpful in finding that in which language students are more comfortable in learning.
- For making proper utilization of time of students.
- For developing scientific attitude among the students.

LITERATURE SURVEY

Review was done on the study of language competence of the students. **Patel (2012)** investigated the controversies related to English language teaching in Gujarat and found that both the languages English and Gujarati must be able to respond to the demand of rapid modern advancement. He further stated that though the University of Gujarat adopted Gujarati as the medium of instruction in advance education, they must retain the curriculum of English language teach at compulsory level in all undergraduate classes. **Ashish (2014)** study the impact of language on learning mathematics in secondary level students and find that there are no significant difference between learning of students.

METHOD

As we review the studies already done, researcher uses descriptive survey method. In this paper, help is taken from NEP 2020 Document, research papers, internet and websites.

LANGUAGE AND NEP 2020

The NEP 2020 is ambitious re- imagination of India’s education system into a modern, progressive and equitable one. NEP2020 is approved by the Indian union cabinet on July

29 2020, set out the vision for India's new education system. The NEP 2020 adopts a constructive approach at all levels for reducing drop out and achieving 100% gross enrolment ratio by 2030. This policy is for 21st century. It expects to make India the worldwide information superpower guaranteeing value, access and consideration. The NEP 2020 advancing 'Indian Dialects' as a vehicle of directions in the schools, training the youthful in their primary languages trusting that it can improve their intellectual languages. NEP 2020 highlights the following points:

- **Medium of instruction** : wherever possible, the medium of instruction until at least grade 5, but preferably till grade 8 and beyond it will be the home language/mother tongue/local language/regional language.
- The **three language formula** will continue to be implemented to promote multilingualism as well as promote national unity.
- NEP states that there will be **greater flexibility** in the three-language formula. But no language will be imposed on any state.

To learn three languages will be the choice of States, regions, and students themselves, as long as at least two of the three languages are native to India. The idea of using mother tongue as the medium of instruction in primary school is not new to the Indian education system. *Article 350A* of the constitution states that every state and local authority should endeavor to provide "adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups."

The report of *Kothari commission* on education and national development (1964-1966) suggested that in tribal areas, for the first two years of school, the medium of instruction and books should be in the local tribal language languages. The regional languages should be taught separately and should become the medium of instruction by the third year.

The Right of Education Act, 2009, also said that as far as possible, the medium of instruction in school should be the child's mother tongue.

CHALLENGES FOR IMPLEMENTATION OF NEP 2020

- **Create a gap** – It creates a gap between those students who can communicate English and those who cannot.
- **Difficulty in learning** – New learning material is required. It is a tough task and it requires money for the preparation of learning material.
- **Problem at higher level** – At higher level, there are problems where mother tongue

is not a medium of instruction. It is usually English or Hindi at this level. So it becomes difficult to communicate with each other.

- **Choice of Parents** – Parents prefer to send their children to English schools. Because parents ensure success in life and find more opportunity in later life. For example, in 2017-2018, 14% in rural areas students and 19.3% in urban areas students chose a private school because English was the medium of education.
- **Lack of proficient language teacher** – For teaching in different languages, Proficient teachers are required. Teacher should have knowledge of different languages.

SUGGESTIONS FOR IMPLEMENTATION

- All languages have their own importance and own place in the world. For inclusion of these languages, standardized learning material should be prepared and should use in both Govt. and Private School equally.
- Govt. should make efforts for making effective midway with respect to languages so that everyone gets benefitted.
- There should be effective and competent teachers who have mastery over languages so that problem related to language understanding can be easily sort out.

CONCLUSION

Language is a vital part of our education system in our country which plays important role in strengthening the societal fabric in general and imparting education to the children in particular. The three-language formula in the policy document will certainly gives a boost to our education system and removes social disparity. Most of the reform on NEP 2020 is very appreciative. The change in education should be good for development of an Indian society; hence the NEP 2020 with its new vision will definitely bring about good changes in our education system. It aims to promote the preservation and development of all Indian languages. Education, research and innovation are important in this era of knowledge, while respecting *Ek Bharat Shrestha Bharat*. If it is implemented with better coordination with other policies then it will be far reaching one. Hope, the National Education Policy 2020 through its diverse language perspective will achieve that mile stone what Gurudev Rabindranath imagined in the great poem *Bharata Teertha (Jayant 2020)*.

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PROFESSIONAL COMMITMENT AMONG COLLEGE TEACHERS OF HIMACHAL PRADESH IN RELATION TO THEIR GENDER AND MANAGEMENT TYPE

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ABSTRACT

Commitment is vital for all level of teachers because it reflects interpretation of work experience as absorbing and meaningful. The commitment of the teacher is considered to be associated with his satisfaction with the job, attitude towards the profession. Because educating students is not only requiring extensive training, practice and skills, but it also requires a number of personal commitments that teachers must embrace if they want to succeed in teaching and ultimately leave a positive and lasting impression on their students. The present paper was undertaken to study the effect of gender and age on professional commitment of college teachers. In this survey, professional commitment was treated as dependent variable, while gender and management type were treated as independent variable. The sample of the study consisted of 100 college teachers which were collected by random sampling with the help of professional commitment scale for teachers of Kaur et al. The obtained data were analyzed by using Mean, SD and the 't'-test. The finding of the study reported that there is no difference in the professional commitment among college teacher in relation to their gender and management type.

KEY WORDS : Commitment, Teachers, Job, Professional, Skill, Teaching....

INTRODUCTION

In India educational institutions are treated as temples of learning. These institutions provide a platform to perform important functions of providing learning experiences to the students for their all-round development. Teachers are the most valuable resource to our society because teaching profession prepares all other professions. The success of teacher' teaching, mostly depends upon the character, ability and his attitude towards his

profession teaching. It is true that the attitude of a teacher towards his profession plays central role in achieving desirable success. A committed teacher is asset to the society and there is a great need of quality teachers to society.

CONCEPT OF PROFESSIONAL COMMITMENT

Professional commitment has been widely discussed in NEP 2020. Professional commitment is a commitment for a particular institution and implies the teacher' perspective towards their profession and the motivation that they have to stay in their job with willingness to strive. This present investigation aimed to examine the professional commitment of college teachers. Teacher of all levels has some responsibility and capability about their profession. Administrators must look at the problems of the teachers and make sure that they develop good relation with their students.

As a teacher we must act, think and present ourself like a professional should. Here are some professional commitments that are important for us to remember as you're making a difference in the lives of our students.

➤ **Commit to being a lifetime learner**

As a teacher, we will continue to learn from multiple sources of knowledge throughout our career. we have the opportunity to learn from training, by making errors, from our students, from other teachers and Principal.

➤ **Commitment towards curriculum**

Teacher should asses the needs of the learner and Society, Teachers should have clarity about the goals and aims of the Curriculum.

➤ **Commitment towards learners**

Teachers must embrace diversity, including differences in culture, economic status, disability and gender. We must take steps to confirm that we don't marginalize or exclude any students because their beliefs and thinking is differed from ours. We also must commit to fill the gap, not just with all your students, but also with their parents. You can fulfil learners' needs by providing a variety of modern students centered teaching methods. To fulfil the individual needs of the students, we must strive to motivate each individual, involve them in teaching-learning-learning process and understand how to teach everyone.

REVIEW OF LITERATURE

Basu (2016) conducted a study and found that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts and less experienced teachers exhibit higher levels of professional commitment as compared to their more experienced counterparts

Pan (2016) in his study found female teachers highly committed as compare to their male counterparts. Also found that teachers having less teaching experience are more committed than those of highly experienced teachers.

Shukla & Waris (2016) studied professional commitment of secondary school teachers in relation to their gender and area. Result revealed that professional commitment of female secondary school teachers is better than their male counterparts.

Bashir (2017) examined job satisfaction of teachers in relation to professional commitment. The result revealed that there is no significant difference between male and female secondary school teachers in their professional commitment.

Gill & Kaur (2017) examined professional commitment among senior secondary school teachers. Result revealed that there is no significant difference in gender, location, and teaching experience between professional commitments among senior secondary school teachers.

Ranju B (2017) conducted a study on “Professional Commitment of School Teachers in The State of Panjab.” The study was conducted on a sample of 200 school teachers teaching in schools in the state of Panjab. The sample was selected randomly from districts of Ludhiana and Hoshiarpur. Data was collected with the help of Professional Commitment Scale for Teachers.

Habib (2019) studied the professional commitment of secondary school teachers. Result revealed that professional commitment is higher in female secondary school teachers than male secondary schoolteachers.

Mohd Hatim & Mohd Shakir (2021) found no significant difference in the professional commitment of the male and female secondary school teachers.

OBJECTIVE OF THE STUDY

1. To investigate the difference in professional commitment of college teachers based on their gender.
2. To investigate the difference in professional commitment of college teachers based on their management type.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference in professional commitment of college teachers based on their gender.
2. There will be no significant difference in professional commitment of college teachers based on their management type.

METHOD

The study was conducted through descriptive survey method of research.

RESEARCH TOOL USED

In the present study professional commitment scale for teachers of Kaur et al. (2013) was used to collect the data from college teachers.

POPULATION AND SAMPLING

All the college teachers teaching in district Hamirpur of Himachal Pradesh constitute the population of current study. In the present study simple random sampling technique of probability sampling (lottery method) was used.

ANALYSIS AND INTERPRETATION OF THE DATA

The Table-1 presents the calculated statistics of professional commitment of male and female college teachers.

Table-1

Showing the Significance of mean difference in the professional commitment of college Teachers based on their gender

Professional Commitment	N		Mean		Std. Deviation		df	't'-Value	Significance
	Male Teachers	Female Teachers	Male Teachers	Female Teachers	Male Teachers	Female Teachers			
Commitment to Learner	47	53	36.85	36.47	5.09	5.23	98	0.71	NS
Commitment to Society	47	53	35.55	35.33	4.82	4.85	98	0.82	NS
Commitment to Profession	47	53	31.57	33.75	4.75	4.61	98	0.02	NS
Commitment to Attain Excellence	47	53	33.19	34.20	5.80	5.31	98	0.36	NS
Commitment to Basic Human Values	47	53	34.31	34.39	3.73	3.61	98	0.91	NS
Overall	47	53	171.48	174.16	17.64	18.41	98	0.45	NS

NS=Not Significant

The Table-1 indicates that the obtained 't'-values were found to be 0.71, 0.82, 0.02, 0.36, 0.91 and 0.45 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and overall professional commitment, which are not significant at 0.05 level of significance. It means that college teachers do not differ significantly with regard to their professional commitment. Hence, the null hypothesis that "There will be no significant difference in professional commitment of college teachers based on their gender" was accepted.

The Table-2 presents the calculated statistics of professional commitment of govt. and private college teachers

Table-2
Showing the Significance of mean difference in the professional commitment of college Teachers based on their management type

Professional Commitment	N		Mean		Std. Deviation		df	't'-Value	Significance
	Govt. College Teachers	Private College Teachers	Govt. College Teachers	Private College Teachers	Govt. College Teachers	Private College Teachers			
Commitment to Learner	69	31	36.43	37.12	5.30	4.82	98	0.52	NS
Commitment to Society	69	31	35.40	35.51	4.91	4.66	98	0.91	NS
Commitment to Profession	69	31	32.44	33.35	5.03	4.18	98	0.35	NS
Commitment to Attain Excellence	69	31	33.47	34.29	5.62	5.40	98	0.49	NS
Commitment to Basic Human Values	69	31	34.53	33.96	3.76	3.41	98	0.45	NS
Overall	69	31	172.30	174.25	18.58	16.90	98	0.60	NS

NS=Not Significant

The table-2 indicates that the 't'- values of professional commitment were found to be 0.52, 0.91, 0.35, 0.49, 0.45 and 0.60 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and overall professional commitment, which are not significant at 0.05 level of significance. It means that College Teachers do not differ

significantly with regard to their professional commitment on Management Type. In other words, we can say that more or less on the average college teachers were found to have almost similar/equal level of professional commitment with regard to their Management Type. Hence, the null hypothesis that, 'There will be no significant difference in professional commitment of college teachers based on their management type' was accepted.

FINDINGS OF THE STUDY

- No significant difference was found in professional commitment of male and female college teachers.
- No significant difference was found in professional commitment of govt. and private college teachers.

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LEARNING STYLES AMONG D.EL.ED TRAINEES OF DISTRICT HAMIRPUR IN HIMACHAL PRADESH

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ABSTRACT

The present study was undertaken to study the different learning styles of D.El. Ed. trainees in district Hamirpur of Himachal Pradesh in relation to their Gender. A sample of 100 D. El. Ed. Trainees were selected in this study through random sampling technique. The data was collected with the help of Learning Style Inventory of Karuna Shankar Misra (2012). The descriptive statistical techniques like Mean, Standard Deviation and the 't'-test were used for testing the Hypothesis. The findings of the present study revealed that no significant difference exists in the learning style of male and female D.El. Ed trainees of district Hamirpur in Himachal Pradesh.

KEY WORDS : Learning Style, Gender, D. El. Ed. Trainees....

INTRODUCTION

In modern times the knowledge that students acquire is not something static, it has become dynamic. Therefore, a lot of issues related with learning are considered while thinking about how to develop learning environment or learning experience. Now a day's students' need, drive, interest and their aptitude all these are considered. So, the process of education is student centric to help them understand subjects better. One such idea is learning style because through learning styles it can be understood how a student learns and therefore his study materials or learning experiences can be individualized to develop him. Particularly in the subjects which are considered to be harder, students can be helped with consideration of their proper learning styles, guided materials or classroom planning. Every person has his own unique way of learning. There is no particular process or method in which people can learn. According to Karuna Shankar Misra (2012), "Learning style refers to the way one internally represents experiences and recalls or processes

information". Learners are taught in accordance with their learning styles and when they consider their own styles while studying, their academic achievements seem to improve. In this regard, learning style is viewed as "the way in which individuals begin to concentrate on process, internalize, and retain new and difficult information" (Dunn, 1990, cited in Hawk & Shah, 2007).

CONCEPT OF LEARNING

Learning styles suggest the ways or methods by which students acquire learning. It is a consistent way of responding to and using stimuli in context of learning. There are inherent variations of learning styles that every individual reflects. Learning style is a personality characteristic that is innate and affected by environmental factor and evolves over a period of time. It is also determined by many variables such as mental abilities, child rearing practices, school environment, peer interaction, self-awareness, involvement in learning on the part of students etc. It gradually develops from birth and stabilizes at certain age i.e. adolescent age. Students reveal their learning style preference by everything they say or do. A student may possess one or more than one learning style. Some learners may be very receptive to visual forms of information such as pictures and diagrams, while others prefer written and spoken explanations. Some people prefer to learn actively and interactively, while others work better on their own. The idea of learning styles usually refers to a preferred way of learning. This learning style inventory attempts to measure six main learning styles namely- Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive. Their operational definitions are as follows-

- (i) **Enactive Reproducing** : It indicates one's preference for action based concrete experiences. The emphasis is on imitation and practice. It is reproduction oriented.
- (ii) **Enactive Constructive** : It indicates preference for conceptualizing one's experiences based on the processing of enactive information.
- (iii) **Figural Reproducing** : It refers to one's preference for visual experiences related to making diagrams, charts, picture, maps and photographs. The emphasis is on imitation and practice. It is reproduction oriented.
- (iv) **Figural Constructive** : It refers to the preference for processing of figural experiences which will lead to conceptualizations.
- (v) **Verbal Reproducing** : It refers to written or spoken information related to subject matter communicated through words.

(vi) Verbal Constructive : It refers to the preference for reflective, accommodative and abstract thinking about subject matter so as to develop conceptualizations.

REVIEW OF THE RELATED LITERATURE

The review of related literature pertaining to the present study has been given as under :

Research Studies Related to Learning Styles

Devasahayam (2003) found that the high and low achieving group in mathematics exhibit differential learning styles.

Sirmaci (2010) found no difference between the learning styles of male and female students in the sample. It was seen that both female and male students, to a great extent, have visual learning style.

Adnan, Abdullah, Ahmad, Puteh, Zawawi & Maat (2013) also found significant difference in visual, verbal, sequential and global learning style based on gender.

Ahmad, Safee and Afthanorhan (2014) showed that there were no significant differences among Learning Style of Secondary School Students with different learning styles with respect to mathematics achievement. The study also suggested that the difference of learning style among students had no impact on mathematics achievement.

Taruna (2015) found significant difference between male and female students in dependent, collaborative, visual, auditory and kinesthetic learning styles. Female students preferred these styles more than their male counterparts and there existed no significant difference between male and female students in independent, competitive, avoidant and participative styles of learning.

Harvinder (2016) suggested that there was no significant difference between learning styles of male and female students.

Gopalakrishnan and Palanivelu (2016) showed that kinesthetic learning style is found to be more prevalent than visual and auditory learning style. There existed positive high correlation between kinesthetic learning style and academic achievement of secondary school students in mathematics. Very low correlation was found in visual and auditory learning styles and academic achievement.

Garima (2016) revealed that there was no significant effect of learning style on academic achievement of senior secondary school students.

Rahman and Ahmar (2017) showed that visual and auditory learning styles were dominated by women.

Agarwal and Suraksha (2017) revealed that males with high multiple intelligence prefer verbal constructive and verbal reproducing learning styles while female students prefer figural reproducing and figural constructive learning styles.

Sener and Cokcaliskan (2018), Rajalakshmi (2015) & Nirjesh and Sharma (2018) also found significant relationship between male and female students' learning styles and multiple intelligences, gender, age, medium and type of family.

Tiwana (2019) found in her study that active, visual, and sequential learning styles were positively and significantly related with students' achievement in science and sensing. Global and intuitive learning style was found to be negatively correlated with students' achievement in science.

OBJECTIVES OF THE STUDY

O. To study the difference in learning style among male and female D.El.Ed. Trainees.

HYPOTHESIS OF THE STUDY

H. There will be no significant difference in learning styles of male and female D.El.Ed. Trainees.

RESEARCH METHOD FOR THE STUDY

The study was conducted through descriptive survey method of research was used to study the learning style of male and female D.El.Ed. trainees.

RESEARCH TOOL USED

In the present study Learning Style Inventory by Karuna Shankar Misra (2012) was used to collect the data from D.El.Ed. Trainees.

SAMPLING

In the present study a sample of 100 D.El.Ed. Trainees were taken by the simple random technique of probability sampling.

VARIABLES

In the present study learning styles were treated as dependent variables and Gender is treated as independent variable.

STATISTICAL TECHNIQUE USED

In the present study the data was analyzed by employing statistical technique of Mean, SD and 't'-test.

ANALYSIS AND INTERPRETATION OF DATA

The Table-1 presents the calculated statistics of Learning Styles Among D.El.Ed. Trainees Of District Hamirpur In Himachal Pradesh.

TABLE-1

Significant of mean difference in the Learning Styles Among D.El.Ed. Trainees of District Hamirpur In Himachal Pradesh

Learning Style	N		Mean		Std. Deviation		df	't'-Value	Significance
	Male	Female	Male	Female	Male	Female			
Enactive Reproducing (ER)+ Enactive Constructive (EC)	30	75	47.67	51.11	8.86	6.89	103	0.71	NS
Figural Reproducing (FR)+ Figural Constructive (FC)	30	75	49.10	50.55	8.97	6.47	103	0.43	NS
Verbal Reproducing (VR)+ Verbal Constructive (VC)	30	75	50.77	51.95	8.65	6.26	103	0.50	NS

NS = Not Significance

Table- 1 indicates that the obtained 't'-value was found to be 0.71, 0.43 and 0.50 in respect of Enactive Reproducing (ER) + Enactive Constructive (EC), Figural Reproducing (FR)+ Figural Constructive (FC) & Verbal Reproducing (VR) + Verbal Constructive (VC), which are not significant. It means that the learning style of D.El.Ed. trainees is same on the bases on their gender. Hence, the null hypothesis that "there will be no significant difference in learning styles of male and female D.El.Ed. Trainees" was accepted.

FINDING OF THE STUDY

- No significant difference was found in learning styles of male and female D.El.Ed. Trainees.

IMPLICATIONS

Every individual adopts his own style of learning for performance. This paper implies that learning style play an important role in the lives of learners. When students recognize their own learning style, they will be able to integrate it into their learning process and

the learning process will be enjoyable and more effective. Teachers should identify the learning style of students and teach them accordingly. Teaching techniques can be modified according to students' learning style. Both teachers and parents are to cooperate with students to provide them suitable environment without enforcing them against their learning style as it will lead to acceptance of fruitful knowledge by students and maintain and retain their interest in studies.

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IMPACT OF NEP-2020 ON TEACHERS

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ABSTRACT

The National Education Policy (NEP) 2020 is a landmark milestone in Indian education system. The present paper explores the scope and potential of the National Education Policy with a focus on teachers. It is a matter of pleasure to observe the impact that teachers have on the academic systems and curriculum. NEP 2020 ensures the teachers' best contributions to the education system. The present education system has many problems include: lack of education, training, proper recruitment, teaching quality, motivation and active service conditions. NEP-2020 set CTET, TET and UGC-NET the minimum qualification for teachers in India for being eligible for an appointment in the school and colleges. NEP 2020 works to build proficient teachers for better networking and reducing isolation among teachers. By 2030, teacher education will gradually be moved into multidisciplinary colleges and universities. The minimum degree qualification for teachers will be a 4-year integrated B.Ed. degree. Furthermore, teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. In NEP-2020 National Professional Standards for Teachers (NPST) will be produced that will determine all aspects of teacher career management, including tenure, promotions, salary increases, continuous professional development efforts and other recognitions. NEP 2020 highlights the significance of high-quality and trained teachers.

KEY WORDS : National Education Policy, Quality, Teachers....

INTRODUCTION

Education is the key factor for development of any nation and it depends on the quality of teachers. Teacher education is important in creating a pool of teachers that will shape the next generation. According to Dr. Radhakrishna, teachers play an important role in the creation of the country and that is why they deserve more respect. Teacher education

programme needs a complete amendment and restructuring curriculum of teacher-education programme needs to be revised according to shift of the society. The Union Cabinet of India introduced the National Education Policy (NEP) 2020 on July 29, 2020 to improve the education system imparted at the school and college levels. The New Education Policy aims to make the recruitment of the very best and brightest teachers at all levels by ensuring teachers' income, self-respect and independence.

SIGNIFICANCE OF THE STUDY

The present study helps to identify the impact of NEP on teachers after National Education Policy 2020 implemented in India at different level. This paper also helps to identify how NEP 2020 should help to improves the Teachers efficiency. Moreover, the present study conducted to show how NEP 2020 should implement in Indian teaching institution.

OBJECTIVES OF THE STUDY

- O. To study the Impact of NEP on Teacher.**

IMPACT OF NEP-2020 ON TEACHERS

Following are the main point:

➤ Integrated Teacher Education Programme

From January 2022, many institution offered a four-year Integrated Teacher Education Programme (ITEP) specially designed for school teachers. The course integrates BA and BSc degrees with B.Ed. to create a dual-major bachelor's program to help candidates save one year for those who aspire to be teachers. Compared to the most present set-up wherein candidates must devote five years to graduation and B.Ed. before start their career as teachers, the ITEP offers a great advantage to the applicants. Multidisciplinary Universities those who want to run B.Ed. programme have been directed to set-up an education department in collaboration with their other departments such as psychology, philosophy, sociology, languages, arts, music, history, literature, physical education, science and mathematics.

➤ Nep-2020 and Teachers' Recruitment

National Education Policy 2020 will impact the CTET & TET qualified teacher recruitment in the future. This Policy also states that by 2030 the minimum educational qualification for teachers would be a four-year duration integrated B.Ed. degree. It means candidates only with a four-year B.Ed. degree and CTET/

TET qualified will be eligible to apply for teacher recruitment in government schools. The policy aims to ensure full transparency in the recruitment of teachers. This will make it easier for TET and CTET qualified efficient teachers to get recruited in schools and colleges.

➤ **Nep-2020, Teachers and Technology**

Our Nation is a global leader in information and communication technology. NEP 2020 proposes a better integration of DIKSHA/SWAYAM in higher education along with a rich variety of education software. This will be done with the aim to improve classroom processes and enabling the professional development of teachers. NEP-2020 focuses more on interactive teaching rather than traditional textbook learning (rote-learning) in order to promote the quality in teaching-learning process, improve critical thinking in students.

➤ **Nep-2020, Teaching Career & Professionalism**

In NEP-2020 government is looking to launch the National Professional Standards for Teachers (NPST). The tenure, promotion and salary increase of teachers will be totally based on NPST. It (NPST) defines the work of teachers. The main aim of implement NPST for teachers is to improve the personal and professional development of the teachers. NPST comprise desired expectations from teachers at diverse level. The entry level-professional is labelled a beginner teacher, who has minimum standards set by the concerned agency. When the beginner teacher acquires the required level of performance, they guided to prepare for next career stage, 'the proficient teacher'. Proficient teacher will be preparing for next career stage that is 'an expert teacher.' At the last 'lead teacher stage' teachers are expected to deliver valued input in his teaching-learning process. **Dr. Rayees Ahmad Dar and Prof. Tehseena Jan** conducted a study on Changing Role of Teacher Educators in View of NEP 2020 and stress that promotions and salary increase will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030 and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

➤ **Nep-2020 and Teaching Career Progression**

Teachers 'outstanding work must be recognized, appreciated and promoted and given salary raises, to incentivize all teachers to do their best work. For this **NEP-**

2020 suggests to develop a robust merit-based structure of tenure, promotion and salary structure. Moreover, a system of multiple parameters for proper assessment of performance of teachers will be developed by Government.

➤ **Nep-2020: Empowering the Teacher**

Instead of criticise teachers for poor learning outcomes in classrooms, the **NEP-2020** holds these dismal conditions of teacher education, recruitment, deployment and service conditions responsible for the lack of teacher quality. This policy has put in place many improvements that would help 'teaching' emerge as an attractive profession of choice for bright, proficient and talented young minds. The socio-economic status of the teachers must be raised so as to attract capable individuals towards the teaching profession. The admission to integrated B.Ed. course (ITEP) shall be through suitable subject and aptitude tests conducted by the **National Testing Agency (NTA)**.

EDUCATIONAL MEASURES

The present paper has very significant educational implications for teachers, educational institutions, professional institutions and for administrators. The findings of this study can be useful in developing programs for improving the quality, credibility, efficacy and professional standards of all level teachers. The **Justice J S Verma Commission (2012)** constituted by the Supreme Court has stated that a majority of stand-alone teaching institutes - over 10,000 in number - are not even attempting serious teacher education, but are essentially selling degrees for a price. The sector and its regulatory system are therefore in urgent need of revitalisation through radical action, in order to raise standards and restore integrity, credibility, efficacy and high quality to the teacher education system.

CONCLUSION

This policy is excellent in plan and we all know any policy will be good only when it implements properly. Now this is very challenging to implement this policy properly in India. Because at the schools of India, teacher often given non-teaching work like mid-day meal coordinator duty, data collection for census, election duty, NCC coordinator duty, NSS coordinator duty, clerk duty and so on. If the NEP-2020 is to succeed, the additional duties imposed on them need to be reduced. NEP-2020 can bring a revolutionary change in education system. Centre and States Governments should join the hands to bring the qualitative improvement in the teacher education, then bright future of teacher education

and teachers is possible. In other words, we can say that if this policy implemented properly then the future of teachers of India will be changed extremely.

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ENVIRONMENTAL AWARENESS AMONG 5TH STANDARD STUDENTS OF HAMIRPUR DISTRICT IN HIMACHAL PRADESH

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ABSTRACT

In the present century the world population has grown over seven billion leading to a high demand of resources. Environmental degradation has been considered as one of the biggest problem, we humans are encountering. Efforts are being made at the local, regional, national and international level to educate the masses to protect the environment. Environmental education has also been part of the curriculums in schools and higher education. Yet, it has been observed that people do not have adequate knowledge and awareness about the environment. Therefore, this study is an attempt to examine the level of environmental awareness and factors associated with environmental awareness (EA). On a sample of 100 students of 5th class of district Hamirpur in Himachal Pradesh. The level of environmental awareness varies across genders, residential backgrounds and parental educational levels although insignificantly. The study highlighted an important issue of global to local importance. This study may be useful to future researchers and may have some policy implication for future researches in this field.

KEY WORDS : Environmental awareness, Environmental Degradation, Conservation....

INTRODUCTION

One of the most essential tools for human existence on planet is the environment. The environment is both a source of nourishment and a means of survival for all of us. Living would be impossible without air, water, and land. Environmental problems are a worldwide issue that should be addressed properly. Environmental challenges have multiplied in recent years as a result of a growing human population and developments in every sector. Humans' thirst for technology innovations and changing lifestyle habits has created a serious risk to the planet, and so as a consequence, pollution level has increased at an alarming speed. Environmental awareness is essential for preserving and maintaining

a healthy environment. By imparting environmental education, environmental awareness can be promoted. Students and the community at large won't be encouraged to conserve natural resources and look for both local and global remedies to environmental problems until they are made aware of the issues. Therefore, In order to find out how much awareness elementary school students have of environmental problems and how crucial the environment is to their daily lives, the researcher thought it would be worthwhile to explore this topic. It is important to investigate how well-informed elementary school students of district Hamirpur of Himachal Pradesh are about the environment and environmental issues. Sandhu, (2015) studied environmental awareness among secondary students with regards to gender and location and revealed that female students greatly outperformed male students in this area. However, when compared to rural pupils, secondary school students in urban areas had much higher levels of environmental awareness. Gupta, (2017) [3] carried out an investigation in Raipur to assess the level of environmental awareness among urban and rural school students. The "Environmental Awareness Scale" developed by Haseen Taj was used to measure environmental awareness. Boys and girls in urban and rural schools exhibited same level of awareness, according to findings of the study. Akkor and Gundz, (2017) [1] found that female students have higher environmental attitudes and are more concerned about environmental issues than male students.

REVIEW OF THE RELATED LITERATURE

Fliegenschnee (1998) in his study found that women usually have a less extensive environmental knowledge than men but they are more emotionally engaged, show more concern, show more concern about environmental destruction, believe less in technological solutions, and are more willing to change.

Wong (2003) found that students were quite conscious of environmental issues and able to rank issues from most to least threatening. However, many students were not optimistic about the future of the environment. Moreover, studies among students younger than college level indicated that students were gaining most of their environmental knowledge from television.

MacMillan et al. (2004) in his study reported that an introductory class about the environment had positive results in moving students toward more eco-centric mindsets and more sustainable lifestyles. In another study, conducted in China.

Fisman (2005) in his study tried to examine the effects of an urban environmental

education program on children's awareness of their local biophysical environment. He found that there is a significant positive effect of the program on students' awareness of the local environment and on their knowledge of environmental concepts. Moreover, he concluded that improvements in environmental knowledge were not associated with the children's socioeconomic status but among the Students living in high socioeconomic neighborhoods'.

Aini Mat et al. (2007) observed that education was not necessarily changing student's actions and students needed to be able to connect the concept of 'environment' to their actual surroundings and where they lived.

Wahab et al. (2010) in his study revealed that males were shown to be more knowledgeable about environmental issues than females.

Sivamoorthy (2013) studied the environmental awareness and conservation practices among college students. This study revealed that the level of awareness is high among all the respondents but at practice level there is difference between genders i.e., males practicing more than females.

OBJECTIVES OF THE STUDY

1. To Study the impact of Family background on Environmental Awareness among elementary students.
2. To study the impact of environmental awareness among elementary students on the basis of gender.

HYPOTHESIS OF THE STUDY

In this study, the following hypotheses have been developed:

1. There will be difference on Environmental Awareness among elementary students on the basis of family background.
2. There will be no difference in environmental awareness of elementary students on the basis of gender.

RESEARCH METHOD FOR THE STUDY

The present study was conducted through descriptive survey method of research

RESEARCH TOOL USED

In the present study environmental awareness scale by Dr. (Haseen Taj) was used to collect the data from elementary students.

SAMPLING

In the present study a sample of 100 elementary students were taken by the simple random technique of probability sampling.

VARIABLES

In the present study environment awareness was treated as dependent variable and gender and family treated as independent variables.

STATISTICAL TECHNIQUE USED

In the present study the data was analyzed by using percentage formula.

ANALYSIS AND INTERPRETATION OF DATA

The Table-1 Present the percentage difference of Environmental Awareness among elementary students of District Hamirpur In Himachal Pradesh based on their Family Background

TABLE-1

Present the difference of Environmental Awareness among elementary students of District Hamirpur In Himachal Pradesh based on their Family Background

Sr. No.	Family Background	N	Environmental Awareness Score	Percentage
1	Joint family	57	2896	59.62%
2	Nuclear Family	43	3976	57.56%

The table- 1 indicates that the obtained percentage of environmental awareness scale of joint family background students is 59.62% and nuclear family students is 57.56, which means that joint family background students are more oriented towards environmental awareness. Hence, the null hypothesis that “there will be difference on Environmental Awareness among elementary students on the basis of family background” was accepted.

The Table-2 presents the calculated statistics of Environmental Awareness among elementary students based on gender.

TABLE-2

Present the difference of Environmental Awareness among elementary students of District Hamirpur In Himachal Pradesh based on their gender

Sr. No.	Gender	N	Environmental Awareness Score	Percentage
1	Male	57	3441	58.82%
2	Female	43	3401	58.14%

The table- 2 indicates that the obtained percentage of environmental awareness scale of Male elementary students is 58.82 and female elementary students is 59.62, which means that female elementary students are show more concern towards environmental awareness. Hence, the null hypothesis that “There will be no difference in environmental awareness of elementary students on the basis of gender” was rejected.

FINDING OF THE STUDY

On the basis of the analysis and interpretation of the data the following conclusions were drawn

- Joint family background students found to be more oriented towards environmental awareness as compare to their nuclear family background counterparts.
- Male elementary students found to be more oriented towards environmental awareness as compare to their female counterparts.

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A STUDY OF INTELLIGENCE LEVEL OF TENTH GRADE HIGH SCHOOL STUDENTS

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ABSTRACT

Intelligence involves the ability to think, solve problems, analyse situations and understand social values, customs, and norms. Intelligence is a general mental capability that involves the ability to reason, plan, think abstractly, comprehend ideas and language, and learn. Intellectual ability involves comprehension; understanding, and learning from experience. The objective of the present study is to assess the intelligence level of Tenth Grade Students. Descriptive survey method of sampling was used for the study. 100 High School students of Govt. and Private recognised schools of District Hamirpur (within the age of 13 to 17 years) were taken as sample for the study. Data was collected with the help of standardised questionnaire by G. C. Ahuja's Group Test of Intelligence. Mean, Standard deviation and t-test were used to analyse the data. The results indicated that there is no significant difference in the Intelligence level of 10th class female and male high school students. The present study also indicated that there is significant difference in the Intelligence level of Rural and Urban high school students.

KEY WORDS : High School, Intelligence, Group test, Age, Gender....

INTRODUCTION

“Educate the masses, elevate their standard of intelligence, and you will certainly have a successful nation.” -Alexander Graham Bell.

Intelligence is the capacity to accumulate knowledge and put it into use. The term ‘intelligence’ refers to individual’s ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by careful thought. According to **Stern (1914)**, “Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life”. All normal human beings possess these eight intelligences viz. linguistic, logical, - mathematical,

visual/spatial, bodilykinesthetics, musical/rhythmic, interpersonal and intrapersonal intelligence. The intelligence tends to work together in complex ways and there are many ways to be smart within each intelligence. Intelligence can be measured by use of several devices that have been developed in this context. Psychologists have made tests to measure intelligence.

Intelligence represents a focal point for psychologists, they intend to understand how people are able to adopt their behaviour to the environment in which they live. It also represents a key aspect of how individuals differ from one another in the way in which they learn about and understand the world. Psychological tests are used to measure individual differences that exist among people in abilities, aptitudes, interests and aspect of personality.

MEANING OF INTELLIGENCE

Intelligence is understood as the ability to acquire knowledge, to think and give reason effectively and to deal adaptively with the environment. This mental capacity helps him in the task of theoretical as well as practical manipulation of things, objects or events present in his environment in order to adapt or face new challenges and problems in life as successfully as possible.

Intelligence derives from ability to learn and utilize what has been leaned in adjusting to new situations and solving new problems. The concept of intelligence owes much to early studies of animal learning. About a century ago, following publications of Darwin's "Origin of Species", there was a flurry of interest in the evolution of intelligence and many tests were devised to measure intelligence in animals ranging from ants to chimpanzees.

Thus, we can consider the intelligence is normally distributed in nature, i.e., a product of both heredity and environment, it grows with age and its vertical growth stops at 16 to 20 years of age, it shows a wide variety of individual differences but factors like sex, race, culture, caste and colour, etc. are not found to be influencing the degree of intelligence.

CLASSIFICATION OF INTELLIGENCE TESTS

Intelligence tests may be classified broadly as follows:

- i. Individual tests in which only one individual is tested at a time.
- ii. Group tests are administered in groups to measure how a child's intellectual performance compares with that of the other children in the same age group.

Wiktionary, 4 October, 2006 "Capacity of mind, especially to understand principles,

truths, facts, or meanings, acquire knowledge, and apply it to practise; the ability to learn and comprehend."

Wordnet 2.1, 2006 "The ability to understand and profit from experience."

LITERATURE REVIEW

Thorndike (1914) Intelligence may be defined as the "power of good responses from the point of view of truth or fact.

Terman (1921) states that an individual is intelligent in the proportion that he is able to carry on abstract thinking.

David Wechsler (1944) defines intelligence as the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment.

Jean Piaget (1952) intelligence is the ability to adapt to one's surroundings. (Bracken & Macallum 1998)

Brody (1992) intelligence varies from individual to individual but is also tends to vary on the same individual from age to age and situation to situation. As the child grows in age, so does the intelligence as show in the intelligence tests. The age at which mental growth ceases, varies from individual to individual. It tends to stabilize after the age of ten and is fully stabilized during adolescence. **The idea that intelligence continues to grow throughout life is strictly not true.**

Dandekar & sanyaglatha (2000) the difference in sex also do not contribute towards difference in intelligence. And intelligence is not the birth right of any particular caste, race or cultural group and the differences which are found can be the result of environmental factors and influences.

Mangal (2003) the true nature of intelligence is that its distribution is not equal among all human beings.

Hossein (2011) found that it is necessary to take the role of Invitational Education and intelligence beliefs into account when studying academic performance.

Jones (2011) found that many high school students believed that intelligence was malleable.

Lawrence (2013) found that there is no significant difference between intelligence and academic achievement of high school students.

Wagh (2022) found that there is significant difference in the learning achievement of students in rural and urban primary schools. Learning achievement of urban students is

higher than that of rural students. He also found that there is a valid, reliable and positive correlation between learning achievement and intelligence, maturity, study habits and motivation of the students in rural and urban primary schools. This means that if the students' intelligence, maturity, study habits motivation is good, then the learning achievement increases. The level of intelligence, maturity, study habits and motivation of rural students are lower rather than urban. There is significant difference between them.

OBJECTIVES OF THE STUDY

The present study was conducted to attain the following objectives:

1. To study the intelligence level of Female and Male high school students.
2. To study the intelligence level of Rural and Urban high school students.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in the intelligence level of Female and Male high school students.
2. There will be no significant difference in the intelligence level of Rural and Urban high school students.

DELIMITATIONS OF THE STUDY

The study was delimited with respect to the following :

1. The study was delimited to the Govt. and Private recognised High Schools of District Hamirpur in Himachal Pradesh.
2. The study was conducted only on 100 students of Govt. and Private recognised High School Students.
3. The study was delimited to purposive technique of non-probability sampling.
4. The study was delimited to One dependent variable (Age) and Two independent variables (Group Intelligence and gender).
5. The study was delimited to the statistical techniques of Mean, SD, and 't'-test only.
6. The study was delimited in terms of time money and resources.

METHODOLOGY

The present study is descriptive in nature. So, to study the group intelligence of high school.

SAMPLE

The present study was conducted in Govt. and Private High Schools of Hamirpur District

in Himachal Pradesh. The samples were selected on purposive basis with consideration to gender and locale. Total 100 high school students were selected purposely for the present study.

TOOL USED

Group test of Intelligence (GGTI) developed by Dr. G.C. Ahuja (1976) was used to collect the data.

STATISTICAL TECHNIQUES EMPLOYED

To assess the intelligence of high school student's Mean, SD, and the 't'-test were employed for data analysis.

ANALYSIS AND INTERPRETATION OF DATA

To interpret the raw scores meaningfully, the data was analysed by employing Mean, Standard Deviation and the 't'-test.

NULL HYPOTHESIS-1

There will be no significant difference in the intelligence level of male and female high school students.

Table-1

Intelligence Level	Female (N=50)		Male (N=50)		df	't'-value	Significance
	Mean	SD	Mean	SD			
	69	17.4	67.06	17			

NS= Not Significant

From Table-1 it is clear that there is no significant difference between Female and Male high school students in their intelligence level as the calculated 't'-value 0.57 was found to be non-significant. Hence, the null hypothesis that, "there will be no significant difference in the intelligence level of Female and Male high school students" is **accepted**.

NULL HYPOTHESIS-2

There will be no significant difference in the intelligence level of Rural and Urban high school students.

Table-2

Intelligence Level	Rural (N=30)		Urban (N=70)		df	't'-value	Significance
	Mean	SD	Mean	SD			
	59.4	12.19	72.09	17.3		7.05	**

****= Significant at 0.01 Level of Significance**

The table-2 shows that, there is significant difference in the intelligence level of Rural and Urban high school students, as calculated 't'-value **7.05** was found to be significant at 0.01 level of significance. Hence, the null hypothesis stated that, "there will be no significant difference in the intelligence level of Rural and Urban high school students" is **rejected**.

FINDING(S) OF THE STUDY

On the basis of analysis and interpretation of data following conclusion(s) were drawn:

- No significant difference found in the intelligence level of 10th class female and male high school students.
- Significant difference found in the intelligence level of Rural and Urban high school students.

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STUDY OF ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Education is the ability to meet one's life. How the child adjusts with unstable situations determines the success of life. The child's adjustment is determined by a number of factors like Emotional, Social and Educational adjustment. The present study aims to study the adjustment ability among secondary school students in relation to their gender. The sample consists of 100 students with 50 boys and 50 girls which were drawn by simple random technique from different schools (IX, X, +1 and +2) standard of Bhoranj Block of Hamirpur district. The study was conducted by using descriptive survey method. Tool used in present study is developed by A.K.P. Sinha and R.P. Singh "Adjustment Inventory for School Students (AISS)." Mean, SD and 't'-test were used as the statistical techniques for the study. The findings of the present study revealed that no significant difference exists in the adjustment of boys and girls of secondary school students. However, present study indicated that mean scores of male students shows their better adjustment as compared to their counterparts.

KEY WORDS : Secondary School Students, Adjustment, Social Adjustment, Emotional Adjustment,

INTRODUCTION

Adjustment is a popular expression used by people in day-to-day life. For example, while traveling in a - bus or a train, we often hear or use this term; even when a guest comes to stay with us for a few days we have to adjust him/her in our house. Though sometimes we face problems in making these adjustments, they are important to maintain personal as well as social peace and harmony. Thus, adjustment maintains peace and harmony in home, school, society and in the country. So, Adjustment can be defined as a psychological process.

Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experiences from within. The individuals who are able to adjust themselves to the varying situations in their environment can live in perfect harmony and lead a happy and well-adjusted life. Adjustment plays a crucial role in the development of an individual. The present century is an era of revolutionary changes and to cope up and adjust with such dynamic environment, one has to make changes in self or his environment. If the individual does not keep pace with the changing time and make change in his self then surrender to the environmental pressure. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions.

CONCEPT OF ADJUSTMENT

The term adjustment is often used as a synonym for accommodation and adaptation (**Monroe 2007**). It is used to emphasize the individual's struggle to survive in his or her social and physical environment. Adjustment, derived from the Latin word ad-justare, is the process by which one balances needs and the obstacles in his or her environment. In **Encyclopedia Britannica (1768, Vol. I)** it is stated that adjustment (in psychology) is the process of behavior by which all creatures maintain equilibrium between their needs and demand and obstacles to the environments. Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (**Shaffer, 1961**). Adjustment refers to "psychological process of adapting to, coping with, and managing the problems, challenges and demands of everyday life" (**Halogen and Shamrock, 1997**) stated that adjustment is a harmonious relationship with the environment in which most individual's needs are satisfied in socially acceptable ways.

EMOTIONAL ADJUSTMENT

It refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour.

SOCIAL ADJUSTMENT

It refers to an individual's adaptation in social relationships with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour.

EDUCATIONAL ADJUSTMENT

It refers to having the ability and know-how to meet the increasing demands of school and being open to change.

CHARACTERISTICS OF A WELL-ADJUSTED PERSON

A healthy and well-adjusted person should possess/display some observable behavioral patterns. These behavioral patterns must be in accordance with the social expectations of an individual. These patterns include:

- Maturity in thinking
- Emotional balance
- Warm and understanding towards others
- Free from tension due to routine events
- Independent in decision making

People of all ages have needs which they try to satisfy. When they are unable to satisfy their needs, they feel frustrated. Such situations call for maladjustment. In most cases, the human beings are able to adjust themselves successfully.

REVIEW OF RELATED LITERATURE

Raju & Rahamtulla (2007) intended to examine the adjustment capacity of school students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction, and the type of management of the school.

Lama (2010) reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students.

Maureen et.al. (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment.

Roy & Mitra (2012) examined the pattern of adjustment among early and late adolescent school students. The study revealed that early and late adolescents groups differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys.

Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment

of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in schools.

Magana & Kaji (2014) result shows that there is no significant difference between boys and girls secondary school students on the basis of home, school and emotional dimensions. But there is significant difference between boys and girls secondary school students at 0.05 levels in social adjustment. It means that social adjustment of girls is less than boys.

Nidhi & Kermane (2015) studied the adjustment problems of college students in relation to gender, socio-economic status and academic achievement. The findings of the study revealed that there was no significant difference found in adjustment problems of students with high academic achievement and those with low academic achievement. There exists a negative relationship between adjustment problems and achievement.

Bhagat (2017) showed that male students of secondary schools are found educationally greater adjusted than female students of secondary school. Govt. school students are found educationally less adjusted than private school students and no significant difference is found in the self-efficacy of secondary school students in relation to their gender and type of school.

Akande & Ikediashi (2018) indicated that secondary school students had a low level of emotional adjustment and also revealed that there was no significant difference in the level of student's emotional adjustment on the basis of gender or school type.

Hemant Kumar Bunker (2021) conducted a study to investigate whether there is any significant relationship between adjustment of secondary school students from urban and rural areas. The results revealed that there is no significant difference in emotional, Social and Educational adjustment of urban and rural secondary school student. Further, the study revealed that gender has no influence on the adjustment of students.

Syed Inshaallah Tahir, Insha Rasool & Shazia Jan (2022) conducted a descriptive study on home environment and social adjustment of Secondary School students of Kashmir. When students were assessed based on their geographic location (urban vs. rural), it was evident that rural secondary school students had better home contexts and social adaptations than their urban counterparts.

Patial & Patial (2023), after administering a social adjustment inventory to assess different levels of social adjustment among secondary school students found that there is no significant difference in adjustment among different students.

SIGNIFICANCE OF THE STUDY

Adjustment can be interpreted as both process and the outcome of that process in the form of some attainment or achievement. When a poor child studies under the street light owing to no electricity at his home, he is said to be in the process of adjustment. What he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is the result of his self and the environment. According to Darwin's theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others died out. So, the students should change or modify themselves in some way or the other to fit into or accommodate themselves to their environment. But this present generation students lack the tendency of adjustment and they don't know the value or importance of adjustment with themselves and their environment. There is a need for the study of adjustment level of the students under these circumstances. Hence, the researchers have decided to analyze these adjustment levels in this study.

OBJECTIVES OF THE STUDY

O . To study the significant difference on adjustment among secondary school students with respect to their gender.

HYPOTHESES OF THE STUDY

H . There will be no significant difference on adjustment among secondary school students with respect to their gender.

RESEARCH METHOD

The present study is descriptive in nature. So, to the adjustment of secondary school students, descriptive method of research is used.

SAMPLE

The sample consists of 100 students with 50 boys and 50 girls which were drawn by simple random technique from different schools (IX, X, +1 and +2) standard of Bhoranj Block of Hamirpur district

RESEARCH TOOL USED

To collect the requisite data for the present study, the researcher used the Adjustment Inventory for School Students (AISS) developed by A.K.P. Sinha and R.P. Singh.

STATISTICAL TECHNIQUES EMPLOYED

In the present study the data was analyzed by employing statistical technique of Mean, SD and the 't'-Test.

ANALYSIS AND INTERPRETATION OF DATA

Comparison on Adjustment of Male and Female Students of Secondary Schools.

To compare the significance of difference between mean scores of Adjustment of Male and Female Students of Secondary Schools, Their means, standard Deviations and 't'-value was calculated. Detailed analysis is given in Table-1.

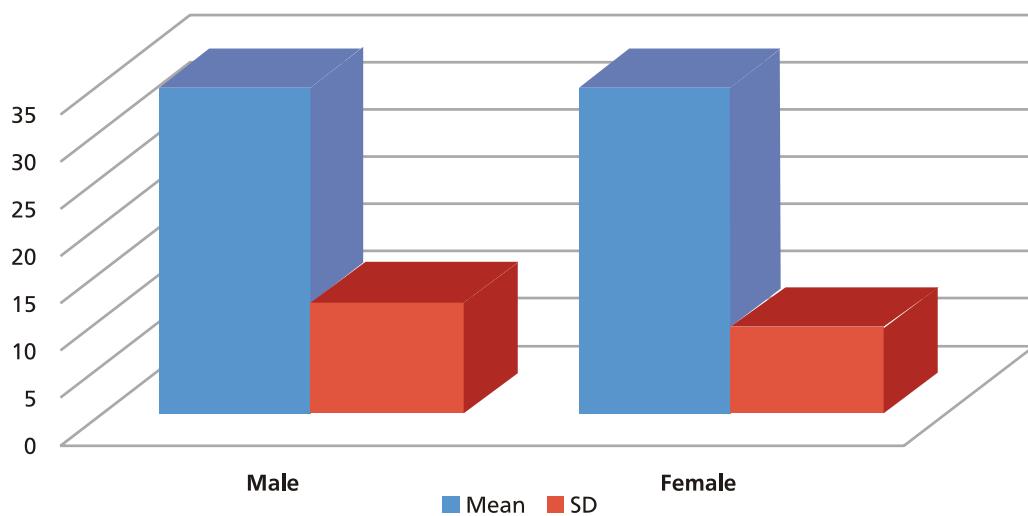
Table-1

Adjustment	Number		Boys		Girls		df	't'- Value	Significance
	Boys	Girls	Mean	SD	Mean	SD			
Emotional	50	50	11.16	5.32	10.94	5.20	98	0.85	NS
Social	50	50	11.85	4.25	12.90	3.64	98	0.23	NS
Educational	50	50	11.57	4.99	10.36	3.85	98	0.20	NS
Overall	50	50	34.65	11.92	34.24	9.33	98	0.85	NS

NS = Not Significant

Table-1 indicates that calculated 't'- values were found to be 0.85, 0.23, 0.20 and 0.85 with respect to Emotional Adjustment, Social Adjustment, Educational Adjustment and Overall Adjustment, which are not significant. It means that students (Male and Female) of secondary school do not differ significantly with regard to their adjustment. **Magana and Kaji (2014) & Hemant Kumar Bunker (2021)** revealed that there is no significant difference in emotional, Social and Educational adjustment of urban and rural secondary school student. Further, the study revealed that gender has no influence on the adjustment of students.

Further, present study indicated that mean scores of male students shows their better adjustment as compared to their counterparts. Thus the null hypothesis that "there will be no significant difference on adjustment among boys and girls of secondary school" was accepted.



MAJOR FINDING OF THE STUDY

There is no significant difference in adjustment of secondary school students based on their gender.

CONCLUSIONS

From the findings of the study, it is concluded that the gender has no influence on the adjustment of students in secondary schools.

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IMPACT OF HUMOUR STYLES ON EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

Schools are making effort to ensure that their teachers are effective in every way in subject delivery. A lot of emphasis is placed on the curriculum in secondary schools but not on the methodology of delivery of the same. The main focus of this study was to investigate the extent to which secondary school teachers' use humor while teaching and the effect of humour in their teaching. However, humour as with all activities in the communicative language classroom and other teaching learning programs, must be well organized and have a specific objective. The present study was conducted to study the Impact of humour styles on effectiveness of senior secondary teachers. In the present study random sampling technique of probability sampling was used for data collection. The study aimed to identify the variables that are positively or negatively affected by teachers' use of humor in teaching. Furthermore, the study sought to find solutions and strategies to make teachers have a formed opinion of the use of humour in delivery of subject matter while teaching so as to be more effective.

KEY WORDS : Humour Styles, Effectiveness and Senior Secondary Teachers....

INTRODUCTION

Schools are making effort to ensure that their teachers are effective in every way in subject delivery. A lot of emphasis is placed on the curriculum in secondary schools but not on the methodology of delivery of the same. Humour is a way of survival which improves the contact and communication with other human beings. Being one of the burning topics in psychology, various researches correlated to humour have been done. In these research investigations, humour was found to be connected with physical and psychological well-being. There is need of more skills besides teaching skills and mastery over the content matter which are pre-requisite to become an effective teacher. Teaching can be skilled

more effectively by injecting humour in teaching and promoting / securing wellness of teachers. Teachers must be humorous in their teaching, so that teaching can also be made effective as fun makes learning easy and have long lasting impact on the minds of learners.

Thus, it can be concluded that humour styles are consistently linked psychologically to teacher effectiveness.

REVIEW OF LITERATURE

The review of related literature pertaining to the present study has been given as under:

Research Studies Related to Humour Styles

Dhiman & Chandel (2014) investigated the humour styles among teachers educators. The finding suggested that married prospective teacher educator were found more prone to affiliative humour style than their unmarried counterparts. No significant differences were found among married and unmarried teacher educator with regard to their overall humour, selfenhancing, aggressive and self - defeating humour styles

Chandel (2018) predicted that Senior secondary school teachers with High level of Total wellbeing were found more inclined towards using Affiliative and Self-Enhancing humour styles as compared to their Low level Total wellbeing counterparts. On the other hand, senior secondary school teachers having Low level of Total wellbeing were found more prone to the use of Aggressive humour style as compared to their High level Total wellbeing counterparts. No significant difference was found among senior secondary school teachers having High and Low levels of Total wellbeing with respect to their Self-Defeating humour style.

Kumar & Dhiman (2019) investigated the humour styles of effective and in-effective teachers. In this study, the finding shows that the effective teachers were found to be more oriented towards self-enhancing humour and aggressive humour styles as compare to their ineffective counterparts.

Dhiman & Mehta (2021) conducted a study on sense of humour among science and nonscience background senior secondary teacher and explore that science background senior secondary school teacher were found to be more oriented towards generation & use of humour or humour production (HP) and overall sense of humour as than their non-science background counterparts. However no significant difference were found in coping/ adaptive humour (CH), attitude towards humourous people (ATPH) and appreciation of humour (HA) among science and non-science background senior secondary teachers.

Kumar & Dhiman (2021) found that the government secondary school male teachers were found to be more oriented towards affiliative, self-enhancing and aggressive humour as compared to their female counterparts. However no significant difference was found in self defeating humour of government secondary school male and female teachers.

Sahin (2021) found that using positive humor types in the styles of affiliative humor and self-enhancing humor can be useful for managerial and pedagogical efficiency in schools. As for the results of the metaphorical analysis, participants mainly use positive humor and, to some extent, situational humor. Affiliative humor style was the most preferred one. The results also implied that some participants use self-enhancing humor style and aggressive humor style as well.

Research Studies Related to Effective and In-Effective Teachers

Kurian (1994) in a study, 'Teacher perception of effective classroom instruction at secondary school level' found that male and female teachers differ significantly in their perception of effective classroom instruction.

Kagathala (2002) in a study found that area of schools and higher qualification affects teacher effectiveness.

Johnson (2004) in a project study, identified a number of supports for teacher effectiveness. They are mentoring a curriculum that is adaptable and supportive of teacher learning and a professional culture in which there is deep and sustained interaction between novice and veteran teachers.

Neumann, Hood & Neumann (2009) found that humour is extremely useful resource for teachers who wish to introduce humour into the statistics classroom. Various types of humour can be used, thus encouraging teachers to incorporate the type of humour that best suits their personality or teaching style. The application of humour in the classroom can potentially improve student engagement and learning, and increase positive perceptions of the teacher.

After having reviewed the related literature, most of the researcher and their finding indicates that the humour in teaching is very important and makes teacher and his/her teaching effective.

Strong (2010) investigated that use of humour by teacher can capture the interest of the student and reduce tension. The removal of distracting material can increase attention and decrease classroom disruption. It makes teachers' teaching effective.

OBJECTIVE

To study the impact of humour styles on Effectiveness of senior secondary school teachers.

HYPOTHESIS

There will be significant difference in humour styles on effectiveness of senior secondary school teachers.

DELIMITATIONS OF THE STUDY

- The study was delimited to the teachers teaching 10+1 and 10+2 standards in Govt. Senior Secondary Schools of Districts Hamirpur, and Mandi in Himachal Pradesh only.
- The study was delimited to only one dependent variable i.e. Humour Style and one independent variables i.e. Effectiveness,
- The study was delimited to 139 teachers of 10+1 and 10+2 standards.
- The study was delimited to the use of two research tools viz. Humour Style Questionnaire (HSQ) By Martin et al. (2003), Teacher Effectiveness Scale By Dr. Shallu Puri &Prof. S. C. Gakhar (1929)
- The study was delimited to statistical techniques of Mean, Standard Deviation, the 't'-Test.

RESEARCH METHOD

In the present study descriptive survey method of research was used.

RESEARCH TOOL USED

The following research tools were used in the present study for data collection:

- Humour Style Questionnaire (HSQ) By Martin et al. (2003)
- Teacher Effectiveness Scale By Dr. Shallu Puri &Prof. S. C. Gakhar (1929)

SAMPLING

In the present study lottery method of probability sampling was used.

STATISTICAL TECHNIQUES USED

In the present study the statistical techniques of Mean, SD and the 't'-test were employed for data analysis.

ANALYSIS AND INTERPRETATION OF THE DATA

The Table-1 presents the calculated statistics of humour styles of Effective and In-Effective Secondary Teachers.

Table-1
Significance of Mean Difference in Effective and In-Effective Teachers towards
Humour Styles

Humor Styles	N		Mean		Std. Deviation		df	't'-Value	Significance
	Effective Teachers	In-Effective Teachers	Effective Teachers	In-Effective Teachers	Effective Teachers	In-Effective Teachers			
Self- Enhancing Humour Style	34	32	26.18	25.87	3.85	3.28	64	0.73	NS
Affiliative Humour Style	34	32	25.62	25.00	4.10	3.19	64	0.50	NS
Self- Defeating Humour Style	34	32	20.65	21.46	4.04	3.44	64	0.38	NS
Aggressive Humour Style	34	32	20.12	21.21	4.46	4.04	64	0.30	NS
Overall Humour Styles	34	32	95.56	93.56	10.82	6.95	64	0.65	NS

NS= Not Significant

The Table-1 indicates that the obtained 't' values were found to be 0.73, 0.50, 0.38, 10.30 and 0.65 with respect to self-enhancing, Affiliative and Self-Defeating, aggressive and overall Humour styles, which are not significant at 0.05 level of significance. It means that Effective and In-Effective secondary Teachers do not differ significantly with regard to self-enhancing Affiliative, Self-Defeating aggressive and overall Humour styles. Hence, the hypothesis that, "There will be significant difference in humour styles on effectiveness of senior secondary school teachers" was rejected. Even though the mean value scores of Table-1 also revealed that effective teachers are more acknowledge towards humour as compare their ineffective counterparts.

DISCUSSION OF RESULTS

Findings of the study with respect to impact of Humour Styles on Effectiveness of Secondary School Teachers reflects that no significant difference was found among senior secondary school teachers of effective and ineffective levels of their teaching with regard to Self-Enhancing, Affiliative self-defeating and aggressive humour styles. No study has been found in support or contrast to this finding of the present study. On the basis mean values of effective and in-effective teachers towards humour styles. Effective teachers were more prone to use selfenhancing & Affiliative Humour as compare to Self-Defeating & aggressive Humour. This finding is supported by Kumar & Dhiman (2019), Sahin (2021) Further study revealed that effective teachers are more acknowledge towards humour as compare their ineffective counterparts. This finding is supported by Strong (2010) & Neumann, Hood & Neumann (2009).

CONCLUSIONS

- Effective and In-Effective secondary Teachers do not differ significantly with regard to self-enhancing, Affiliative, Self-Defeating, aggressive and overall Humour styles.
- Effective teachers were more prone to use self-enhancing & Affiliative Humour as compare to Self-Defeating & aggressive Humour.
- Effective teachers were more acknowledge towards overall humour styles as compare their ineffective counterparts.

EDUCATIONAL IMPLICATIONS

- Teachers should use Self-Enhancing and affiliative humour styles for positive outcome.

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TEACHING EFFECTIVENESS AMONG TEACHER EDUCATORS

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ABSTRACT

India is a developing nation and education is the main pillar of National development. Education plays important role in the changing the mindset of the peoples in positive way. Teacher is the key for the better and progressive education for the society. Teacher's knowledge, passion, Punctuality, discipline and dedication toward their profession are the important aspects of effectiveness in the classroom. The present research paper is focused to evaluate teaching effectiveness among Teacher Educators of the Hamirpur district in Himachal Pradesh. For this we have selected 100 teacher Educators by stratified sampling of probability sampling.

KEY WORDS : Development, Progressive, Punctuality, Effectiveness....

INTRODUCTION

Teaching effectiveness refers to both the quality of teaching and the capability of teachers. It requires teachers to continually enhance practice by adopting an evaluative mindset. Teaching effectiveness is informed by growth-focused evaluations of teaching practice, indicators of learning and wellbeing, and is facilitated by a positive school culture. An educational culture that encourages and supports teachers with their continuous growth and development contributes to improving the standards of teaching and outcomes for learners.

Teaching effectiveness is an area of research which is concerned with the attributes of teachers, classroom environment, teaching acts, and their effects on the students. One can say that teaching effectiveness is the capability of teachers to teach in such a manner that he/she gets success to bring the desirable change in the students' behavior. It can be further explained as a product of teachers' dispositions which determines the quality of a teacher's performance. Teaching effectiveness may also be defined as a combination of cognitive and non-cognitive attributes such as academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience,

and socio-personal interaction. Furthermore, teaching effectiveness is the perfection of work, level of efficiency, and productivity on the part of the teacher. It allows a teacher to mature with experience and knowledge. Teaching effectiveness directly depends on whether a teacher is effective in their teaching or not. Teachers are essential for developing the future of students and teaching effectiveness is the capability of teachers to teach in such a manner that he/she succeeds into bringing out the desirable changes in students' behavior. It is assessed not only by the academic achievements of students but also from the sum total influence of an effective teacher.

REVIEW OF THE RELATED LITERATURE

Keeping in mind the nature of study, the review of related literature has been presented in two parts:

Shweta Tyagi (2013) the result shows that urban secondary school teachers have higher level of teaching effectiveness in comparison to rural teachers. Teachers having more than 3 years experience have higher level of teaching effectiveness with reference to knowledge than the teacher having up to three years experience. Teaching subjects were also influenced on the teaching effectiveness of secondary school teachers with reference to their leading.

Malik et al. (2014) The study revealed that there was significant difference between teaching effectiveness of male and female secondary school teachers and extreme emotional maturity.

Kaur(2014) the result of the study reveals that: There was no significant difference in teacher effectiveness of male and female secondary school teachers. There was significant difference in teacher effectiveness of government and private secondary school teachers.

Pachaiyappan & Raj (2014) major findings were that there was no significant difference between the teacher effectiveness of male and female secondary school teachers. There was a significant difference between the teacher effectiveness of rural and urban school teachers.

Ogochi (2016) study states that the level of job satisfaction is low among the teachers. The effectiveness of the teacher is good according to their view point.

Vidyalakshmi & Praveena (2022) study concluded that that the gender wise male and female Teacher educators are similar in teacher effectiveness. So that there is no gender discrimination and in this study give educational opportunity to all the teacher educators

their build their own personality and knowledge themselves and also the study also shows that between Government and Private Teacher Educators is similar teacher effectiveness.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching effectiveness is the one of the most important aspect of teaching learning process. The current era is competition oriented and if someone wants to achieve their goals, teaching learning process must be advance. A teacher must be knowledgeable, skillful, technically strong, good personality, punctual, disciplined and experienced. These qualities will make a teacher more effective in the classroom. Thus we can conclude that the teaching effectiveness is the most important aspect of teaching learning process hence it is appropriate to conduct a study on “Teaching Effectiveness among Teacher Educators”.

OBJECTIVES

- To study the Level of effectiveness of Teacher Educators.
- To study the difference in Effectiveness of Teacher Educators based on gender.

HYPOTHESES

- There is no significant difference between Teacher Effectiveness of Male and Female Teacher Educators in Colleges of Education.

RESEARCH METHOD

The Present study was conducted through Descriptive Survey method of research.

POPULATION

All Teachers Educators of education colleges in Hamirpur District.

THE SAMPLE

The sample consisted of 100 Teacher Educators selected by Stratified random sampling of Probability sampling.

TOOL

Standardized tool is used for the present study for collection of data. The tool is prepared for teachers by Dr. Pramod Kumar and D.N Mutha (1974) (Revised version). In this tool 69 questions are there. This tool has .77(N=50) validity and 0.75(N=50) reliability. Items are given a score of 5,4,3,2 and 1 for strongly agree, agree, uncertain, disagree, strongly disagree respectively. The sum of these values gives the teacher-effectiveness

score for the subject. The total score varies from 69 to 345, showing least teacher effectiveness to highest teacher effectiveness in teaching learning process.

STATISTICAL TECHNIQUES USED

In the present study statistical techniques of the 't'-test were used for testing the research hypothesis.

ANALYSIS AND INTERPRETATION OF COLLECTED DATA

Table 1 shows the calculated statistics of level of Teacher effectiveness of Teacher educator.

TABLE-1
Showing the Level of Teacher Effectiveness of Teacher Educators

Sr.No.	Level Percentage	Teacher	Educators
1	Extremely High Effective	73%	73
2	High Effectiveness	21%	21
3	Above Average Effective	2%	2
4	Average Moderately	3%	3
5	Below Average	1%	1

From above table it is clear that 73% of Teacher Educators have Extremely High Level of Effectiveness in Teaching, 21% Teacher Educators have High Level of Effectiveness in teaching, 2% are Above Average Effective in Teaching, 3% are Average Moderately Effective and 1% are Below Average in their Effectiveness in Teaching.

It is concluded that most of the Teacher Educators have Extremely High Level of Effectiveness in their Teaching.

Table 2 shows the calculated statistical values of Male and Females Teacher Educators,

Table-2

Showing the Significant Difference Between Teacher Effectiveness of Male and Female Teacher Educators in Colleges of Education.

Group	N	Mean	SD	df	t' Value	Significance
Male	29	277.11	10.26	98	0.18	NS
Female	71	286.83	24.97			

NS = Not Significant

Table - 2 shows the mean scores of Male and Female Teacher educators, which are not significant at 0.05 levels of significance. Hence, the Null hypothesis that “there is no significant difference between Teacher Effectiveness of Male and Female Teacher Educators in Colleges of Education” is accepted. It is concluded that Male and female mean teacher effectiveness scores are almost similar.

FINDINGS OF THE STUDY

In the light of analysis and interpretation, 73% Teacher Educators have Extremely High Level of Effectiveness in Teaching and Male and Female Teacher Educators have same level of Effectiveness in teaching.

EDUCATIONAL IMPLICATIONS OF THE STUDY

On the Basis of the review of Literature and finding of the study the following are the implications of the study:

- It is evident from the study that 21% of the Teacher Educators are highly effective and 2% Above Average Effective, 3% Average Moderately and 1% are Below Average. As we know the future of the students depends upon the teachers effectiveness hence teachers have enhance effectiveness of their teaching for the qualitative enhancement of the Teacher Education.
- This study also reveals that there is no difference in effectiveness in Male Female Teacher Educators hence it shows that there is no gender prejudice in Teacher Education.

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A STUDY OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS

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ABSTRACT

Human being is a social animal and he has to play a vital role in different aspects of life to live it happily and therefore right education is the basic need of human beings. Only a skilled teacher can impart right education so there is a need of teacher educators who are professionally committed. True education provides us the tools to improve the quality of education. The teacher plays an important role in promoting and nurturing this profession and also plays a crucial role in educating and teaching the future teachers of the society. The major purpose of this research was to understand the professional commitment among teacher educators teaching in the different B. Ed. and D. El. Ed. colleges of education in Hamirpur and Mandi districts of Himachal Pradesh. The data was collected from 100 teacher educators according to their sex, locality, qualification, NET qualification, teaching experience, & marital status. The convenient sampling technique was used for data collection. In the present study, Professional Commitment scale for teacher educators (PCSTE) prepared by Dr. Vishal Sood (2011) was used.

KEY WORDS : Education, Teacher Educators, Professional Commitment.....

INTRODUCTION

In all the professions, teaching is considered as one of the noblest profession. The teacher educators are the persons responsible for preparing quality teachers for the society. So they must have professional commitment to their profession. A committed teacher educator is an asset to the society. Professional commitment is defined as loyalty & dedication of a person towards his profession and sense of responsibility towards the society. Similarly a professionally committed teacher gives equal chance to every student according to their abilities, skills and capabilities to choose right stuff in his life at the right

time to ensure optimal level of achievement. Professional commitment is the strength of a good teacher. In society there is an immense need of quality teachers. Teachers are like a burning lamp having burning oil for lighting the mind and hearts of pupil (Kumar & Dhandhi, 2012). Teacher carries the liability on his shoulders to contribute towards quality education at each level so that he is able to prepare the best minds and good citizens for his country. The report of education commission (1964-66) says "Education could be made a powerful instrument of social, economic and cultural transformation and that quality education is necessary for national survival has been realized by everyone and there is no one in the field of education to whom the message has not reached". As the sea of knowledge is growing and incomparable changes of information, knowledge and action revealed in all the walks of the life, the part of teacher become noteworthy in equipping students with necessary shield to protect them from its bad impact and desires to take an optimistic direction. It can only be achievable if teacher uphold a higher level of academic and professional knowledge.

This research aimed to examine the professional commitment of teacher educators. A committed teacher has different traits to perform and functions efficiently and effectively in the system. Professional commitment can help them in ensuring and establishing an effective teaching learning process in the field of education. That is why teachers are considered to play a very important role in the field of teaching-learning process. Teacher educators try to develop in their students' professional skills like the knowledge of child psychology, teaching strategies, teaching learning tools and teaching methods etc., Teacher educators also must have some kinds of responsibility, liability and capability about their profession. They should continuously be involved in their professional growth in terms of writing research papers, articles, attending workshops and seminars etc. It will be enhancing their professional life, attitude, knowledge and it will be a great benefit for increase the professional commitment among teacher educators.

REVIEW OF THE RELATED LITERATURE

The Review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The major purpose of reviewing the literature is to determine what has already been done that relates to your topic. This knowledge not only prevents you from unintentionally duplicating another person's research, it also gives you the understanding and insight you need to

place your topic within a logical frame. The review of related literature pertaining to the present study has been given as under:

Maheshwari (2003) there exist no significant difference in professional commitment of male and female teacher educators. She conducted study on professional commitment of teacher and concluded that overall professional commitment level among teachers, were found moderate & professional commitment does not depend on gender differences. Improvement in commitment among teachers could improve by providing good environment.

Kohli (2005) studied that teacher educators were moderately committed. Further, no significant difference was found between male and female teacher educators with respect to professional commitment as a whole; different dimensions of professional commitment of teacher educators were positively and significantly correlated; no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators.

Vishal Sood and Arti Anand (2010) conducted a study and found that the professional commitment of B.Ed. teacher educators was moderate and factors like gender, marital status and teaching experience had an impact on the professional commitment. Also the professional commitment of NET qualified and non- NET qualified teacher educators was more or less the same.

Goyal (2012) in a research on Professional commitment among B.Ed. teacher educators of B.Ed. colleges of Patiala district in Punjab revealed that the level of professional commitment of B.Ed. teacher educators in Punjab was high. Significant differences were also found in the professional commitment of B.Ed. teacher educators with regard to gender, marital status and NET qualification.

Nilesh B. Gajjar (2014) studied the professional work commitment of teacher trainees of B.Ed. Colleges and revealed that professional work commitment, level of teacher educators did not differ significantly in relation to gender, habitat and educational background. While professional work commitment level of teacher educators significantly differ in relation to educational qualification.

Madhu Gupta & Indu Nain (2015) conducted a study on the topic of an exploratory study of professional commitment among teacher educators working in B.Ed. colleges they revealed significant difference in professional commitment among teacher educators working in govt., aided and self-financing B.Ed. training colleges. They also found that

Professional commitment with its dimensions among teacher educators belonging to science and arts stream.

Arnab Pan (2016) made a study on Professional Commitment of Teacher Educators of Self-Financed B. Ed. Colleges of West Bengal and found that the teachers educator's commitment differs significantly in relation to, age, gender, teaching experience but the insignificant difference found in relation to subject of teaching.

Sujatha Sasi Kumar (2017) attempted to study the Professional Commitment of Teacher Educators serving in B.Ed. colleges of education. The results of the study revealed that more than 50% of the teacher educators have a moderate level of Professional Commitment and there is no significant difference in the Professional Commitment of Teacher Educators with respect to their Gender, Location of the Institution, Major subject and marital status.

Dr. Rekha Rani (2019) studied the professional commitment among teacher educators with respect to their gender and found that teacher educators of B.Ed. colleges have high level of professional commitment and there was no significant difference in the professional commitment of teacher educators with respect to their gender and type of the institution.

Ramzan Ali (2020) conducted a study on Professional Commitment of Teacher Educators in Colleges of Education in Jammu District (J&K) and revealed that the Female teacher educators teaching are betters than the Male teacher educators. The high qualified (M.Phil., Ph.D.) teacher educators' teaching is better as compared to teacher educators who have only post-graduation degree. The Urban teacher educators teaching, the Unmarried teacher educators teaching and the Net Qualified teacher educators teaching are betters as compared to teacher educators of rural area, married teacher educator and the non-NET qualified teacher educators.

OBJECTIVES OF THE STUDY

O. To study the professional commitment of teacher educators working in B.Ed./ D. El. Ed. colleges with respect to their gender.

HYPOTHESIS OF THE STUDY

H. There is no significant difference between the professional commitments of teacher educators working in B.Ed. /D. El. Ed. colleges with respect to their gender.

DELEMITATION OF THE STUDY

- The present study was delimited to B.Ed. and D. El. Ed. Colleges of Himachal Pradesh.
- The present study was delimited to teacher educators of Hamirpur and Mandi districts of Himachal Pradesh.
- The present study was delimited to teacher educators working in self-financed B.Ed. /D.El. Ed. of Hamirpur and Mandi districts of Himachal Pradesh.
- The present study was delimited to only 100 teacher educators.
- The present study was delimited to simple random sampling technique of probability samling.
- The present study was delimited to the statistical techniques of Mean, SD, and the 't'-test only.

RESEARCH METHOD

The present study was conducted using descriptive survey method of research.

POPULATION

All the teacher educators of B. Ed. /D. El. Ed. colleges of Hamirpur and Mandi districts were the population of the present study. It includes all male and females teacher educators.

SAMPLE OF THE STUDY

The sample of the study consists of 100 teacher educators (male and female) of B.Ed. /D.El. Ed. colleges selected randomly.

TOOL USED

The investigators used Professional Commitment Scale for Teacher Educators (PCSTE-sv) developed by Dr. Vishal Sood.

STATISTICAL TECHNIQUES USED

To find out the difference in professional commitment of teacher educators Mean, SD and the 't'- test were employed by the investigators.

ANALYSIS AND INTERPRETATION OF DATA

The Table -1 presents the calculated statistics of Professional Commitment of Male and Female Teacher Educators.

Table -1

Significance of Mean Difference in Male and Female Teacher Educators based on their Gender towards Professional Commitment

Sr.No.	Gender	N	Mean	S.D.	df	't'-value	Significance
1.	Male	40	306.18	21.45	98	0.12	NS
2.	Female	60	298.85	25.37			

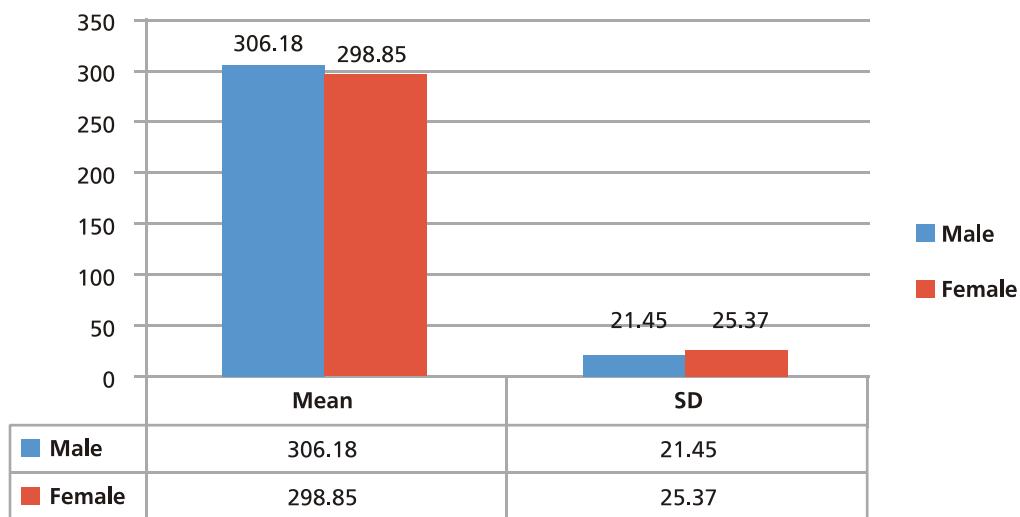
NS = Not Significant

Table -1 indicates that the calculated 't'-value of professional commitment of male and female teacher educators was found to be 0.12 for degree of freedom (df)= 98 at 0.05 level of significance. This shows that there was no significant difference between the professional commitment of male and female teacher educators of B.Ed. / D. El. Ed. Colleges. Although, mean scores shows that male teacher educators shows better professional commitment as compared to their counterparts. Thus, the hypothesis that, "there will be no significant difference between the professional commitments of teacher educators working in B.Ed. /D. El. Ed. colleges with respect to their gender" was accepted.

The figure shows the difference in Mean Scores and S.D. on Professional Commitment of Male and Female Teacher Educators

Figure - 1.1

Showing difference in Mean Scores and S.D. on Professional Commitment of Teacher Educators



MAJOR FINDINGS OF THE STUDY

- No significant difference was found in the professional commitment of male and female teacher educators of B.Ed. / D. El. Ed. Colleges.
- Mean Scores shows that male teacher educator's shows better professional commitment as compared to their counterparts.

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ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION

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ABSTRACT

The present study was undertaken to study the Attitude of School Lecturers towards teaching profession in District Hamirpur of Himachal Pradesh. A sample of 100 School Lecturers was drove through random sampling technique. The descriptive statistical techniques like Mean, Standard Deviation and the 't'-test were used for testing the Hypothesis. The findings of the study revealed that there is no significant difference in the Attitude of school lecturers (males and females) towards teaching profession in district Hamirpur of Himachal Pradesh.

KEY WORDS : Attitude, Teaching, Teaching Profession, School Lecturers

INTRODUCTION

Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important step in life. They keep working to boost the confidence of students and direct them in the right direction, there were many teachers who dedicated all their life to empowering their students and making them better and more successful human beings in their life. In this study, we will learn about teaching as a profession.

Education is a lifelong process. In this process of education, the teacher plays an important role. Without teacher the process of education is ineffective. He is the heart of the matter of this process. Education takes place through the interaction between the teacher and the taught. A teacher is the most important element in the teaching-learning process. It is said that no system of education is better than its teacher, because the quality of education depends upon the teacher who serve it. A good teacher can certainly give best result out of the worst system. The teacher occupies a pivotal position in the system of education. The teacher is the backbone of the educational system, maker of the mankind and architect of the nation.

Dr. S. Radhakrishnan says that “the teacher’s place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation, and helps to keep the lamp of civilization burning. He not only guides the individual, but also, so to say the destiny of the nation”.

The standard of any educational institution, in turn, cannot rise beyond the levels of its teachers. Naturally, the question arises: what is the real situation? Do the teachers really have unfavorable attitude towards teaching profession? In order to get answer to the above question, the researchers decided to take up a systematic and objective attitudinal study of the School Teachers towards their teaching profession. Therefore, the present investigators intended to restrict their research work to Hamirpur district of Himachal Pradesh.

ATTITUDE

Teaching being a dynamic activity requires a favorable attitude and certain specific competencies from its practitioners. Teacher’s proficiency depends on the attitude they possess for the profession.

The positive attitude helps teachers to develop a conductive learner friendly environment in the classroom. The five most commonly considered attitude comprises teacher’s genuine care and kindness, willingness to share the learning responsibility a natural sensitivity to student diversity, interact in equality providing meaningful learning experiences and keenness to encourage learner creativity.

A genuine caring and kindness of the teacher a willingness to share the responsibility involved in the classroom, a sincere sensitivity to the student diversity a motivation to positive meaningful learning experiences for our student and an enthusiasm.

TEACHING

Teaching is concerned sharing of knowledge and experience which is usually organized with a discipline and more generally the provision of stimulus to the psychological and intellectual growth of a person by another person or artefact “teaching is a system of action intended to induce learning”

Teaching is fundamentally a process including planning, implementation, evaluation and revision. Planning and teaching a class are familiar ideas to most instructors. More overlooked are the steps of evaluation and revision.

PROFESSION

Profession includes those activities which require special knowledge and skill to be applied by individuals in their occupation. Such activities are generally subject to guidelines or code of conduct laid down by professional bodies. Those engaged in the profession are known as professionals.

Profession “may be defined as a vacation or a job requiring some thought, skill and special knowledge like that of C.A, Lawyer, Doctor, Engineer, Architect etc.

TEACHING PROFESSION

Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession.

Teaching as a career choice offers the opportunity to make a positive difference in the lives of students, inspire learning, and shape the future. Teaching is a profession and a mode to make students have more potential and learn important lessons even about life respect, sharing, ethical values, and cultures.

REVIEW OF RELATED LITERATURE

Over the years, a steady flow of research on attitude towards teaching profession has emerged. Many studies sought to analyze the teacher's attitude towards their profession by taking different factors as dependent and independent variable. Some of the selected studies are-

Rawat and Sreevastava (1984) found significant difference between male and female teacher trainees' attitude towards teaching profession.

Yadav, R. (1992) revealed that training had a significant influence on B.Ed. trainee's selfconcept, social maturity and attitude towards teaching profession.

Devi (2005) found that success in teaching field depends upon two prime factors- attitudes towards profession and job satisfaction.

Osunde & Izevbogie (2006) revealed that teachers are not well financially remunerated and they are looked down upon because of delay in payment of salaries and allowances, thereby having a lot of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society

Suja (2007) found that teaching experience of the teacher contributes significantly in forming attitude.

Guneyli & Aslan (2009) found a significant difference in favour of female prospective teachers in relation to the gender. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level.

Kareem et al., (2012) reported that students enrolled in regular programmes show high levels of professionalism as compared to distance education students. Similarly B.Ed students enrolled in regular programmes showed the highest levels of professional attitude.

Sharma & Dhaiya (2012) found no significant difference between attitude of male and female B.Ed. students towards teaching profession. Further they found that arts and science B.Ed. students do not differ significantly in attitudes towards teaching and female B.Ed. Students were found to have most favourable towards teaching profession.

Babu & Raju (2013) studied and found that male and female student teachers differ significantly in attitude towards the teaching profession. Also, student teachers belonging to different subjects differed significantly in their attitude towards teaching.

Shah & Thoker (2013) reported that there is significant difference between teaching attitude of government and private secondary school teachers, and government secondary school teachers have higher teaching attitude towards their teaching profession as compared to private secondary school teachers.

Bhargava & Pathy (2014) found difference in attitude towards teaching profession in tribal (Male & Female) student teachers of science stream and social science stream.

Khamari & Tiwari (2015) studied the difference of attitude of teachers towards teaching profession based on tribe and gender in a descriptive survey research. They found gender and tribe as non-contributing factors towards the direction of attitude towards teaching.

OBJECTIVES

1. To study the attitudinal difference among Male and Female School Lecturers towards Teaching Profession.

HYPOTHESIS

1. There will be no significant attitudinal difference among Male and Female School Lecturers towards Teaching Profession.

DELIMITATIONS

1. The Study was delimited to the teacher's teaching 11th and 12th standard school in Govt. S.S. School of Hamirpur District of Himachal Pradesh.
2. The study was delimited to one dependent variable (Attitude towards Teaching Profession) and one independent variable (Gender).
3. The study was delimited with regard to the size of sample; the study involved the sample of 100 School Lecturer.
4. The study was delimited to simple random technique of probability sampling.
5. The study was delimited to the use of research tool 'Attitude Scale Towards Teaching Profession (ASTTP)' by Dr. Umme Kulsum (2001).
6. The study was delimited to descriptive survey method of research.
7. The study was delimited of Statistical techniques of Mean, SD, and the "t" -Test only.
8. The study was delimited in terms of time and money resources.

RESEARCH METHOD

The study was conducted through descriptive survey method of research to study Attitude of School Lecturers towards Teaching Profession.

RESEARCH TOOL USED

In the present study data was collected using Attitude Scale towards Teaching Profession by Dr. (Mrs.) Umme Kulsum.

SAMPLING

In the present study a sample of 100 School Lecturers (50 Males and 50 Females) were drove through the random technique of probability sampling.

VARIABLES

In the present study Attitude towards Teaching Profession is treated as depended variables, gender and local are treated as independent variables.

STATISTICAL TECHNIQUE USED

In the present study the data was analyzed by employing statistical techniques of Mean, SD and the 't'-test were used.

GENDER DIFFERENCE IN ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION

The Table-1 gives the calculated statistic of attitude of male and female school lecturer towards teaching profession

Table-1
Significance of Difference in Mean Score of Attitude among Male and Female School Lecturer towards Teaching Profession

Attitude towards Teaching Profession	Gender				df	't'- value	Significance			
	Male		Female							
	Mean	SD	Mean	SD						
Academic Aspects	27.5	4.17	27.6	3.92	98	0.12	NS			
Administrative Aspects	16.6	3.15	16.52	2.61	98	0.13	NS			
Social-Psychological Aspects	73.98	11.86	74.34	12.29	98	0.14	NS			
Co-curricular Aspects	13.48	2.57	13.46	2.36	98	0.04	NS			
Economic Aspects	15.58	2.86	16.32	5.58	98	0.83	NS			
Overall Score	147.22	20.31	148.24	19.69	98	0.25	NS			

NS= Not Significant at 0.05 Level of Significance

It is evident of the table-1 that the obtained 't'-value for Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score were found to be 0.12, 0.13, 0.14, 0.04, 0.83 & 0.25 respectively, which are not significant at 0.05 level of significance among male and female school lecturers. It means that male and female school lecturers do not differ significantly with regard to their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co curricular Aspects & Economic Aspects of Attitude towards teaching profession. In other words, it can be said that more or less on the average male and female school lecturers had similar levels of various aspects of their attitude towards teaching profession. This may be attributed to various aspects (Academic,

Administrative, Co-curricular) of Male and Female's attitude towards teaching profession. Hence, the hypothesis stating that, 'There will be no significant attitudinal difference among Male and Female School Lecturers towards Teaching Profession' was accepted.

FINDING

- Male and Female School Lecturers do not differ significantly with respect to their attitude towards teaching profession.

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