

DIMENSIONS OF EDUCATION

A Quarterly Education and Research Journal

Volume : 1, Issue : 1,
Pages : 52, June 2011

- **Emotional Intelligence**

- **Multiple Intelligence**

- **Leadership Behaviour**

- **School Adjustment**

- **Online Learning**

- **Teacher Morale**

**FIRST
ISSUE**

Dimensions of Education

A Quarterly Education and Research Journal

June 2011

Vol. : 1

Issu : 1

Publisher

Jayadev M. Menasagi

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A Quarterly Education and Research Journal

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Dimensions of Education

Education at all levels can shape the world of tomorrow, equipping individuals and societies with the skills, perspectives, knowledge and values to live and work in sustainable manner. Higher education is of paramount importance for economic and social development. Inculcating relevant knowledge and advanced skills, higher education provides the human resources required for sustainable development by generating adopting and disseminating knowledge. A University is a place where new ideas germinate, strike roots and grow tall and sturdy. By giving people access to knowledge and the tools for increasing and diversifying their knowledge higher education expands people's productivity as well as national capacity and competitiveness. Today, as the world becomes increasingly interconnected, interdependent and globalized, higher education is critical for the achievement of economic progress, political stability and peace, as well as for building democratic culture in the society. The 21st century's scientific and technological achievement have provided a scope to view higher education as universal learning platform. Without adequate higher education and research institutions and a critical mass of skilled and educated people no country can ensure genuine sustainable development.

Higher Education is recognized as a major drive for economic competitiveness in an increasingly knowledge driven global economy than ever before. The imperative for several countries is to raise higher level employment skills, to sustain a globally competitive research base and to improve knowledge dissemination to the benefit of society. Higher education contributes to social and economic development through the formation of human capital (Primary through teaching); the building of knowledge bases (Primary through research and knowledge development); the dissemination and use of knowledge (inter generational storage and transmission of knowledge). The scope and nature of higher education have changed significantly in knowledge based society.

Higher education policy and reforms are the main agenda in most of the countries. Efforts have been made across the world to develop a closer link between higher education and external world including the labour market demands and occupational preparation in a more applied way by accommodating the growing diversity in disciplines and expeditions. Substantial reforms are taking place in higher education systems in the world at large, mainly aimed at encouraging institutions to be more responsive to the needs of society and the economy. In this context, it is necessary to review the developments through reforms in the system of higher education and set targets for further improvement. With the above ideas in mind, this Dimensions of Education Journal is planned to publish.

- Dr. N. B. Kongawad

The Stretch of Multiple Intelligence in the Classroom

Multiple intelligence is a psychological and educational theory put forth by psychologist Howard Gardner, which suggests that an array of different kinds of “intelligence” exists in human beings. Gardner suggests that each individual manifests varying levels of these different intelligences, and thus each person has a unique “cognitive profile.” The theory was first laid out in Gardner’s 1983 book, *Frames of Mind : the Theory of Multiple Intelligence*, and has been further refined in subsequent years.

Howard Gardner on multiple intelligence - the initial listing

Howard Gardner viewed intelligence as ‘the capacity to solve problems or to fashion products that are valued in one or more cultural setting’ (Gardner and Hatch, 1989). He reviewed the literature using eight criteria or ‘signs’ of an intelligence -

- Potential isolation by brain damage.
- The existence of idiots’ savants, prodigies and other exceptional individuals.
- An identifiable core operation or set of operations.
- A distinctive development history, along with a definable set of ‘end-state’ performances.
- An evolutionary history and evolutionary plausibility.
- Support from experimental psychological tasks.
- Support from psychometric findings.
- Susceptibility to encoding in a symbol system.

These intelligences are -

1. Linguistic intelligence (Word smart) : Use written and spoken language to express complex meaning.

Careers

Poets, public speakers, journalists, writers (authors, advertising, script and speech writers), speech pathologists, lawyers, secretaries, editors,

proofreaders, comedians, debaters, archivists, translators, TV and radio newscasters, commentators, announcers.

Benefits to you when you strengthen your Word Smarts include -

- Enhanced capacities for communicating your ideas, thoughts, and feelings
- A greater appreciation of humour based on words, such as puns, jokes, limericks, and so on
- Improved abilities and confidence for expressing yourself through any kind of writing
- New abilities for persuading others to take a certain course of action
- Strengthened skills at leading meetings.

Basic MI Activities-Teaching Activities

- Compose essays
- Poetry, etc., for publishing on web page
- Critique written resources through an annotated bibliography (hypertext)

2. Logical-Mathematical Intelligence (Number / reasoning smart) : Discern logical or numerical patterns; deductive reasoning

Careers

Computer technicians and programmers, underwriters, accountants, statisticians, poll takers, stock brokers, auditors, actuaries, purchasing agents, bankers, accountants, professional debaters, math teachers, attorneys, scientific researchers, arbitrators, medical professionals, data analysts, logicians.

Benefits to you of developing and enhancing your Mathematical-logical intelligence include -

- Thinks conceptually
- skilled in reasoning, logic and problem solving
- Explores patterns, categories and relationships
- Manipulates the environment to experiment in a controlled way

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- Questions and wonders about natural events

Basic MI Activities-Teaching Activities

- Brain teasers
- Mental calculation
- Problem solving
- Number games
- Critical thinking tasks

3. Visual-spatial Intelligence (Picture Smart) : Perceive the visual world accurately; Create mental images; Capacity to think in images and pictures, to visualize accurately and abstractly.

Careers

Interior decorators, graphic design artists, cartographers, photographers, architects, airline pilots, surgeons, painters, sculptors, chefs (with their food presentations), quilters, needle point embroiders, landscapers, theater set designers, professional drivers, cinematographers, book illustrators, tour guides, jewelry and clothing designers.

Benefits to you of strengthening your image smarts intelligence include -

- Being able to visualize what you want in your life and make it happen
- Gaining the ability to express your ideas and make them clearer through visual representation
- Discovering powerful aids to memory-our naturally think in images and pictures before we have words
- Teaching yourself to “think outside the box”
- Accessing your own deep sources of inner wisdom and guidance

Basic MI Activities-Teaching Activities

- Construct thematic web pages that include various visual images (e.g.posters, political cartoons, broadsides, photos, illustrations)
 - Construct hyperlinked timelines and maps

4. Bodily-kinesthetic intelligence (Body or movements smart) : Ability to control body movements and handle objects skillfully

Careers

Gymnasts, physical therapists, models, mechanics, choreographers, actors, recreation directors, crafts persons, athletes, inventors, builders, dancers, circus artists, bodybuilders, doctors, nurses, exercise instructors, sport coaches, law enforcement personnel.

Benefits to you when you strengthen body smarts in your life include -

- Improving over-all functioning of your body and your physical movements
- Strengthening connections between the mind and body-we know they profoundly effect each other
- Gaining greater awareness of your “body language” and how to use your body to become a better communicator with others
- Discovering the innate abilities to train the body to “multi-track” or to perform a variety of tasks at the same time
- Gaining an awareness of how to reduce stress in various regions of the body.

Basic MI Activities-Teaching Activities

- Internet based simulations
- Cooperative web searches or web quests
- Role playing activities that incorporate Web resources
- Classroom presentations.

5. Musical intelligence (Music smart) : Produce and appreciate forms of musical expressiveness

Careers

Music therapist, advertising professionals, motion picture soundtrack creators, music teachers, piano tuners, music studio directors and recorders, song writers, music performers, conductors, sound engineers, music copyists.

Benefits to you of developing and enhancing your sound smarts intelligence include -

- Knowledge of how to lower stress through music and rhythm
- Enhanced abilities to promote greater creativity in yourself and others
- Discovering your hidden capacities for learning and for remembering information, peoples names, a shopping list, and so on
- Discovering how to use music, rhythm, and sound to shift moods to more optimal states of being
- Knowledge of how to use music and sound to deepen personal relationships with others

Basic MI Activities-Teaching Activities

- Analysis of song lyrics
- Composition of song lyrics

- Design and publish Power Point Presentation which incorporate music and visual elements

6. Interpersonal intelligence (people or social smart) : Understand other; discern verbal and non-verbal cues; Capacity so detect and respond appropriately to the moods, motivations and desires of others.

Careers

Teachers, administrators, arbitrators, anthropologists, organization leaders (Presidents and CEOs), sociologists, talk show hosts, politicians, public relations or customer service personnel, salespersons, travel agents, consultants, social affairs directors.

Benefits to you of developing people smarts include -

- Developing the ability to understand other people, their perspectives, and their motivations
- Having deeper and more satisfying relationships with others
- Gaining a genuine empathy for others
- Enhanced leadership skills, including becoming a better communicator
- Enhanced quality of the time you spend and relationship you have with your family

Basic MI Activities-Teaching Activities

- All of the above activities that might be designed to incorporate co-operative learning groups

7. Intrapersonal intelligence (Self smart) : Understand oneself; Engage in self-reflection and metacognition; Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes

Careers

Therapists, psychologists, human potential researchers, philosophers, religious leaders (pastors and priests), social workers, mediation guides, counselors, self-help advisors, cognitive pattern researchers, mental health professionals

Benefits

- Clarity about your life and where you are headed
- Control of your destiny and the directions in which you want your life to move
- Improved self-confidence and self esteem
- A deeper understanding of your core values and how to make them the center of all you do
- Getting in touch with your "inner self" and learning how to trust it

Basic MI Activities-Teaching Activities

- All of the above activities that might be completed through reflective individual projects

8. Naturalist intelligence (Nature smart) : Ability to recognize and categorize plants, animals and other objects in nature

Careers

Forest rangers, nature guides, animal trainers, zoo keepers, landscape designers, gardeners, scientists investigating the biological and physical worlds, bird watchers, veterinarians, farmers, people involved in scouting and camping, botanists, horticulturists, florists, meteorologist, conservations

Benefits of developing and strengthening nature smarts include :

- Gaining an awareness of how nature effects and shapes who you are as a person
- Developing a respect for other creatures which inhabit our world
- Acquiring a greater sensitivity to larger patterns in the environment, such as the weather, changing seasons, phases of the moon, etc.
- Nurturing the ability to grow things
- Caring for and conserving the natural environment

Basic MI Activities-Teaching Activities

- Design virtual landscapes
- Analyze computer simulated topographic battlefields, cities, maps, etc

Four Stages Necessary to Teach With Multiple Intelligences

The development sequence is -

Stage 1 : Awaken Intelligence

We must be aware that we possess multiple ways of knowing and learning and that we must learn various techniques and methodologies for "triggering" an intelligence within the brain / mind / body system. Each of the intelligences is related to the five senses and the "inner senses" such as intuition, metacognition and spiritual insight.

Stage 2 : Amplify Intelligence

This involves practices for expanding, deepening and nurturing an awakened or activated intelligence. As with any skill, our intelligence skills can not only be awakened, but can also be improved and strengthened if we use them on a regular basis. And, like any skill, they will go back

to sleep if not used. We must learn to understand the technique "language" of each intelligence; that is, how each expresses it self.

Stage 3 : Teach for / With Intelligence

This stage involves learning how to use, trust and interpret a given intelligence through knowing, learning and understanding tasks. Teaching with intelligence is approached from the perspective of classroom lessons that emphasize and use different intelligences in teaching / learning process. We must learn how to teach content based lessons that apply different ways of knowing to the specific content of a given lesson. The first presupposition is that we can teach ALL students to be more intelligent in more ways, and on more levels that they ever dreamed. The second presupposition is that ANYTHING can be taught and learned through all of the intelligences.

Stage 4 : Transfer Intelligence

Here we are concerned with the integration of intelligence into daily living, and its appropriate application to solving problems and meeting the challenges we face in the "real world." The goal of this stage is for the intelligence to become a regular part of our cognitive, affective, and sensory lives. We must teach our students how to use all of the intelligences to improve their effectiveness in dealing with the issues, challenges and problems we face in the task of daily living. This is primarily a matter approaching these matters on multiple levels with a variety of problem-solving methods that use different intelligences.

Multiple Intelligences Implications

- Help with diversifying instruction
- Aids students in becoming empowered and in finding bridging techniques and study skills
- A tool for understanding self and others
- Taps into natural talents-helping to create a state of "flow"
- The validation of natural talents
- A more egalitarian conceptualization of giftedness.

MI Theory has taken hold in classrooms because it helps educators meet the needs of many different types of learners easily, and because it reflects teachers' and parents' deeply rooted philosophical beliefs that all children possess gifts and that part of the most important mission of schools is to foster positive personal development.

Thus, teachers understanding and using MI theory, and its related educational frame works and explanations of diversity, are being transformed into teachers who understand human patterns, human patterns, human diversity and human learning at better, deeper, and more comprehensive levels.

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MULTIPLE INTELLIGENCE AND USE OF TECHNOLOGY IN CLASSROOM

It is the first essential thing for a healthy development of young children to provide a planned and structured environment in which the child grows and learns in a natural ways. Traditional schooling used mainly linguistic and logical Teaching methods. It also uses a limited range of learning and teaching techniques, If a teacher is having difficulty reaching a student in the more traditional linguistic Or logical way of instruction, the theory of multiple intelligences suggest several other ways in which the material might be presented to facilitate effective learning. Whether her is kindergarden teacher or a graduate school instructor or an adult learner seeking better ways of self study on any subject of interest, he can apply the basic guidelines, whatever he is teaching or learning he might connect it with multiple intelligence.

Multiple Intelligence

Howard Gardner's theory of multiple intelligence makes people think about "IQ", about being "Smart". Multiple intelligences have had a profound impact on thinking and practice in education. Gardner books, such as *The Unschooled Mind: How Children Think and How Schools should teach* (Basic Books, 1991) and *Multiple Intelligences: The Theory in Practice* (Basic Books, 1993) helped us to understand how multiple intelligences could help us Teach and evaluate our students in new and better ways. The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner. It suggests that the traditional notion of intelligence, based in I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are :

1. Linguistic-Verbal Intelligence
2. Logical-Mathematical Intelligence
3. Visual-Spatial Intelligence
4. Bodily – Kinessthetic Intelligence
5. Musical Intelligence
6. Intrapersonal Intelligence
7. Interpersonal Intelligence
8. Naturalistic Intelligence

The essence of the Intelligences and use of Technologies in classroom Linguistic-Verbal Intelligence

This intelligence is our capacity to use words effectively, both orally and in writing, as a vehicle of expression and communication. It is also our ability to learn from reading the printed word, and listening to others conveys information through speaking.

The verbal intelligence can be cultivated through use of technology in class room. Here use of word processing programs can help teach language, writing, editing and rewriting skills. Use of taperecorders, also the Internet is an invaluable tool in learning, through e-mail children can improve their language skills as well.

Logical-Mathematical Intelligence

This intelligence is our capacity to think logically, to use numbers effectively, to solve problems scientifically and to discern relationships and patterns between concepts and objects. Logical or mathematical intelligence includes the ability to use inductive and deductive reasoning, solve abstract problems, and understand the complex relationships of interrelated concepts, ideas, and things.

This intelligence can be strengthening by using computer programs that teach logic and critical thinking skills. These are also available in game formats that could motivate children. Maths programs



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that allows drilling and practicing may be used. Database programs that helps explore and organize data and information.

Visual- Spatial Intelligence

This intelligence is our ability to think visually and orient ourselves spatially our ability to perceive the Visual-Spatial world accurately. This includes our sensitivity to colour, line, shape, form, space and the relationships between these. It is our capacity to “see” and to graphically represent visual and spatial ideas. They absorb information best through visualizing, using the “minds eye”, and by manipulating and working with pictures and images.

Teacher may develop this intelligence by using graphic programs that help to develop creativity and visual-skills. And also by browsing the Internet, organizing files, folders will develop some spatial understanding. Teachers can also foster this intelligence by utilizing charts, graphs, diagrams, videotapes, colorcoding systems, art activities, microscopes, drawing and painting.

Bodily-Kinesthetic Intelligence

This intelligence is our ability to control one’s body movements and to handle objects skillfully. It includes our fine and gross motor movements, sense of timing, and direction. It is also our physical co-ordination, balance, dexterity, strength, speed, process knowledge through their bodily sensations and learn best by touching, manipulating and moving. They often have a natural sense of how their body should act and react in demanding physical situations. Examples- Athletes, actors, dancers, sculptors etc.

Here using computers will help to develop hand-eye co-ordination. Working with computer will allow children to become involved in their learning activity. This intelligence can be encouraged through Dramatic Enactment, Dances, Role playing, puzzles and board games, and sport games.

Musical Intelligence

This is a ability to produce and appreciate rhythm, pitch and timber. It is our capacity appreciate a variety of musical forms as well as using music as

a vehicle of expression. Examples : singers, musicians, and composers.

This intelligence can be foster by integrating Instrumental Sounds, Music Composition, music performance, Percussion Vibrations, and Rhythmic Patterns.

Intrapersonal Intelligence

This intelligence involves verbal and nonverbal communication skills, collaborative skills, conflict management, consensus building skills, and the ability to trust, respect, lead, and motivate others the achievement of a mutually beneficial goal. People with well-developed intrapersonal intelligence have an accurate picture of their inner self-their strengths and weaknesses, their inner moods, goals, intentions, motivations, temperament, beliefs and desires. Examples- Entrepreneurs, therapists, philosophers, etc.

Here the computer can help children to build up individual skills. It allows for differences in children’s learning styles and abilities. Children may work on their own pace with computers. The following teaching strategies can be used by the teacher to foster intrapersonal intelligence ; Emotional processing, concentration skills learning the ability to focus one’s mind on a single idea or task, independent projects, thinking strategies and reflective listening.

Interpersonal Intelligence

This is a capacity to detect and respond appropriately to the moods, motivation and desires of others. It is our ability to notice distinctions among other people, and to recognize their moods, temperament, motivations, and intentions. It is our sensitivity to others facial expressions, voices, and gestures, and our ability to respond effectively to these cues. This intelligence includes having an accurate picture of oneself; awareness of inner moods, intentions, motivations, temperament, and desires; and the capacity for self-discipline, self-understanding, and self-esteem. Examples: Teachers, social workers, politicians etc.

This intelligence can be effectively strengthen by making the students to work in groups of two to

four on the computers. Working in groups will strengthen children's communication and co-operation skills. Group projects, Empathy practices, role playing, and group brain storming may be used. Students should be made to e-mail each other at intervals during a unit to convey questions, thought, or ideas. Creating an online group-based journal and creating a survey of the students in your class, or even in school some of the activities can be planned for them.

Naturalistic Intelligence

The naturalist intelligence refers to the ability to recognize and classify plants, minerals, and animals, including rocks and grass and all variety of flora and fauna. The ability to recognize cultural artifacts like cars or sneakers may also depend on the naturalist intelligence. Naturalistic intelligence is seen in someone who recognizes and classifies plants, animals, and minerals including a mastery of taxonomic. This is the intelligence of students who learn best through nature.

Teachers can best foster this intelligence by using relationships such as patterns and order, and compare and contrast connections to real life and science issues.

Conclusion

It is understood that our students must have access to the latest technology and teaching

methodology to succeed and thrive in such a world, developing multiple intelligence with effective pedagogy that integrates technology across the curriculum. What is evident is that with thought, the use of technology can be useful tool across all curriculum areas. It provides an excellent tool for teachers to find information and examples to support their teaching of areas in multiple intelligence.

The use of different technologies allows students to learn a basic set of multiple intelligence skills and then apply these skills at an ability level which is applicable to them.

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A Study of Leadership Behaviour of heads of schools in relation to organizational Culture

Introduction

Management is absolutely essential in the present times in all organization irrespective of their origin, nature and ownership established with a profit motive of same social, religious or such other purpose, requires efficient management. Management has been viewed differently by various scholars, depending upon their beliefs and comprehensions. Some regard it as the force that runs a business and is responsible for its success or failure, other perceive it go as a means for achievement of desired results through group effort and by utilizing both human and human resources.

Still others see management to be process comprising planning, organizing, staffing, directing and controlling. Also some look on it as an instrument for designing and maintaining the environment conducive to the performance of individual who are working together in a group towards the accomplishment of same pre selected objectives. Further more, some thinking that management merely implies certain tasks which the managers are supposed to perform. Thus there numerous opinions on what management actually involves. And description however lengthy, would be considered satisfactory for fully and finally deducing the universally acceptable conation of the term. Broadly, it may be concluded that, management is culture for performance. And the task of managing as is currently understood includes, planning, organizing, staffing, motivating communicating, leading and controlling. As all these activities caused in the concept of management are inter-connected and interdependent, managers are required to be conversant with techniques through which they can make their subordinates understand the organizational objectives, apart from simultaneously demonstrating and practicing such technique as can motive them to put in their best efforts for the

achievement of the predetermined objectives of the enterprise. This function is performed through leadership.

Importance of Educational Leadership

Leadership is a basic element of education. A great leader can inspire entire community; his influence radiates, and he exemplifies in his own life and ideas of education. For the successful implementation of the educational programme the classroom teacher, the Headmasters, the supervisor and the administrator should assume leadership. In a period of crisis and transition the position of the educational leader is more significant than at any other time. We look to education to solve the perplexing problems of our time. The task of the educational leader is to become aware of the opportunities. His function is to create love where antagonism prevails; to spread the flame of knowledge where ignorance exists; and to create real when so many are smug and self-righteous. He must not only communicate ideas, but he then must be a representative of a creative way of life, a symbol of peace and serenity.

Concept of leadership

Leadership has attracted the attention of sociologist, social psychologist and political scientist in various contexts.

Now unanimity is however found on the precise meaning of the term among the different social scientists.

Boss (1960) referred to leadership thus : "Leadership is a kind of interaction between or among people. Any attempt on part of a group members to change the behaviour of one or more members of group is an attempt at leadership."

In the words of Edinger (1967) : "As social scientists have probed beneath the manifest aspects of leadership and have become correspondingly more



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sensitive to the relevance of numerous and complex latest facts, they have found it more difficult to agree as what leadership is and does. Katz and Khan (1978) maintain that, the concept of leadership as generally understood in social sciences has three major meanings, the attribute of a position, the characteristics of a person and a category of behaviour.

Concept of leadership Behaviour

Leadership is of utmost importance in the development of any significant, ongoing movement, designed to improve social, economic, political and educational conditions in our society. Since the ultimate solutions to educational problems will be discovered according to the vision and skill of educational leaders, the abilities and competencies of the professional personnel must be developed to the fullest degree possible.

We are living in the most exciting and challenging period of time in the whole history of the world. The challenge of this revolutionary period extends into all aspects of life. Education can no more remain complacent to the needs that such a challenge can resist the effect of the sun and rain at springtime. Our educational structure, programmes, and practices must change, the rapidity and degree to which this change will occur are dependent upon the educational leaders at all levels of administration.

Two major dimensions of leadership behaviour are 'consideration' and 'initiating structure'.

Consideration: 'consideration' refers to the extent to which leader is considerate towards subordinates and concerned about the quality of his or her relationship with subordinates. Leader behaviour included in the consideration dimension is friendliness, consultation with subordinates, recognition of subordinates, open communication with subordinates, supportiveness and representative of subordinate interests.

Consideration refers to behaviour indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff.

Initiating Structure : 'Initiating Structure' refers to the extent to which a leader is task oriented and concerned with utilizing resources and personal effectively in order to accomplish group goals. Specific types of leader behaviour included in the

initiating structure dimension include planning, coordinating, directing, problem solving, classifying subordinate roles, criticizing poor work and pressurizing subordinates to perform more effectively.

Leadership Behaviour and Organizational Culture

Set within the context of the uncertain societal, educational, and organizational contexts facing today's schools, relationships among leadership behaviour and school culture are important. Heads and school leadership teams appear to have somewhat distinct roles in exercising transformational leadership behaviour in the shaping of positive school culture. Heads seem to be most important in identifying and articulating vision and providing an appropriate model; leadership behaviour seems to be most important in providing intellectual stimulation and holding high expectations; and Heads seem to share influence in fostering commitment to group goals and providing individualized support, implications for research, practice, and the preparation of educational leaders.

Statement of the Problem

The problem under taken for the investigation is stated as :

"A study of leadership behaviour of heads of schools in relation to organizational culture"

Brief Review of Related Literature

In the study of Singh (1974) find out that there was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude. Lavingia (1974) stated that female teachers are more satisfied than male teachers; and (ii) there is significant relationship between job satisfaction and stability of teachers. Another researcher has measured the attitudes, job satisfaction, adjustment and professional interests of teacher educators of different categories based on sex, age, qualification and experience, Abdul (1986) found that teachers in more open climate schools were more satisfied with respect to 'Miscellaneous regarding Personal Characteristics' than teachers in less open climate schools. Kaur (1986) examined From among personal variable (age, intelligence, socio-economic status and need satisfaction), need satisfaction (including physical security, social, ego and total need satisfaction) was found to be a correlate of job satisfaction. Further in the study of Tasnim Isbell (2000) investigated the impact of teacher certification

and levels of teacher confidence and efficacy on the mathematics and literacy achievement of elementary school students. (2006) it is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

Objectives of the Study

1. To study the relationship between leadership behaviour of secondary heads and their sex.
2. To study the relationship between leadership behaviour of secondary school heads and their educational qualification.
3. To Study the relationship between behaviour of secondary school heads and their educational experience.
4. To study the relationship between leadership behaviour of secondary school head and the type of management of their school.
5. To study the relationship between leadership behaviour of secondary school head and their scale of pay.
6. To study the relationship between leadership behaviour of secondary school heads and medium of instruction of their school.
7. To study the relationship between leadership behaviour of heads of secondary school and their age.

Design of the Study

Descriptive method is found to be more suitable for this type of research work. "It describes and interprets what is". (Best and Khan). Therefore the researcher used descriptive method for the present study.

Hypotheses of the Study

- There is no significant difference between male and female heads of schools with respect to organizational culture and its dimensions i.e. openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation.
- There is no significant difference between graduate and postgraduate heads of schools with respect to organizational culture and its i.e. openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation.
- There is no significant difference between 0-10 years and 11+ years of experienced heads

of schools with respect to leadership behaviour and its dimensions i.e. leadership behaviour, consideration and initiating structure.

Population and Sample

The investigator has used the stratified random sampling technique.

In Dharwad district the investigator has selected only 46 schools have been selected based on the total number of schools under each category of management (Government-8, aided-28 and un-aided-10). The data was collected from 46 Heads of schools and 184 assistant teachers.

Tools Used

Tools Used for the Study were

1. Leadership Behaviour Descriptive Questionnaire - by E. A. Fleishman, (1973)
2. Organizational Culture Scale - by Udai Pareek (2002).

Procedure of Data Collection

The investigator personally collected the data from 46 Heads of secondary schools and 184 assistant teachers of Dharwad district. Heads of schools and assistant teachers were personally administered the tools. Clear cut instructions were given to fill up the responses to the items in the tools. The filled in proformas and tools were collected. The Heads of schools and assistant teachers was informed the purpose of the study. The Leadership Behaviour Description Questionnaire, Organizational Cultural Scale (OCTOPACE Profile were administered was assured. The collected data was systematically pooled for analyses.

Statistical Technique Used

The following statistical techniques were used for analyzing the data as per the objectives of the study stated earlier.

- i. Differential analysis

Data Analysis and Results

Table -1. Results of t-test Between Male and Female Heads of Schools with Respect to Organizational Culture and its Dimensions

Variable	Sex	n	Mean	SD	t-value	p-value	Signi.
Organization Culture	Male	126	109.9603	6.6530	-2.2176	<0.05	S
	Female	124	111.9677	7.6338			
Trust	Male	126	12.9206	2.0808	-2.6445	<0.05	S
	Female	124	13.6290	2.1545			
Experimentation	Male	126	13.8730	1.9798	-2.6190	<0.05	S
	Female	124	14.5484	2.0967			

Results from the above table we seen clearly that,

- The male and female heads of schools differ significantly with respect to organizational culture ($t=-2.2176$, $p<0.05$) at 0.05% level of significance. Dimensions i.e. openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation.
- There is no significant difference between age groups (up to 35 years and 36+years) of heads of schools with respect to organizational culture and its dimensions i.e. openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation.
- There is no significant difference between types of management (aided, unaided and government) heads of schools with respect to leadership behaviour and its dimensions i.e. leadership behaviour, consideration and initiating structure.
- There is no significant difference between types of management (aided, unaided and government) heads of schools with respect to organizational culture and its dimensions i.e. openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation.
- There is no significant difference between urban and rural school heads with respect to leadership behaviour and its dimensions i.e. leadership behaviour, consideration and initiating structure.
- There is no significant difference between urban and rural school heads with respect to

organizational culture and its dimensions i.e. openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation.

- There is no significant difference between type of schools (boys, girls, mixed) heads with respect to organizational culture and its dimensions. Hence, the null hypothesis is rejected and alternative hypothesis accepted. It means that, the male and female heads of schools have different organizational culture scores. Female teachers are high on organizational culture as compared to male teachers.
- The male and female heads of schools differ significantly with respect to dimension of organizational culture i.e. trust ($t=-2.6445$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female heads of schools have different trust scores. Female teachers are high on trust dimension of organizational culture as compared to male teachers.

The male and female heads of schools differ significantly with respect to dimension of organizational culture i.e. experimentation ($t=-2.6190$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female heads of schools have different trust scores. Female teachers are high on experimentation dimension of organizational culture as compared to male teachers.

Table-2 : Results of t-test Between Graduate and Postgraduate Heads of Schools with Respect to Organizational Culture and its Dimensions

Variable	EQ	n	Mean	SD	t-value	p-value	Signi.
Collaboration	Graduate	178	14.0056	2.1140	2.4985	<0.05	S
	Postgraduate	72	13.2361	2.4176			

Results from the above table we seen clearly that,

The graduate and postgraduate heads of schools differ significantly with respect to dimension of organizational culture i.e. collaboration ($t=2.4985$, $p<0.05$) at 0.05% level of significance. Hence, the

null hypothesis is rejected and alternative hypothesis is accepted. It means that, the graduate and postgraduate heads of schools have different collaboration scores. Graduate heads of schools are high on collaboration as compared to post graduate heads of schools.

Table -3 : Results of t-test between age groups (up to 35 years and 36+ years) of heads of schools with respect to organizational culture and its dimensions

Variable	Age groups	n	Mean	SD	t-value	p-value	Signi.
Confrontation	upto 35 years	116	13.3017	1.4933	-2.1771	<0.05	S
	36+ years	134	13.7612	1.7988			

Resolves from the above table we seen clearly that,

The age groups (up to 35 years and 36+ years) of heads of schools differ significantly with respect to dimension of organizational culture i.e. confrontation ($t=-2.1771$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected

and alternative hypothesis is accepted. It means that, the age groups (up to 35 years and 36+ years) of heads of schools have different confrontation scores. 36+ years of age group heads of schools are high on confrontation when compared to up to 35 years of age groups heads of schools.

Table - 4 : Results of ANOVA test between types of management (aided, unaided and government) heads of schools with respect to leadership behaviour and its dimensions

Variable	Source of variation	Degrees of freedom	Sum of Squares	Mean sum of Squares	F-value	P-value	Signi.
Consideration	Between managements	2	1498.0550	749.0275	3.8887	<0.05	S
	Within managements	247	47576.1090	192.6158			
	Total	249	49074.1640				

Results from the above table we seen clearly that,

The heads of schools belongs to different types of management (aided, unaided and government) schools differ significantly with respect to dimension of leadership behaviour i.e. consideration

($F = 3.8887$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, heads of schools belongs to different types of management (aided, unaided and government) schools have different consideration.

Table -5 : Pair wise comparison of types of management (aided, unaided and government) with respect to consideration scores by t-test.

Management	n	Mean	SD	t-value	p-value	Signi.
Aided	145	71.7862	16.0512	-2.2766	<0.05	S
Unaided	83	76.1566	9.1498			

Result from the above table we seen clearly that,

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The heads of schools belongs to aided and unaided type of management schools differ significantly with respect to consideration ($t=-2.2766$, $p<0.05$) at 0.05% level of significance. It means that,

the heads of schools belongs to unaided type of management schools have higher consideration scores as compared to aided school heads.

Table-5 : Results of ANOVA - test between types of management (aided, unaided and government) heads of schools with respect to organizational culture and its dimensions.

Variable	Source of variation	Degrees of freedom	Sum of Squares	Mean sum of Squares	F-value	P-value	Signi.
Openness	Between managements	2	83.6037	41.8018	12.4579	<0.05	S
	Within managements	247	828.7963	3.3555			
	Total	249	912.4000				
Confrontation	Between managements	2	65.1006	32.5503	12.6648	<0.05	S
	Within managements	247	634.8234	2.5701			
	Total	249	699.9240				
Authenticity	Between managements	2	39.6571	19.8285	4.4459	<0.05	S
	Within managements	247	1101.6069	4.4599			
	Total	249	1141.2640				

Results from the above table we seen clearly that,

- The heads of schools belongs to different types of management (aided, unaided and government) schools differ significantly with respect to dimension of organizational culture i.e. openness ($F=12.4579$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative

hypothesis is accepted. It means that, heads of schools belongs to different types of management (aided, unaided and government) schools have different openness scores.

- The heads of schools belongs to different types of management (aided, unaided and government) schools differ significantly with respect to dimension of organizational culture i.e. confrontation ($F=12.6648$, $p<0.05$) at

Table - 6 : Pair wise comparison of types of management (aided, unaided and government) with respect to dimension of organization culture scores by t-test

Variable	Management	n	Mean	SD	t-value	p-value	Signi.
Openness	Aided	145	14.4207	1.6942	-3.8836	<0.05	S
	Unaided	83	15.3494	1.8108			
	Aided	145	14.4207	1.6942	-4.0705	<0.05	S
	Government	22	16.1364	2.6421			
	Aided	145	13.5379	1.4435	-4.0925	<0.05	S
	Government	22	15.0909	2.7064			
	Unaided	83	13.1566	1.4856	-4.4742	<0.05	S
	Government	22	15.0909	2.7064			
Authenticity	Aided	145	12.4759	2.1797	-2.6347	<0.05	S
	Unaided	83	13.2651	2.1701			
	Unaided	83	13.2651	2.1701	2.2439	<0.05	S
	Government	22	12.1818	1.2203			

Results from the above table we seen clearly that,

0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis accepted. It means that, heads of schools belongs to different types of management (aided, unaided and government) schools have different confrontation scores.

- The heads of schools belongs to different types of management (aided, unaided and government) schools differ significantly with respect to dimension of organizational culture i.e. authenticity ($F = 4.4459$, $p < 0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, heads of schools belongs to different types of management (aided, unaided and government) schools have different authenticity scores.
- The heads of schools belongs to aided and unaided ($t = 3.8836$, $p < 0.05$), aided and government ($t = 4.0705$, $p < 0.05$) type of management schools differ significantly with respect to openness at 0.05% level of

significance. It means that, the heads of schools belongs to government type of management schools have higher openness scores as compared to aided and unaided school heads.

- The heads of schools belongs to aided and government ($t = -3.8836$, $p < 0.05$), unaided and government ($t = -4.0705$, $p < 0.05$) type of management schools differ significantly with respect to confrontation at 0.05% level of significance. It means that, the heads of schools belongs to government type of management schools have higher confrontation scores as compared to aided and unaided school heads.

The heads of schools belongs to aided and unaided ($t = -2.6347$, $p < 0.05$), unaided and government ($t = 2.2439$, $p < 0.05$) type of management schools differ significantly with respect to authenticity at 0.05% level of significance. It means that, the heads of schools belongs to unaided type of management schools have higher authenticity scores as compared to aided and government school heads.

Table- 6 : Results of t-test between urban and rural school heads with respect to leadership behaviour and its dimensions

Variable	Location	n	Mean	SD	t-value	p-value	Signi.
Leadership behaviour	Urban	149	133.2550	17.4724	3.9486	<0.05	S
	Rural	101	124.9505	14.4405			
Consideration	Urban	149	75.5503	15.3612	2.4006	<0.05	S
	Rural	101	71.2475	11.4179			
Initiating structure	Urban	149	57.7047	9.7485	3.1725	<0.05	S
	Rural	101	53.7030	9.8423			

Results from the above table we seen clearly that,

1. The urban and rural school heads differ significantly with respect to leadership behaviour ($t = 3.9486$, $p < 0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban and rural school heads have different leadership behaviour. Urban school heads are high on leadership behaviour when compared to rural school heads.
2. The urban and rural school heads differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t = 2.4006$, $p < 0.05$) at 0.05% level of

significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban and rural school heads have different consideration. Urban school heads are high on consideration when compared to rural school heads.

The urban and rural school heads differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t = 3.1725$, $p < 0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban and rural school heads have different initiating structure. Urban school heads are high on initiating structure when compared to rural school heads.

Table - 7 : Results of t-test between urban and rural school heads with respect to organizational culture and its dimensions

Variable	Location	n	Mean	SD	t-value	p-value	Signi.
Organization Culture	Urban	149	111.9396	7.3395	2.6505	<0.05	S
	Rural	101	109.5050	6.7994			
Confrontation	Urban	149	13.7718	1.8051	2.5930	<0.05	S
	Rural	101	13.2178	1.4114			
Trust	Urban	149	12.9933	2.0941	-2.5245	<0.05	S
	Rural	101	13.6832	2.1584			
Authenticity	Urban	149	12.2953	2.3524	-3.8397	<0.05	S
	Rural	101	13.3267	1.6069			
Pro-action	Urban	149	15.4564	2.6213	2.2540	<0.05	S
	Rural	101	14.7624	1.9957			
Collaboration	Urban	149	14.1812	2.1719	3.4998	<0.05	S
	Rural	101	13.1980	2.1910			
Experimentation	Urban	149	14.7987	1.7895	5.8560	<0.05	S
	Rural	101	13.3366	2.1367			

Resolves from the above table we seen clearly that,

- The urban and rural school heads differ significantly with respect to organizational culture ($t=2.6505$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban and rural school heads have different organizational culture scores. Urban school heads are high on organization culture when compared to rural school heads.
- The urban and rural school heads differ significantly with respect to dimension of organizational culture i.e. confrontation ($t=2.5930$, $P<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban and rural school heads have different confrontation scores. Urban school heads are high on confrontation when compared to rural school heads.
- The urban and rural school heads differ significantly with respect to dimension of organizational culture i.e. trust ($t=-2.5245$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban and rural school heads have different trust scores. Rural school heads are high on trust when compared to urban school heads.
- The urban and rural school heads differ significantly with respect to dimension of organizational culture i.e. authenticity ($t=-3.8397$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban and rural school heads have different authenticity scores, Urban school heads are high on authenticity when compared to rural school heads.
- The urban and rural school heads differ significantly with respect to dimension of organizational culture i.e. pro-action ($t=2.2540$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban and rural school heads have different pro-action scores. Urban school heads are high on pro-action when compared to rural school heads.
- The urban and rural school heads do not differ significantly with respect to dimension of organizational culture i.e. autonomy ($t=0.8501$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Urban and rural school heads have similar autonomy scores.

- The urban and rural school heads differ significantly with respect to dimension of organizational culture i.e. collaboration ($t=3.4998$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

It means that, the urban and rural school heads have different collaboration scores. Rural school heads are high on collaboration when compared to urban school heads. The means score of organizational culture is also presented according to location in the following figure.

Table - 7 : Results of ANOVA- Test between type of schools (boys, girls, mixed) heads with respect to organizational culture and its dimensions

Variable	Source of variation	Degrees of freedom	Sum of Squares	Mean sum of Squares	F-value	P-value	Signi.
Autonomy	Between Schools	2	267815	13.3908	3.5341	<0.05	S
	Within Schools	247	935.8745	3.7890			
	Total	249	962.6560				
Experimentation	Between Schols	2	67.04	33.52	8.3452	<0.05	S
	Within Schools	247	992.14	4.02			
	Total	249	1059.18				

Results from the above table we seen clearly that,

- The heads of schools belongs to different type of schools (boys, girls, mixed) differ significantly with respect to dimension of organizational culture i.e. autonomy ($F=3.5341$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, heads of schools belongs to different type of schools (boys, girls, mixed) have different autonomy scores.

- The heads of schools belongs to different type of schools (boys, girls, mixed) do not differ significantly with respect to dimension of organizational culture i.e. experimentation ($F=8.3452$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, heads of schools belongs to different type of schools (boys, girls, mixed) have different experimentation scores.

Table - 8 : Pair wise comparison of type of schools (boys, girls, mixed) with respect to dimension of organization culture scores by t-test.

Variable	Management	n	Mean	SD	t-value	p-value	Signi.
Autonomy	Boys	13	14.2308	1.8328	2.4337	<0.05	S
	Girls	21	12.4762	2.1591			
	Girls	21	12.4762	2.1591	-2.0973	>0.05	S
	Mixed	216	13.4120	1.9318			
	Boys	13	15.9231	1.0377	3.2987	<0.05	S
	Mixed	216	14.0093	2.0731			
	Girls	21	15.1905	1.6619	2.5315	<0.05	S
	Mixed	216	14.0093	2.0731			

Results from the above table we seen clearly that,

- The heads of schools belongs to boys and girls ($t=2.4337$, $p<0.05$), girls and mixed ($t=2.4337$, $p<0.05$) type of schools differ significantly with respect to autonomy at

0.05% level of significance. It means that, heads of schools belongs to boys type of have higher autonomy scores as compared to girls and mixed type of school heads.

- The heads of schools belongs to boys and mixed ($t=2.4337$, $p<0.05$), girls and mixed ($t=2.5315$, $p<0.05$) type of schools differ significantly with respect to experimentation at

0.05% level of significance. It means that, heads of schools belongs to boys type of have higher experimentation scores as compared to girls and mixed type of school heads.

Table - 9 : Resultss of t-test between 0-10 years and 11+years of experienced heads of schools with respect to leadership behaviour and its dimensions

Variable	T Exp	n	Mean	SD	t-value	p-value	Signi
Leadership behaviour	0-10yrs	136	132.3456	14.4239	2.5431	<0.0.5	S
	11+ years	114	126.9825	18.8886			

Results from the above table we seen clearly that,

- The 0-10 years and 11+ years of experienced heads of schools differ significantly with respect to leadership behaviour ($t=2.5431$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the 0-10 years and 11+ years of experienced heads of schools have different leadership behaviour. 0-10 years of teaching experience heads of schools are high on leadership behaviour when compared to 11+ years of teaching experience heads of school.

Educational Implications of the Study

The present study reveals the organizational culture and leadership behaviour of Heads of secondary schools.

1. The major findings of the present study proved that leadership behaviour of the Heads of the schools are very much related to the leadership behaviour of Heads of schools and organizational culture of the schools. There is a need to give primary importance in rural area schools to improve the school culture. There should be provision for a systematic, planned, academic training with all types of Heads atleast once in two years. This straining should be conducted by expert resourceful persons, Heads with good leadership behaviour with good experience need to be invited to lead the better of Heads in this training to share the experiences of having produced good results. The qualitative ad quantitative performance of the schools largely depend upon the leadership behaviour, and organizational culture of the schools. Hence, Heads of schools should keep themselves updated by learning all the modern techniques and a concepts of management.

2. This study also shows that unaided type of schools are high on leadership behaviour, organizational culture, followed by government and aided types of schools. The school Head is a very important leader who plays a vital role in the educational field. Hence, all Heads must set an exemplary model to the teachers, students with a sense of duty, personal effectiveness, hard working, commitment and sense of responsibility in government and aided schools.

Conclusions of the Study

1. In conclusion, the present study shows that leadership behaviour of the Heads of the schools are due to the influence of organizational culture of the schools. The effective leadership behaviour, the impact of organizational culture would lead not only to better performance of school students and teachers but also good quality education.
2. Whatever is leadership behaviour of the Heads, it needs to be effective. The study reveals that any leadership behaviour of a Head of school will affect any member of school in one way or the other; only the degree of influence differs. The Heads of all sorts either from rural or urban areas should realize the significance and importance of the role in improving the organizational culture.

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A STUDY OF EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS IN DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIET's)

Introduction

In general, Emotional Intelligence (EI) is defined as the ability to recognize and manage your emotions and the emotions of others. As a result, individuals, groups and organizations high in EI are presumed to be more capable of utilizing emotion to adapt and capitalize on environmental demands. As such it is conceivable that organizations whose membership exhibited emotional competencies in sufficient number and degree may impact sustainability in organizations.

Although there are literally hundreds of articles on EI, with dozens of competing models and measures that utilize the EI term, the emotional competency model of Boyatzis and Goleman (2002) to serve as a basis for guiding the qualitative interview method.

According to Boyatzis, Goleman and Rhee (2000), EI is observed "when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation". A competency is an "underlying characteristic of the person that leads to or causes effective or superior performance (Boyatzis, 2002, p. 21). Within this definition, EI includes the competencies to recognize and manage one's emotions and the emotions of others in order to better adapt and capitalize on environmental demands, a key component of sustainability.

In contrast with other models (e.g. Bar-On, 1985; Salovey and Mayer, 1990), the competency model (Boyatzis and Goleman 2002) examines the frequency and effectiveness of specific behaviours that lead toward individual and organizational outcomes. Emotional competencies are an individual's set of skills, distinct from general

intelligence that involves a person's interaction with self and others in successfully resolving environmental challenges. The focus is on those sets of skills that lead to superior performance. Since the goal of the current study is to ascertain the subjective interpretation of the impact of emotion on outcomes, the competency model was to help drive the initial research questions.

The Secondary Education Commission (1952-53) expressed and emphasised the need for taking early initiative for improving the standards of primary education, as to make it relevant the standards of primary education, as to make it relevant to the needs of people of the country. This need came into sharp focus again in 1966 when the Kothari commission (1964-66) in its reports pointed out for the improvement of entire system of education at all levels. Concern for improving the situation by pointing out an overall of the entire system of education.

A scrutiny of National Policy on Education (1986) reveals a total lack of concern by the policy makers regarding the involvement and development of teacher educators. Until the adoption of the NFE (1986), support for elementary education was provided largely at the national and state levels, only by institutions like NCERT, NIEPA and SCERT. Similarly, in the area of adult education, the support was being provided at national level by the Central Directorate of Adult Education and at State level by the State Resource Centres. There were elementary teacher education institutions. But their function was only confined to the preservice teacher education. The physical, human and academic resources of institutions were inadequate.

Review of Related Literature

Gyanani, T.C and Kushwaha Shyam Sundar

(2001) studied on emotional intelligence and its development and found that studies have shown that IQ is inherent but emotional intelligence can be developed and nurtured even in adulthood and prove beneficial to one's health, relationships and performance. On order to survive in a fast-changing and competitive world, every person needs to develop and nurture emotional intelligence.

De Souza, Russell (2004) conducted a study on "EQ smart teachers" explained that the traditional intelligence is no more a matter of concern in contemporary times and Researches indicate that besides IQ, EQ (Emotional Intelligence) is very essential in the life of a person. EQ may not enable a person to recall material and data at tremendous rate, nor enhance spatial relationship, nor help in solving complex algebraic and other complex relations and function, but, it would definitely enable a person to have a balanced composure whereby the different faculties of an individual work in synchronization. Poor emotional health and emotional malnourishment could be due to the pouring in of irrational cognitive outputs which bring about discomfort and anxiety. In the field of education as we deal with humans it becomes essential that teachers possess a high degree of emotional intelligence to that they are able to become getter educators. **Jyothika Gupta and Rajwinder Kaur (2006)** the primary aim of the present investigation was to study the emotional intelligence of perspective teachers. Further, the study compared different groups on emotional intelligence and found that , the mean emotional intelligence score for the male B.Ed. Teacher Trainees of DIET's. is 94.03 with SD. 9.43, while for the female B.Ed. Teacher Trainees of DIET's. it is 94.8 with an SD. 10.10. it implies that 9% of male B.Ed. Teacher Trainees of DIET's and 22% of female B.Ed. Teacher Trainees of DIET's have a high level of emotional intelligence and 6% male B.Ed. Teacher Trainees of DIET's and 12% female B.Ed. Teacher Trainees of DIET's have a low level of emotional intelligence. Male and female B.Ed. Teacher Trainees of DIET's emerged significant on self-management with female B.Ed. Teacher Trainees of DIET's scoring higher than male B.Ed. Teacher Trainees of DIET's Stream-wise comparison shows the significant difference on social skills with Arts B.Ed. Teacher Trainees of DIET's scoring more than Science B.Ed Teacher Trainees of DIET's. The significant t-ratio

between B.Ed. Teacher Trainees of DIET's of working mother and B.Ed. Teacher Trainees of DIET's of non-working mothers scored more on internality while B.Ed. Teacher Trainees of DIET's of non-working mothers scored more on internality while B.Ed. Teacher Trainees of DIET's of working mothers scored more on empathy. The extent of relationship between sex and self-management, stream and social skills, occupation status of mother and internality and empathy. Point-biserial correlation coefficient was determined by treating sex, stream, and occupational status of mother as true dichotomy. The point-biserial correlation coefficient was found to be significant for sex and self-management, stream and social skills, occupational status of mother and internality and empathy. Emotional intelligence is significantly related with self-awareness, self-management, internality, motivation, empathy and social skills in male, female, postgraduate, graduate, Arts, Science, hostlers and B.Ed Teacher Trainees of DIET's. of working mothers. Emotional intelligence was not significantly related with empathy in non-hostler B.Ed. Teacher Trainees of DIET's and B.Ed Teacher Trainees of DIET's of non-working mothers.

Objectives

For the present study the following objectives were framed :

1. To study the difference between I year and II year student teachers in respect of their emotional intelligence.
2. To study the arts and science student teachers in respect of their emotional intelligence.
3. To study the difference between boys and girls in respect of their emotional intelligence.
4. To study the difference between rural and urban student teachers in respect of their emotional intelligence.
5. To study the difference between high SES and low SES student teachers in respect of their emotional intelligence.
6. To study the difference between SC/ST and other category student teachers in respect of their emotional intelligence.
7. To study the group wise differences of emotional intelligence among student teachers.

Hypotheses

In pursuance of the objectives 1-6 the following hypotheses were setup.

1. There is no significant difference between I year and II year student teachers in respect of their emotional intelligence.
2. There is no significant difference between arts and science student teachers in respect of their emotional intelligence.
3. There is a significant difference between boys and girls in respect of their emotional intelligence.
4. There is no significant difference between rural and urban student teachers in respect of their emotional intelligence.
5. There is a significant difference between high SES and low SES student teachers in respect of their emotional intelligence.
6. There is a significant difference between SC/ST and other category student teachers in respect of their emotional intelligence.

Methodology

Normative survey method was used for the present study as it is concerned with the conditions or relationships that exists, practices that prevails and views or attitude that are held.

Sample selection

The study was conducted on a total sample of 150 student teachers from different DIETs of North Karnataka. For selecting the student teachers from each DIET the random sampling method was used.

Tool

The following tool was used for the collection of required data;

Emotional Intelligence Scale developed by Anukool Hyde and Sanjyot Pethe (2001) was used.

Data Collection

The emotional intelligence scale was administered to student teachers in DIET to obtain the required data. The investigator personally visited to each DIET to collect duly filled tool. Personal data relating to name, age, location, subjects, category, socio-economic status and class of the student teachers were also collected through a personal data specially prepared for the purpose.

Statistical Analysis

In order to study the comparison scores of sex, location, subjects, category, SES and class with emotional intelligence the differential analysis was computed and tested for significance as shown in the following table-1 and 2.

Table - 1 : Comparison of Mean, SD and 't' value of Sex, Location, Subjects, Category, SES and Class with Emotional Intelligence of Student Teaches.(n = 150)

Variables		n	Mean	SD	t-value	p-value	Signi
Class	I Year	91	132.5275	23.7545	0.6713	>0.05	NS
	II Year	59	129.7627	25.9538			
Subject	Arts	91	85.4615	9.9178	-1.7864	>0.05	NS
	Science	59	88.6949	12.1076			
Gender	Boys	39	148.9487	21.5418	5.6855	<0.05	S
	Girls	111	125.2883	22.6308			
Location	Rural	39	88.6667	13.2771	1.2895	>0.05	NS
	Urban	111	86.0541	9.9241			
Socio-Economic Status	High SES	67	127.2985	28.0379	-1.9684	<0.05	S
	Low SES	83	134.7831	21.0012			
Category	SC/ST	67	82.5075	9.2513	-4.5341	<0.05	S
	Others	83	90.1446	10.9979			

Results of the Table-1

1. I year and II year student teachers do not differ significantly in respect of their emotional intelligence. However, the mean score of I year students is greater than II year student in their emotional intelligence.

2. Arts and Science student teachers do not differ significantly in respect of their emotional intelligence. However, the mean score of science student teachers is greater than arts student teachers.

3. Boys and girls differ significantly in respect of their emotional intelligence. However, the mean score of boys is more than the girls in respect of emotional intelligence.

4. Urban and rural student teachers do not differ significantly in respect of their emotional intelligence. However, the mean score of urban student teachers is greater than rural student teachers in respect of emotional intelligence.

5. High and Low Socio-economic student teachers differ significantly in respect of their emotional intelligence. Further, the mean score of Low SES student teachers is more than the High SES student teachers in respect of emotional intelligence.

6. SC/ST and other category student teachers differ significantly in respect of their emotional intelligence. Further, the mean score of other category student teachers is greater than SC/ST student teachers in respect of emotional intelligence.

Table - 2 : Comparison of Mean, SD and 't' value of Arts and Science Students in respect of different components of Emotional Intelligence. (n = 150).

Sl.No.	Components	Subject	Mean	SD	t-value	p-value	Level of Sign.
1.	Self Awareness	Arts	49.45	6.43	0.08	>0.05	NS
		Science	49.39	5.36			
2.	Self- Regulation	Arts	6.83	1.33	0.00	>0.05	NS
		Science	6.83	1.41			
3.	Motivation	Arts	5.19	1.61	0.89	>0.05	NS
		Science	4.81	1.49			
4.	Empathy	Arts	4.70	1.32	0.67	>0.05	NS
		Science	5.29	1.44			
5.	Social Skills	Arts	4.96	1.66	1.74	>0.05	NS
		Science	5.19	1.66			

Results of the Table-2 ;

There is no significant difference between Arts and Science students in respect of self-awareness, self-regulation, motivation, empathy and social skills components of emotional intelligence. Further the mean score of arts students is greater than science students in self-awareness, self-regulation and motivation. However, the mean score of science students is greater than arts students in empathy and social skills.

Discussion and Conclusion

On the basis of the findings of the other studies have supported for the present study. The most scientifically rigorous model of EI is arguably the Salovey et al. (2000) four-branch model (see Table

1). Table 1 illustrates conceptual similarities between the components of ability and mixed models in how emotional competencies are viewed. In updating his mixed model, Goleman (2001) proposed that the competencies associated with emotional intelligence relate to the ability to recognise emotion and regulate emotion in self and others. A definition that integrates the work of Goleman (1995, 1998) and Boyatzis (1982) is that emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation. **On the basis of findings of the study it is concluded that,** I year and II year, arts and science and rural and urban student teachers do not differ

significantly in respect of emotional intelligence. However, boys and girls, high and low SES and SC/ST and other category student teachers differ significantly in respect of emotional intelligence. There is no significant difference between Arts and Science students in respect of self-awareness, self-regulation, motivation, empathy and social skills components of emotional intelligence. Further the mean score of arts students is greater than science students in respect of self-awareness, self-regulation and motivation. However, the mean score of science students is greater than arts students in respect of empathy and social skills.

Educational Implications

On the basis of findings of the study the following implications for education for drawn;

1. Teachers should help to promote emotional intelligence among the students that they can better involved in learning process.
2. Self-awareness should be developed in the students.
3. Students be increased their identify in the group with their better emotional intelligence.
4. Motivation and self- regulation make the students to develop their ability in learning situations.
5. Love, sympathy and social skills be developed by the students to have better emotional intelligence.

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A STUDY OF EDUCATIONAL STATUS AMONG STUDENTS STUDYING IN HIGH SCHOOLS WHOSE PARENTS ARE INFLICTED BY HANDIGODU SYNDROME IN SAGAR TALUK, KARNATAKA

INTRODUCTION :

The Indian constitution has given utmost importance to education as the fundamental right to all the citizens. The national policy of education formed under the Indian constitution emphasizes mainly on upbringing the educational status of socially deprived classes. The facilities extended under the schemes include provision of scholarships, merit scholarships and academic scholarships. The government is taking all possible measures to ensure education to all. Several new concepts on education are being implemented to motivate children to enroll themselves to schools. Mid day meals, providing basic facilities for children to attend schools, distribution of free books to underprivileged are some of them to mention.

The main objective of national policy of education, 1986 is "universalization of education".

In spite of all these efforts, some classes of the society, be it poorer section, deprived classes, children with physical deformalities or such family histories are not being able to enroll to the schools. One such group is children or children of families inflicted by Handigodu Syndrome.

An effort is being made here to study and analyze the educational status and related factors among the students studying in high schools whose parents are inflicted by Handigodu Syndrome in Karnataka.

Handigodu Syndrome :

The disease was named after the village "Handigodu" where the first ever case was reported. According to a study conducted by the 'Department of Public Health Analysis Bangalore' in the year 1975, the water and food samples used by the affected people was subjected to laboratory analysis

the major symptom of the disease include sever back pain and difficulty in walking scientifically the disease was named as '**Endemic Family Arthritis of Malnad**'.

The disease has been reported at a time among various villages after 1975 is Shimoga and Chikamagalore districts in Karnataka.

The disease gradually develops in an individual without any notice. Generally it starts with back pain and tightness in the knee joints. Weakness appears equally among the left and right side of the body. The disease takes its severity after the joints lose their efficiency thereby making the diseased person unable to do his daily routine. The person loses his normal height due to bent legs. Knock knees and bent legs worsens the body structure itself.

The person feels difficulty in carrying out daily routine. He cannot even sit on the floor due to tightness of the knee joint. It becomes difficult for him to stretch the legs. The disease though not lethal reduces the efficiency of the person affected.

Historical Background of Handigodu syndrome :

Handigodu is a small village belonging to Sagar taluk of Shimoga District in Karnataka. The Disease originated from Handigodu, hence its 'Handigodu Syndrome'. The disease was first reported in the year 1975 January 17. It is found mostly in socially depressed scheduled classes even though the disease has been noticed in other backward classes the number is too low compared to the schedule castes. On the contrary all the victims are Non Vegetarians. There are no evidences of the disease noticed in vegetarians.

The diseases is not only restricted to Shimoga District. This disease has also been noticed in Chikmagalore District in Karnataka.



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OBJECTIVES :

1. To compare enrollment ratio and retention of SC/ST students in high schools in Shimoga district between groups classified as under:
 - a. Students whose parents are inflicted
 - b. Not inflicted, no genetic linkage students (Normal SC/ST students)
2. To compare randomly selected students belonging to the above group (a) & (b) with respect to food and food habits, educational status of the family, income and occupation.
3. To analyze the perception of parents, teachers and students whose parents are inflicted about the educational facilities and provisions made by the government.
4. To analyze the level of awareness of these educational components related to syndrome among the students, whose parents are inflicted.
5. To identify the educational components in different government programmers meant for these students.
6. To study the social distance between the teachers and students whose parents are inflicted.
7. To study the social distance between students whose parents are inflicted and other students in high schools.

HYPOTHESIS :

- There is no significance between the enrollment ratio and retention of SC/ST students in high schools in Shimoga District between groups classified as students whose parents are inflicted and not inflicted no genetic linkage students (Normal SC/ST students).
- There is no significant difference between randomly selected students belonging to the above group with respect to food and food habit, Educational status of the family, Income and Occupation.

METHODOLOGY :**Design of the study :**

It is a survey/co-relation study involving both qualitative and quantitative aspects.

SAMPLE :

The sample of the study was selected through purposive sampling technique. The study was conducted on randomly selected SC/ST children studying in high schools in Shimoga district. Only affected taluks of Shimoga district was selected.

Shimoga District: Sagar, Sorab, Theerthalli in these taluks only affected area high schools were selected.

TOOLS : Different tools are used by the investigator regarding this contest. These include Awareness test developed by the investigator, Food and food habit tool developed by the investigator, Bogardus social distance scale, Office records, School records, Questionnaires and Interview techniques were used.

ANALYSIS AND INTERPRETATION

The results will be analyzed with the help of Statistical Techniques like Chi-Square test, Histogram, percentage analysis, t-test, pie chat, ANOVA, Standard Deviation. The variables like self concept of students, enrollment and retention ratio, adjustment pattern, learning competencies, academic achievements are interpreted by proper application of the above stated statistical techniques were used.

LIMITATIONS :

- ✓ The study was restricted only to the affected areas of Shimoga Districts.
- ✓ The study was focused only on educational status and related factors of the diseased.
- ✓ The observations was made only on SC/ST category.

MAJOR FINDINGS OF THE STUDY :**Social status of inflicted student****Social distance between inflicted and normal students**

Valid	N	Percent	Valid percent	Cumulative Percent
No	87	43.5	43.5	43.5
Yes	113	56.5	56.5	100.0
Total	200	100.0	100.0	

56.5% of students have good relationship with normal students.

Parent's occupation

Valid	N	Percent	Valid percent	Cumulative Percent
Agriculturist	92	46.0	46.0	35.0
Labour	108	54.0	54.0	100.0
Total	200	100.0	100.	

Educational status of parents

Valid	N	Percent	Valid percent	Cumulative Percent
No	151	75.5	75.5	75.5
Yes	49	24.5	24.5	100.0
Total	200	100.0	100.0	

Maximum 75.5% of parents are illiterate

Medical facilities by State Govt.

Valid	N	Percent	Valid percent	Cumulative Percent
No	111	55.5	55.5	55.5
Yes	89	44.5	44.5	100.0
Total	200	100.0	100.0	

Only 44% of inflicted parents are getting medical facility

Education status comparison between normal students

Valid	N	Percent	Valid percent	Cumulative Percent
Backward	148	74.0	74.0	74.0
Equal	42	21.0	21.0	95.0
Forward	10	5.0	5.0	100.0
Total	200	100.0	100.0	

Maximum 74% of inflicted family students' are educationally backward.

Enrollment and retention of HPP and APP Year of 2003-04

Valid	N	Percent	Valid percent	Cumulative Percent
Healthy parents Pupils	1068	86.1	86.1	86.1
Affected Parents Pupils	173	13.9	13.9	100.0
Total	1241	100.0	100.0	

2004-05

Valid	N	Percent	Valid percent	Cumulative Percent
Healthy parents Pupils	851	78.9	78.9	78.9
Affected Parents Pupils	227	21.1	21.1	100.0
Total	1078	100.0	100.0	

2005-06

Valid	N	Percent	Valid percent	Cumulative Percent
Healthy parents Pupils	989	80.2	80.2	80.2
Affected Parents Pupils	244	19.8	19.8	100.0
Total	1283	100.0	100.0	

The enrolment of APP is very less compare to HPP

The inflicted persons are socially deprived. The inbreeding practices followed together with physical disability further renders them socially and economically backward. As they have to earn their livelihood by means of labour, the physical disability hinders their capacity to work thereby depriving them of their bread and butter. The social distance of the inflicted students and the normal students is more. The parents of the inflicted children are far away from the main streams of the society. The learning competency among the inflicted children is very less compared to the normal students. Because of the social and economic backwardness, the parents of the inflicted children and the children themselves are lagging behind in education.

SUGGESTIONS :

Emphasis need to be given by the medical field regarding eradication of the syndrome. The government has to provide for the education and awareness among the inflicted persons/children. Awareness has to be provided regarding the ill effects of inbreeding among the inflicted families. A congenial environment for education has to be provided for inflicted children. Employment facilities have to be provided by the government for economic self dependence. There is a need to provide remedial

teaching, scholarships, residential schools, basic facilities to the inflicted. The girl students have to be given more emphasis as they are totally remaining out of the main streams.

CONCLUSION :

There might be many social problems concerning the education or other aspects of deprived classes in the society. Most of them are not coming to light. This study is concentrating only upon the educational status and related factors. There is an urgent need to analyse the other social aspects. Particularly the societal upbringing of that students. The Handigodu syndrome has put all the inflicted families under darkness. Studies can also be carried out on most other problems that are emanating out of the syndrome like the psychological status of the inflicted families, their social, economical status, and other normal people's perception towards the inflicted families to develop relationships with them and so on.

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An Interaction Effect of Students School Adjustment, Attitude and Socio-Economic Status on Academic Achievement in Science among Secondary School Students

ABSTRACT

The purpose of the study was to analyse Independent and Combined effects of Variables viz., School Adjustment (High and Low), Attitude Towards Science (Favourable and Unfavourable) and Socio-Economic Status (Rich and Poor) on Academic Achievement in Science. The sample of the present study includes 500 students selected randomly from 50 secondary schools. The study revealed that, (i) The Boys with high school adjustment will influence more on academic achievement of students in science than the Boys with low school adjustment; (ii) The Boys with high school adjustment & favorable attitude towards science will influence more on academic achievement of students in science than the Boys with high school adjustment & unfavorable attitude towards science and (iii) The Boys with high school adjustment, favourable attitude towards science and rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavorable attitude towards science and poor socio-economic status.

Introduction

The practice of science education has been increasingly informed by research into science teaching and learning. Research in science education relies on a wide variety of methodologies, borrowed from many branches of science. Science education research aims to define or characterize what constitutes learning in science and how it is brought about.

Science is comparatively easier to experience and it is one of those human activities that man has created to gratify certain human needs and desires. The search of truth became the dominant motive in the prosecution of science.

"Science thereby becomes knowledge acquired in a particular way. It becomes a human activity, an attitude and an exercise of the mind that puts us as it were in a state of familiarity with nature"

Rationale for the study

i. School Adjustment

George (1966) studied comparative study of the adjustment and achievement of 10 years and 11 years schooling in Kerala state and found that, the pupils with high intelligence were identified as better adjusted and higher achievers in all the groups studied. Reddy (1978) studied that related academic adjustment of scholastic achievement of secondary school pupils and found that, academic adjustment was significantly related scholastic performance. Walger et.al. (1986) collected data from national sample and found that, academic achievement was related to ability, motivation amount of home work, school and class environment, home environment, sex and race.

ii. Attitude towards Science

Darchingpui (1989) Studied science achievement science attitude and problem solving ability among secondary school students in Aizawal and found that, significant relationship between scientific attitude and achievement in science.

Kar, D. K. (1990) Studied relationship between attitude towards and achievement in general science of class IX students of Cuttack city and found that there was positive relationship between attitude and achievement ; Boys were found to be more favourably disposed towards science than Girls.

iii. Socio-economic Status

Rao (1978) studied 428 urban adolescents



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belonging to middle and upper socio-economic status in the age group of 13 to 16 years and revealed that, academic performance and psychiatric morbidity were inversely related. Misra (1986) conducted a study on influence of socio-economic status on academic achievement of higher secondary students and revealed that, there was a positive relationship between SES and academic achievement of students. Brook (1991) measured the achievement of 168 Israeli high school students and found that, there is a significant difference between the achievement of students coming from low-income families and those coming from higher income families. Cherian (1992) investigated the relationship between parents' education and academic achievement and found that positive significant relationship between academic achievement and parental education.

Objectives

The present study was designed with the following objectives in view :

1. To study the effect of Boys school adjustment on academic achievement in science
2. To study the effect of Boys attitude towards science on academic achievement in science
3. To study the effect of Boys socio-economic status on academic achievement in science
4. To study the interaction effect of boys school adjustment and attitude towards science on academic achievement in science.
5. To study the interaction effect of Boys school adjustment and socio-economic status on academic achievement in science.
6. To study the interaction effect of Boys attitude towards science and socio-economic status on academic achievement in science
7. To study the interaction effect of Boys school adjustment, attitude towards science and socio-economic status on academic achievement in science.

Hypotheses

In pursuance of the objectives 1 to 7 the following null hypotheses were set up:

- There is no significant difference between the effects of high and low school adjustment of Boys in terms of their influence on academic achievement of students in science.

- There is no significant difference between the effects of favourable and unfavourable attitude towards science of Boys in terms of their influence on academic achievement of students in science.

- There is no significant difference between the effects of Rich and Poor Socio-economic status of Boys in terms of their influence on academic achievement of students in science.

- There is no significant difference between the effects of School adjustment X attitude towards science of Boys in terms of their influence on academic achievement of students in science.

- There is no significant difference between the effects of School adjustment X Socio-Economic status of Boys in terms of their influence on academic achievement of students in science.

- There is no significant difference between the effects of attitude towards science X Socio-Economic status of Boys in terms of their influence on academic achievement of students in science.

- There is no significant difference between the interaction effects of school adjustment X attitude towards science X Socio-economic status of Boys in terms of their influence on academic achievement of students in science.

Research Design

Ex Post Facto research design was used in the present study (Kerlinger, 1964 p. 379). Ex Post Facto research is systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulatable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

Methodology

Sample

Random sampling technique was used to select the sample

The sample consisted of 500 secondary students (250 Boys and 250 Girls) belonging to secondary schools (Urban –Rural and Govt.-Private) from Chikkodi Educational District, Karnataka. Thus 500 students of class IX, those who are studying Science as a compulsory subject were included in the sample.

Tools

The following tools were used to collect the essential data :

i) Adjustment Inventory for School Students (2004) by A. K. P. Sinha and R. P. Singh. The inventory consists of total 60 items with three areas, 20 items in each area of adjustment.

ii) Science Attitude Scale (1990) by Avinash Grewal. It consists of 20 items with ten positive and ten negative items (favourable and unfavourable). The administration of the test reveals that the scores ranged from 25 to 70 with 5-point scale. Reliability was estimated by the Split-half method and found to be 0.86. The test-retest reliability coefficients after the interval of 3 months are found to be 0.75.

iii) Socio-Economic Status Scale (2004) By Meenakshi. It consists of total 7 parts viz., Education, Profession, Monthly income, Total wealth in cash or Debts, Property, Surrounding Locality and Social Status. The test-retest reliability has been found to be 0.82. The validity of two groups ($N_1=37$ and $N_2=42$) of students were found to be 116.8 and 54.8 with S.D.'S of 35.9 and 20.1

and differentiating 't' standing at 9.29 significant at 0.01.

iv) Academic Achievement in Science, it was constructed by the investigator. It consists of 55 items and the coefficient of reliability was found to be 0.9197 ($n=100$) which is significant at 0.05 level and consistency reliability was found to be 0.8135 ($n=100$) which is significant at 0.05 level.

Procedure

Data pertaining to students school adjustment, attitude towards science, socio-economic status and academic achievement in science were collected by administering the above tools to the 500 students studying in 50 secondary schools of Chikkodi educational district.

Results

The data were analyzed using 3 –way ANOVA technique with a view to identify independent and combined effect of selected variables on Academic Achievement. The results of the analysis are given in Tables 1 to 2.

Analysis of Data Pertaining to 'Boys'

Table – 1
Summary Table of ANOVA With Respect to 'Boys'

Source variation	DF	SS	MSS	F-value	P-value	Signi.
Main effects						
Adjustment (A)	1	2604.8562	2604.8562	52.8703	<0.01	S
Attitude (B)	1	909.7081	909.7081	18.4642	<0.01	S
SES (C)	1	157.6915	157.6915	3.2006	>0.05	NS
2way interactions						
Adj. x Atti (A x B)	1	190.0235	190.0235	3.9108	<0.05	S
Adj. x SES (A x C)	1	199.6106	199.6106	4.0515	<0.05	S
Atti. x SES (B x C)	1	100.2909	100.2909	2.0356	>0.05	NS
3way interactions						
Adj. x Atti. x SES(AxBxC)	1	216.9626	216.9626	4.4036	<0.05	S
Error	242	11923.0521	49.2688			
Total	249	16302.1955				

NS- Not Significant

Findings

1. The Boys with high school adjustment will influence more on academic achievement of
2. The Boys with favourable attitude towards science will influence more on academic

students in science than the Boys with low school adjustment.

achievement of students in science than the Boys with unfavourable attitude Science.

3. There is no significant difference between the effects of Rich & Poor Socio-economic status of Boys in terms of their influence on academic achievement of students in Science.
4. There is a significant difference between interaction effects of high/low School Adjustment & favourable / unfavourable attitude towards science of Boys in terms of their influence on academic achievement of students in Science.
5. There is a significant difference between the interaction effects of high/low school adjustment and rich/poor Socio-economic status of Boys in terms of their influence on academic achievement of students in Science.

6. There is no significant difference between the interaction effects of favourable/Unfavourable attitude towards science and rich/ poor Socio-economic status of Boys in terms of their influence on academic achievement of students in Science.

7. There is a significant difference between the interaction effects of high/low School adjustment, favourable/unfavourable attitude towards science and rich & poor Socio-economic status of boys in terms of their influence on academic achievement of students in Science.

Multiple Comparison of Means – ‘Boys’

Scheffe's simultaneous confidence intervals for all the possible treatment groups pertaining to the boys are given below:

Table –2

Comparison of Means of Treatment Groups on Boys – Scheffe's Simultaneous Confidence Intervals

Sl.No.	Comparison of treatment groups	Corresponding means	Simultaneous Confidence Intervals	p-value	Significance
1	a_1b_1 & a_1b_2	43.1574 & 37.3095	3.4964 & 8.1995	<0.05	S
2	a_1b_1 & a_2b_1	43.1574 & 33.2411	7.4775 & 12.3551	<0.05	S
3	a_1b_1 & a_2b_2	43.1574 & 27.3333	12.8963 & 18.7519	<0.05	S
4	a_1b_2 & a_2b_1	37.3095 & 33.2411	1.8366 & 6.3002	<0.05	S
5	a_1b_2 & a_2b_2	37.3095 & 27.3333	7.2183 & 12.7339	<0.05	S
6	a_2b_1 & a_2b_2	33.2411 & 27.3333	3.0752 & 8.7403	<0.05	S
7	a_1c_1 & a_2c_1	40.7273 & 31.5000	4.6333 & 13.8213	<0.05	S
8	a_1c_1 & a_2c_2	40.7273 & 29.0744	7.8836 & 15.4221	<0.05	S
9	a_1c_2 & a_2c_1	39.7396 & 31.5000	4.9784 & 11.5008	<0.05	S
10	a_1c_2 & a_2c_2	39.7396 & 29.0744	8.7319 & 12.5985	<0.05	S
11	$a_1b_1c_1$ & $a_2b_2c_2$	44.0000 & 25.6667	11.6461 & 25.0206	<0.05	S
12	$a_1b_1c_2$ & $a_1b_2c_2$	42.3148 & 37.1644	2.6656 & 7.6353	<0.05	S
13	$a_1b_1c_2$ & $a_2b_1c_1$	42.3148 & 34.0000	4.2742 & 12.3554	<0.05	S
14	$a_1b_1c_2$ & $a_2b_1c_2$	42.3148 & 32.4821	7.1923 & 12.4731	<0.05	S
15	$a_1b_1c_2$ & $a_2b_2c_1$	42.3148 & 29.0000	7.3573 & 19.2723	<0.05	S
16	$a_1b_1c_2$ & $a_2b_2c_2$	42.3148 & 25.6667	13.4957 & 19.8006	<0.05	S
17	$a_1b_2c_1$ & $a_2b_2c_2$	37.4545 & 25.6667	6.9081 & 16.6676	<0.05	S
18	$a_1b_2c_2$ & $a_2b_2c_2$	37.1644 & 25.6667	8.4954 & 14.5000	<0.05	S
19	$a_2b_1c_2$ & $a_2b_2c_2$	32.4821 & 25.6667	3.6832 & 9.9477	<0.05	S

Note :

1. Comparison of other treatment groups of Boys were found to be not significant.

2. Higher the mean scores indicates higher influence of predictor variables on criterion variable.

The above table reveals the following :

1. The Boys with high school adjustment & favourable attitude towards science will influence more on academic achievement of students in science than the Boys with high school adjustment & unfavourable attitude towards science.

2. The Boys with high school adjustment & favourable attitude towards science will influence more on academic achievement of students in science than the Boys with low school adjustment & favorable attitude towards science.

3. The Boys with high school adjustment & favourable attitude towards science will influence more on academic achievement of students in science than the Boys with low school adjustment & unfavourable attitude towards science.

4. The Boys with high school adjustment & unfavourable attitude towards science will influence more on academic achievement of students in science than the Boys with low school adjustment & favourable attitude towards science.

5. The Boys with high school adjustment & unfavourable attitude towards science will influence more on academic achievement of students in science than the Boys with low school adjustment & unfavourable attitude towards science.

6. The Boys with low school adjustment & favourable attitude towards science will influence more on academic achievement of students in science than the Boys with low school adjustment & unfavourable attitude towards science.

7. The Boys with high school adjustment & rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment & rich socio-economic status.

8. The Boys with high school adjustment & rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment & poor socio-economic status.

9. The Boys with high school adjustment & poor socio-economic status will influence more on academic achievement of students in science than

the Boys with low school adjustment & rich socio-economic status.

10. The Boys with high school adjustment & poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment & poor socio-economic status.

11. The Boys with high school adjustment, favourable attitude towards science and rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.

12. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with high school adjustment, unfavourable attitude towards science and poor socio-economic status.

13. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, favourable attitude towards science and rich socio-economic status.

14. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, favourable attitude towards science and poor socio-economic status.

15. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and rich socio-economic status.

16. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.

17. The Boys with high school adjustment, unfavourable attitude towards science and rich

socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.

18. The Boys with high school adjustment, unfavourable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.

19. The Boys with low school adjustment, favourable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.

Conclusions

1. The Boys with high school adjustment will influence more on academic achievement of students in science than the Boys with low school adjustment.

2. The Boys with high school adjustment & favourable attitude towards science will influence more on academic achievement of students in science than the Boys with high school adjustment & unfavourable attitude towards science.

3. The Boys with high school adjustment, favourable attitude towards science and rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.

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■ ■

A STUDY ON THE LEADERSHIP BEHAVIOUR OF SECONDARY SCHOOL HEADMASTERS IN RELATION TO THEIR MORALE

INTRODUCTION

According to Philips Sadler (2002), as an element of social interaction, leadership is a complex activity involving:

1. A process of influence
2. Actors who are both leaders and followers

3. A range of possible outcome – the achievement of goals, but also the commitment of individuals to such goals, the enhancement of group cohesion and the reinforcement of change of organisational behaviour. Effective leaders someone who knows how to inspire and relate to subordinates; able to convince subordinates that the organisational vision is not only important but attainable; able to challenge them with goals, projects, tasks and responsibility that allow them to feel a sense of personal success, achievement, and accomplishment; rewards subordinates who perform well with recognition, money and promotions.

An effective Islamic leaders : has positive personality traits and the traits are God-fearing, high morality, compassion for the people, patience, humble, fair, just, diligent, courageous, pious, honest, positive outlook, considerate and noble.

Effective leadership is associated with good character. Al-Ghazali refers to good character as the person's good inward form, that is, in his soul, which has four faculties; knowledge, anger, desire and justice. In a man of good character, all these faculties remain sound, moderate and mutually harmonious.

Leadership style is the manner and approach of providing direction, implementing plans and motivating people. Laissez-faire leader - minimally involved in decision making and encourage group members to make their own decisions.

Authoritarian leader - make all group decisions and assign tasks to members. Democratic leader -

encourage group discussion and decision making through census building. Paternalistic leader – consider his/her subordinates as being not fully mature and responsible. Varying Leadership Style. While the proper leadership style depends on the situation, there are other factors that influence which style to use.

- The manager's personal background. What personality, knowledge, values, ethics does the manager have.
- The employees being supervised. Employees are individuals with different personalities and backgrounds.
- The company. The traditions, values, philosophy and concerns of the company will influence how the manager acts.

Concept of Leaders : If you are instructed to form a volleyball team in a secondary school, at the first stage you will select totally 10 students who are well versed in this game. After finalising the list you will observe their performance in the volleyball playground for 2 days. After keen observation of many skills of the game you will select one student as a leader of the team.

At present you are working in an education institution. From the reopening day to the last working day you have to organise many activities. It is not a simple affair, because it is a complex structure. As now know your institution is composed of a number of formal and informal groups. The head of your institution is required to know the group dynamic and leadership role. Probably you have studied the functions of head of your institution. He has to deal with the teachers, students, persons, members of the management, officers of the department and community as in general. The head of your institution, who is considered as leader of your institution has to play different roles. Probably, head of your institution may be having his own perception of his role. In



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some situation he has reconciled these differences in role expectations. This is because the behaviour pattern of your head is conditioned by a number of situational factors. Anyhow he is very clever and efficient in handling the situations. Now, you would agree that head of your institutions has behaved very well for the successful functioning of your institution.

Teachers' Morale

Morale is intangible. It cannot be seen or isolated. But it is possible to determine the quality of morale by careful observation of the way the faculty behave gentleness, cheerfulness, promptness, indicators of morale.

'Morale' is one to which various meanings have been given. To some, it means zeal or enthusiasm with which is the willingness of a group to work towards a collective purpose. The investigator would like to define faculty morale as the way of faculty feels, acts and beliefs. The kind of feelings, actions of beliefs determine whether there is high or low morale. Group morale depends upon the feelings, actions and beliefs of all persons concerned. In other words, faculty morale means the collective feelings and attitudes or the faculty as a whole towards their professions and colleagues in the institutions.

In case of teachers there are certain other factors also which are important such as Napier (1966) identified twelve factors with associated with high teachers' morale. The factors are;

- i) The administrator's understanding and appreciation of the teacher as an individual.
- ii) The confidence the teacher has in the administrator's professional competence.
- iii) The support the teacher receives from the administration regarding discipline problem.
- iv) Teacher participation in the formulation of policies that affect them.
- v) Adequate facilities and equipment, adequate teaching supplies.
- vi) Teaching assignments, which are commensurate with training.
- vii) Fair and equitable distribution of extra curricular assignments.
- viii) Professional training provided through an in service programme.
- ix) Job security

- x) An adequate policy for leave of absence.
- xi) A fair and equitable distribution the teaching loads.
- xii) Salaries those are comparable with professions requiring equal training.

The factors which are responsible for lowering morale are:

- i) Lack of relief from pupil contact during the school day.
- ii) Clerical duties.
- iii) Lack of co-operation
- iv) Excessive teaching load
- v) Low salary
- vi) Lack of parental co-operation and interest
- vii) Poor pupil discipline
- viii) Lack of proper equipment and supplies

REVIEW OF RELATED LITERATURE

Lincan Education, Administration (1980). Studied the Relationship of Leadership Behaviour of Secondary School Principals he found that There was no significant interaction between principals' leadership dimensions, 'consideration' and 'initiating structure,' with principals' formal training. Ryan Kelley, Ed.D.(2000). Studied that the Relationship between Servant Leadership Behaviour of High School Principals, School Climate and Student Achievement, it reveals that the leadership style of the building principal is an integral factor in the development of an open school climate. Specifically, servant leadership appears to be an effective leadership style for developing an open school climate.

Morgen A. Houchard (2005) studied that Principal Leadership, Teacher Morale, and Student Achievement in Seven Schools he found that satisfaction with teaching had the highest level of teacher morale of all of the 10 different morale factors.

Keith A. Rowland (2008) studied that The Relationship of Principal Leadership and Teacher Morale found that, principal leadership and teacher morale were significantly correlated and that the leadership practice of Enable Others to Act had the strongest positive correlation to teacher morale.

OBJECTIVES

The following objectives were framed for the present study

1. To study the difference between male and female heads of secondary schools with respect to their leadership behaviour and its dimensions i.e.

- Consideration and Initiating structure

2. To study the difference between heads of urban and rural secondary schools with respect to their leadership behaviour and its dimensions.

3. To study the difference between graduate and postgraduate head masters of secondary schools with respect to their leadership behaviour and its dimensions.

4. To Study the significant difference between low and high morale of headmasters of secondary schools with respect to their leadership behaviour and its dimensions.

HYPOTHESES

The following null hypotheses were set up for the present study.

1. There is no significant difference between male and female heads of secondary schools with respect to their leadership behaviour and its dimensions i.e. Consideration and Initiating Structure.

2. There is no significant difference between heads of urban and rural secondary schools with respect to their leadership behaviour and its dimensions.

3. There is no difference between graduate and postgraduate head masters of secondary schools with respect to their leadership behaviour and its dimensions.

4. There is no significant difference between low and high morale of head masters of secondary schools with respect to their leadership behaviour and its dimensions i.e.

LIMITATIONS

1. The present study was limited to leadership behaviour of secondary school headmasters only.

2. The present study was restricted to secondary school headmasters only.

3. The present study was confined to 90 secondary school headmasters from and 270 Teachers of Dharwad District only.

4. The Study was confined to 185 Graduate Headmasters and 85 Post graduate Headmasters only.

5. The study was confined to 184 Urban and 86 Rural Headmasters only.

METHODOLOGY ADOPTED

a. Sample : The study was conducted on a sample of 90 secondary school Headmasters and 270 Teachers of which 162 were male teachers and 108 female teachers from Dharwad district in Karnataka. For selecting the candidates from each school random sampling technique was used.

b. Tool used : For the present study to collect the data the following tool was used; Leadership Behaviour Description Questionnaire, developed by E.A. Fleishman (1973); Teachers Morale developed by Parimila Dekhtawala (1977) was used

c. Collection of Data : To collect the necessary data for the study, printed copies of the questionnaire was administered to the individual headmasters in different secondary schools. The investigator personally visited to each school to collect duly filled questionnaire. Personal data relating to name, sex, location, type of school and teaching experience of the headmasters were also collected through a personal data sheet specially prepared for the purpose.

d. Statistical Technique : In order to know study the Leadership behaviour of Secondary School headmasters, the scores obtained from the headmasters 't' test technique was applied to test the hypotheses for the significances shown in the following tables.

Differential statistics

The statistical significant differences between gender (male and female), location (rural and urban), medium of instructions (Kannada, English, Urdu), types of management (government, aided and unaided), with respect to leadership behaviour and its dimensions (consideration and initiating structure) of head masters of secondary schools were compared by using one way analysis of variance (ANOVA) and unpaired t-test and the results were discussed in the preceding section.

Table - 1
Results of t-Test Between Male and Female Heads of Secondary Schools with
Respect to their Leadership Behaviour and its Dimensions

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Male	117.5926	14.0516	1.7460	>0.05	NS
	Female	114.5463	14.0349			
Consideration	Male	68.0679	8.9845	1.5324	>0.05	NS
	Female	66.3241	9.4194			
Initiating structure	Male	49.5247	7.7156	1.3439	>0.05	NS
	Female	48.2222	7.9288			

The above table reveals that;

Male and female heads of secondary schools do not differ significantly with respect to leadership behaviour ($t=1.7460$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female heads of secondary schools have similar leadership behaviour.

Male and female heads of secondary schools do not differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=1.5324$, $p>0.05$) at 5% level of significance.

Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female heads of secondary schools have similar consideration.

Male and female heads of secondary schools do not differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t=1.3439$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female heads of secondary schools have similar initiating structure.

Table - 2
Results of t-Test Between Heads of Urban and Rural Secondary Schools with Respect to their
Leadership Behaviour and its Dimensions

Variable	Location	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Urban	119.4620	12.5118	5.5480	<0.05	S
	Rural	109.7674	15.0729			
Consideration	Urban	68.9457	8.4179	4.2516	<0.05	S
	Rural	64.0000	9.8733			
Initiating structure	Urban	50.5163	7.1173	4.8435	<0.05	S
	Rural	45.7674	8.2813			

The above table reveals that ;

- The heads masters of urban and rural secondary schools differ significantly with respect to leadership behaviour ($t=5.5480$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary schools have higher leadership behaviour as compared to heads of rural secondary schools.

- The heads masters of urban and rural secondary schools differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=4.2516$, $p<0.05$) at 5% level of

significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary schools have higher consideration as compared to heads of rural secondary schools.

- The heads masters of urban and rural secondary schools differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t=4.8435$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary schools have higher initiating structure as compared to heads of rural secondary schools.

Table-3
Results of t-Test Between Graduate and Postgraduate Head Masters of Secondary Schools with Respect to their Leadership Behaviour and its Dimensions.

Variable	Education	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Graduate	113.8811	13.0233	-4.4327	<0.05	S
	Postgraduate	121.8000	14.8835			
Consideration	Graduate	66.0486	8.6692	-3.5640	<0.05	S
	Postgraduate	70.2471	9.6559			
Initiating structure	Graduate	47.8324	7.5950	-3.7198	<0.05	S
	Postgraduate	51.5529	7.7159			

From the above table, we clearly noted that,

- The graduate and postgraduate head masters of secondary schools differ significantly with respect to leadership behaviour ($t=-4.4327$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate head masters of secondary schools have higher leadership behaviour as compared to graduate head masters of secondary schools.

- The graduate and postgraduate head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=-3.5640$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is

rejected and alternative hypothesis is accepted. It means that, the postgraduate head masters of secondary schools have higher consideration as compared to graduate head masters of secondary schools.

- The graduate and postgraduate head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t=-3.7198$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate head masters of secondary schools have higher initiating structure as compared to graduate head masters of secondary schools.

Table - 4
Results of t-Test Between Low and High Morale of Head Masters of Secondary Schools with Respect to Their Leadership Behaviour and its Dimensions

Variable	Organizational Culture	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Low	106.6600	11.7587	-10.2166	<0.05	S
	High	122.0882	12.1118			
Consideration	Low	62.6700	8.2817	-7.0025	<0.05	S
	High	70.1353	8.5616			
Initiating structure	Low	43.9900	6.7532	-9.2784	<0.05	S
	High	51.9529	6.8430			

From the above table, we clearly noted that,

- The low and high morale of head masters of secondary schools differ significantly with respect to leadership behaviour ($t=-10.2166$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the high morale head masters of secondary schools have higher leadership behaviour as compared to low morale head masters of secondary schools.

- The low and high morale of head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=-7.0025$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the high morale head masters of secondary schools have higher consideration as compared to low morale head masters of secondary schools.

- The low and high morale of head masters of secondary schools differ significantly with respect

to dimension of leadership behaviour i.e. initiating structure ($t = -9.2784$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the high morale head masters of secondary schools have higher initiating structure as compared to low morale head masters of secondary schools.

Important Findings :

1. It is found that, the male and female heads of secondary schools have similar leadership behaviour.

- It is found that, the male and female heads of secondary schools have similar consideration.

- It is found that, the male and female heads of secondary schools have similar initiating structure.

2. It is found that, the heads of urban secondary schools have higher leadership behaviour as compared to heads of rural secondary schools.

- It is found that, the heads of urban secondary schools have higher consideration as compared to heads of rural secondary schools.

- It is found that, the heads of urban secondary schools have higher initiating structure as compared to heads of rural secondary schools.

3. It is found that, the postgraduate head masters of secondary schools have higher leadership behaviour as compared to graduate head masters of secondary schools.

- It is found that, the postgraduate head masters of secondary schools have higher consideration as compared to graduate head masters of secondary schools.

- It is found that, the postgraduate head masters of secondary schools have higher initiating structure as compared to graduate head masters of secondary schools.

4. It means that, the high morale head masters of secondary schools have higher leadership behaviour as compared to low morale head masters of secondary schools.

- It is found that, the high morale head masters of secondary schools have higher consideration as compared to low morale head masters of secondary schools.

- It is found that, the high morale head masters of secondary schools have higher initiating

structure as compared to low morale head masters of secondary schools.

Discussion and Conclusion

On the basis of the results obtained in the study the following conclusions were drawn the male and female heads of secondary schools have similar leadership behaviour; the male and female heads of secondary schools have similar consideration; the male and female heads of secondary schools have similar initiating structure; the heads of urban secondary schools have higher leadership behaviour as compared to heads of rural secondary schools; the heads of urban school have higher consideration structure as compared to heads of rural secondary schools; the heads of urban secondary schools have higher initiating structure as compared to heads of rural secondary schools; the postgraduate head masters of secondary schools have higher leadership behaviour as compared to graduate head masters of secondary schools; the postgraduate head masters of secondary schools have higher consideration as compared to graduate head masters of secondary schools; the postgraduate head masters of secondary schools have higher initiating structure as compared to graduate head masters of secondary schools; the high morale head masters of secondary schools have higher leadership behaviour as compared to low morale head masters of secondary schools; the head masters of secondary schools have higher consideration and higher initiating structure as compared to low morale head masters of secondary schools.

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A Study on the awareness of Internet Usage Among Teacher Trainees

Introduction

The internet is the largest, most powerful computer network in the world. Actually, it is a network of networks all freely exchanging information. It encompasses 1.3 million computers with internet addresses that are used by up to 30 million people in more than 50 countries.

Application of the Internet

With access to the internet, teachers and their students can use -

E-Mail

Electronic mail is shortly referred to as mail. It is used as an information and communication technology in education.

- E-mail involves the process of "sending messages or data from one Computer user to another". E-mail can be used in the following ways.
- Students can ask for some information by having access to teachers E-mail.
- Student-to-student communication can be provided among discussion groups.
- Students can report problems.
- Students can provide biographical information about themselves.

Bulletin Boards

Many bulletin boards can be accessed through the internet. Two common public bulletin boards on the internet are USENET and LISTSERV. USENET is a collection of thousand of topically organized newsgroups, covering super computer design to soup-making in distribution from the whole to single institutions. LISTSERV also provides discussion forums on a variety of topics broken out by topic or area of special interest.

World-Wide Web (WWW)

The WWW is an exciting and innovative front-end to the internet. The WWW is described as "Wide-area hypermedia information retrieval initiative aiming to give universal access to a large universe of documents" - CHUGHES (1994)

The WWW provides internet users with a uniform and convenient means of accessing the wide variety of resources (pictures, text, data, sound and video) available on the internet.

Online Learning

It is synonymous with web-based learning where learning is fostered via the WWW only, in an internet (or) intranet; Mishra (2001) calls it as the new generation in the evolutionary growth of open, flexible and distance learning.

Objectives of the Study

- To study the awareness of internet usage of male and female teacher trainees.
- To study the awareness of internet usage of Under Graduate and Post Graduate teacher trainees.
- To study the awareness of internet usage of Arts and Science teacher trainees.
- To study the awareness of internet usage of urban and rural teacher trainees.
- To study the awareness of internet usage of Government and self-financing college teacher trainees.

Hypothesis of the Study

- There is no significant difference between the male and female teacher trainees in the awareness of internet usage.
- There is no significant difference between the Under Graduate and Post Graduate teacher trainees in the awareness of internet usage.
- There is no significant difference between Arts and Science teacher trainees in the awareness of internet usage.
- There is no significant difference between urban and rural teacher trainees in the awareness of internet usage.
- There is no significant difference between Government and Self-financing college teacher trainees in the awareness of internet usage.

Sample

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The investigator selected students from four colleges of education in Namakkal district (Government and Self-financing). The investigator used random sampling technique.

Methodology

In order to realize the above said objectives, normative survey method was employed.

Tools used

Awareness of internet usage among teacher trainees tool developed and standardized by

Results

VARIABLES	N	MEAN	SD	t-VALUE	LEVEL OF SIGNIFICANT AT 0.05
Male	111	161.26	9.54	0.21	Not Significant
Female	89	161.59	11.78		
U.G	117	168.37	5.03	16.43	Significant
P.G	83	151.59	8.28		
Arts	135	162.74	10.15	1.91	Not Significant
Science	65	159.65	10.97		
Urban	117	168.37	5.03	16.43	Significant
Rural	83	151.59	8.28		
Government college	80	161.02	10.81	0.41	Not Significant
Self-financing college	120	161.66	10.44		

Statistical Techniques used

For the analysis of data, the researcher has used statistical technique such as mean, standard deviation and t-test.

Major Findings

- There is no significant difference between the male and female teacher trainees in the awareness of internet usage.
- There is significant difference between the Under graduate and Post Graduate teacher trainees in the awareness of internet usage.
- There is no significant difference between Arts and Science teacher trainees in the awareness of internet usage.
- There is significant difference between urban and rural teacher trainees in the awareness of internet usage.
- There is no significant difference between Government and self-financing college teacher trainees in the awareness of internet usage.

investigator was used for the study. The questionnaire consisted of 50 statements. Each statement provided three responses. The responses were expressed on a three point scale, agree, undecided, disagree and weights of 3, 2, 1 are given in that order the favourable statements.

Teacher Trainees

They are those who are studying B.Ed., courses in training colleges.

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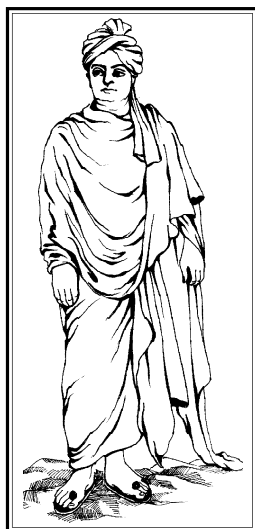
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SWAMI VIVEKANANDA



Life Sketch : Swami Vivekananda was born in Calcutta in the year 1863. His original name was Narendranath Dutt. He belonged to the Ksatriya community. During his college days he was known for his active life, great energy and enthusiasm. He took keen and active interest in boxing, swimming, horse riding and such other physical activities and games. He also participated in extra-curricular

activities of the college. Poetry and philosophy were his pet optional subjects in which he evinced great interest. He studied in greater details and depth the philosophical works of Spencer and John Stuart Mill, who were then famous as British philosophers at that time. He also read with great interest and zest the poetical works of Wordsworth and Shelly of England. He was very much influenced by their works and progressive ideas. Mr. Hastie, the principal of the College was very much impressed by the brilliance and spark that he found in the young Vivekananda and was much pleased with his great abilities of energy, brilliance, eloquence sincerity of thought, speech and action. He understood the great personality of the young Vivekananda and persuaded him to contact the great Saint Ramakrishna Paramahansa, and a great transformation began to take shape under this holy and divine influence of his Guru Ramakrishna Paramhansa. In this way, the young Narendra Datta was given a new name after accepting the great discipleship of the Guru, as Vivekananda. And this transformed individual on account of the divine spark and influence of the Guru, decided to devote his whole life and energy for spreading the gospel of his Guru, the Vedanta Philosophy through out the world, interpreting the principles in the light of new ideas that he had gained by his studies in Western Philosophy.

His Works : Though he has not written any special book on education, all the thoughts of Vivekananda as expressed in his lectures and articles have been collected and published in Seven Big Volumes under the title, "Complete Works of Swami Vivekananda". From these works, we can understand his ideas on education.

Spiritual Leader

The Powers of the human mind : The modern educationist in advanced countries of the west believe that the child's brain is a highly delicate organ, and therefore, requires very careful handling and that the teacher's business consists solely in helping the natural unfoldment of its latent potentialities. They are also unanimous that the syllabus and the methods should confirm to the psychological requirements of the pupils.

Psychologists like Jung, Spranger and others have pointed out that individuals can be grouped in to several personality types in accordance with their usual behaviour patterns. But Vivekanand has gone deep in to the very structure of the mind and suggested the means of controlling it for the attainment of real knowledge.

The Transmission of Knowledge

To Vivekanand, all teaching implies; giving and taking; the teacher gives and the student receives. Here he stresses the need for effective participation in teaching-learning process. In spiritual sciences the teacher takes the role of the transmitter with immense energy like that of Sri Ramakrishna. Education must not be mere acquisition of factual information from the textbooks; it must create in the learner the right attitude towards his life and positive values for the good of society. Teacher should motivate the students to acquire knowledge and develop in them the scientific temper, secular outlook and civic responsibility.

Virtues of Student

Swamiji suggests that every student should practice the most essential virtues like 'Vivek', or discrimination, between one and the other, 'Vairagya', or determination, etc., because all these are required for proper realization of the innerself.



Dr. S. B. YADAWAD Principal & Director B.V.V.S. College of Education and PG Dept. of Edn. BAGALKOT.

But much against Vivekanand's ideal the present student is a more or less, trade unionist, political agitator and anarchist. The so-called political leaders and social reformers have practically failed to harness student power for the attainment of social harmony and well-being. When culture is counted in terms of all other things except values, things must go wrong with education. Money, power and position may have their legitimate places in life, but only the right education can give them the right place in life. Really how the student lives outside the classroom must be considered for the evaluation of his educational achievement.

Nationalist

Vivekanand was one of the greatest exponents of Indian Nationalism in the 19th century. He Vehemently criticized the social stratification of Indian society on the basis of caste, power or position.

Like Hegel, Vivekanand believed that there must be one dominating principle manifesting itself in the life of every nation. To him the religion has been the guiding principle of everything in Indian history. He was a passionate advocate of the religious theory of nationalism because he thought that religion should be the backbone of the Indian national life. He believed that the future greatness of the nation could be built only on the foundation of its past greatness. Vivekanand did significant service to Indian politics by pleading for a religious and spiritual approach to nationalism. He was actually a champion of India's right of self determination. He was much against the meaningless social satisfaction of his time which resulted in a kind of social tyranny. He taught the people of India to develop of freedom of thought and action and freedom of conscience. As a nationalist leader, Vivekanand stood for the liberation of whole of mankind and not for a particular section of society.

Vivekanand's concepts of nationalism and freedom represent a synthesis of eastern and western concepts. He was always against the subject-centered British system of education in India which ignored the fundamental aspirations of the country. He emphasized that all educational reforms should be based on India's cultural heritage and national ideals. The same view was held by Percy Nunn when he said "Educational ideas are correlative to the ideals of life."

In the complete works of Vivekananda, one can find his vision of a 'New India' in which the spirit of equality, social awareness and practical efficiency of the 'Modern West' would get happily blended with the nature of gentleness and tolerance of Indian tradition. His great message of nation-building is chiefly based on spirituality. He warns that if India gives up her spirituality and her age-old ways of life, she would perish. He says. "This is the motherland of philosophy, of spirituality and of ethics, sweetness, gentleness and love and India is still the first and foremost of all the nations of the world in these respects."

Vivekananda was not a visionary who spent all his life in contemplation and meditation. He was an extremely sensitive person who reacted with great intensity when there was need to defend the cause of his mother country. His political philosophy contained in itself all vigour and enthusiasm as reflected in his Lectures from Colombo to Almora. The East and the West and Modern India.

Like Rousseau he believed in the natural rights of man. Vast powers are placed in the hands of man. But they are to be guided by the power of his heart through a moral and spiritual discipline. Indian thought recognizes no compartments and divisions in the human personality leading to mutual exclusion. Man loses his life's battle when he fails to find out his divine nature. The awareness of the innerself is the priceless contribution of India to the world and the future of India largely depends upon continuing this great contribution to humanity.

India's mission to the world is to in still in the minds of the people the spirit of tolerance and love, and this can be possible only with the resurrection of values of human life based on the vedantic ideals which existed in ancient times. So it is on the strength of the vedantic ideals that Vivekananda wants a new system of education for India.

Educational ideas of Swami Vivekananda-National Integration

Swami Vivekananda was the pioneer of Indian renaissance. He dedicated himself to the service of India, to the ceaseless work for all round upliftment of innumerable millions. It is worthwhile to penetrate into some aspects of philosophy of education of Swami Vivekananda and to find out whether his views have any relevance to the promotion of national harmony.

a. Spiritual and Material Well-being : Swami Vivekananda was essentially an Indian in spirit and hence wanted to develop national spirit among his countrymen. He also stressed both spiritual and material well being and emancipation of his fellowmen. Life in his view aims at a total perfection and hence the aim of education is to make a man conscious of his latent potentialities which will lead him towards a life which is divine in all respects and thereby converting him into divinity. Thus he wanted to develop an integrated personality wherein there is complete exposition of man's individuality.

b. Synthesis of Indian Culture and Modern Sciences : Swamiji showed the youth the right path and inspired millions of people to receive and provide right kind of education suitable to their needs, their cultural background and their national traditions. Swamiji insisted on value oriented education. This was based on the principles of Vedanta. His approach to the aims of education was based on the synthesis of ancient Indian culture and teaching of modern sciences. Thus he insisted a fusion of the philosophy of the east and the west.

c. Diversity-Disharmony : Vivekananda had a real perception of the diversity of the Indian nation. He felt that problems in India were more complicated than the problems in any other country. He recognized well that the diversity of religions was a source of disharmony. Further, diversity of castes, races, languages are some more causes of national disunity. Poverty of the masses, ignorance and illiteracy of the majority of the people are other causes of national disharmony.

d. Training of Mind and Heart : According to Swami Vivekananda, it is through training of mind and heart that a sense of oneness among the people of the country can be inspired. In fact Swamiji did not use the term 'national integration'. The terms used in that sense were harmonization, unity and harmony. To him, unity in variety is the plan of nature. There is a fundamental unity of India inspite of the manifold diversities prevailing in it. The most important of India's problems is the strengthening of its internal cohesion and unity. We have a cultural unity, which plays a key role in national harmony.

e. Sense of Unity of All Religions : Separatism, fanaticism and bigot have been observed among the people in this country. It is certainly a mistake

to think fanaticism can make for the progress of mankind. It is rather a retarding element creating hatred and anger, causing people to fight each other and making them unsympathetic. Actually there is no need for religious quarrels and struggles. In his view, all religions are true. They are the embodiment of the same truth viewed from different angles. A fellow feeling between different types of religions is needed. The promotion of a sense of Unity of all religions is a potential means for national unity.

f. Sense of Mutual Respect and Approval : All human beings are fundamentally equal. There is no difference substantially. The superiority in the name of race or caste is baseless. We are all a mixed people in every sense of the term. Hence there is no need for quarrel or dispute in the name of caste or race. The purity of caste or race is a myth. It is no use fighting among the castes. We have to live in harmony with all. Community of language, Government and religion has been the power of fusion. In order that the different races and castes live amicably a sense of mutual respect and mutual approval is inevitable. Avoiding Jealousy is a precondition for this. He advocates inter-caste marriages to avoid the evils of casteism and racialism.

g. Sanskrit as the Common Language : Language is the supreme manifestation of man. It is the ideas that are of prime importance and language comes after very often language causes problems to human well-being in the form of multitude of tongues. The serious problem is to harmonize and unify without destroying the individuality of various tongues and elements. Although there exists a number of different languages, there is a tie of unity among them all. Vivekananda considered Sanskrit as the mother of almost all Indian Languages. A common language is a great desideratum. But it should not be at the expense of all existing regional mother tongues. A common language can be a great unifying force and will bind together all citizens in one fold. He gives priority to Sanskrit as the common language. All education should be through the mother tongue or regional language. The local jealousies are to be thrown over board where the welfare of the whole province is concerned. It is necessary that one must over look the claim to superiority of his own district or village.

h. Condition of the Poor be Improved : India consists of mostly villages and poor villagers. So long as the poor remains to be poor, this country won't rise at any time. With the help of modern science and technology the condition of the poor can be improved effectively and thereby the nation will be developed. Without raising the poor, the integration of the country will not become a reality. Neglect of the masses in a nation is sin.

i. Mass Education be encouraged : The ills of modern India are due to the illiteracy and ignorance of the masses. Most of the people are socially, economically and educationally depressed. Education is the only possible means by which the ills of India can be solved. The nation is advanced harmonised to the extent to which education is spread among the masses. Mass education is instrumental in eliminating narrow loyalties. It is only through education that we get the power to fight against social evils and forces of disruption.

Ways and Means to Bring About National Integration

Though Swami Vivekananda did not give a systematic, clearcut and detailed account of the ways and means of bringing about national integration or harmony, from his philosophical and educational ideas and ideals, some conclusions could be drawn in this regard -

1. National System of Education : A national system of education is helpful in fostering harmony. Education should be organized for the entire nation and with a national spirit. Every child should be conversant with various aspects of Indian customs, manners, culture and philosophy. The education system should cater to the needs of the whole people of the country with a national spirit. This idea is in congruence with the Indian education commission (1964-66). Hence his view of a national system of education has relevance to the present day.

2. Value-oriented Education : Education should be value oriented. An ideal education system must strive to foster a positive value concept in the youngster.. The spirit of tolerance and compassion emerges in the people only through valued concepts. Values should be lived in daily life. Love, purity, selfless services are to become part of one's day-to-day activities. Values should be created in the people through education. This value formation is helpful in the cause of national integration.

Vivekananda's stress on value education and cultivation of heart has relevance even-to-day.

3. India's cultural Heritage : Instilling a feeling of India's greatness and past glory is an effective means for promoting national, harmony and unity. This can be done through of Indian history in due perspective and rewriting the history including India's cultural heritage. Arousing national pride and patriotism are instrumental for national harmony. This is possible through sound education.

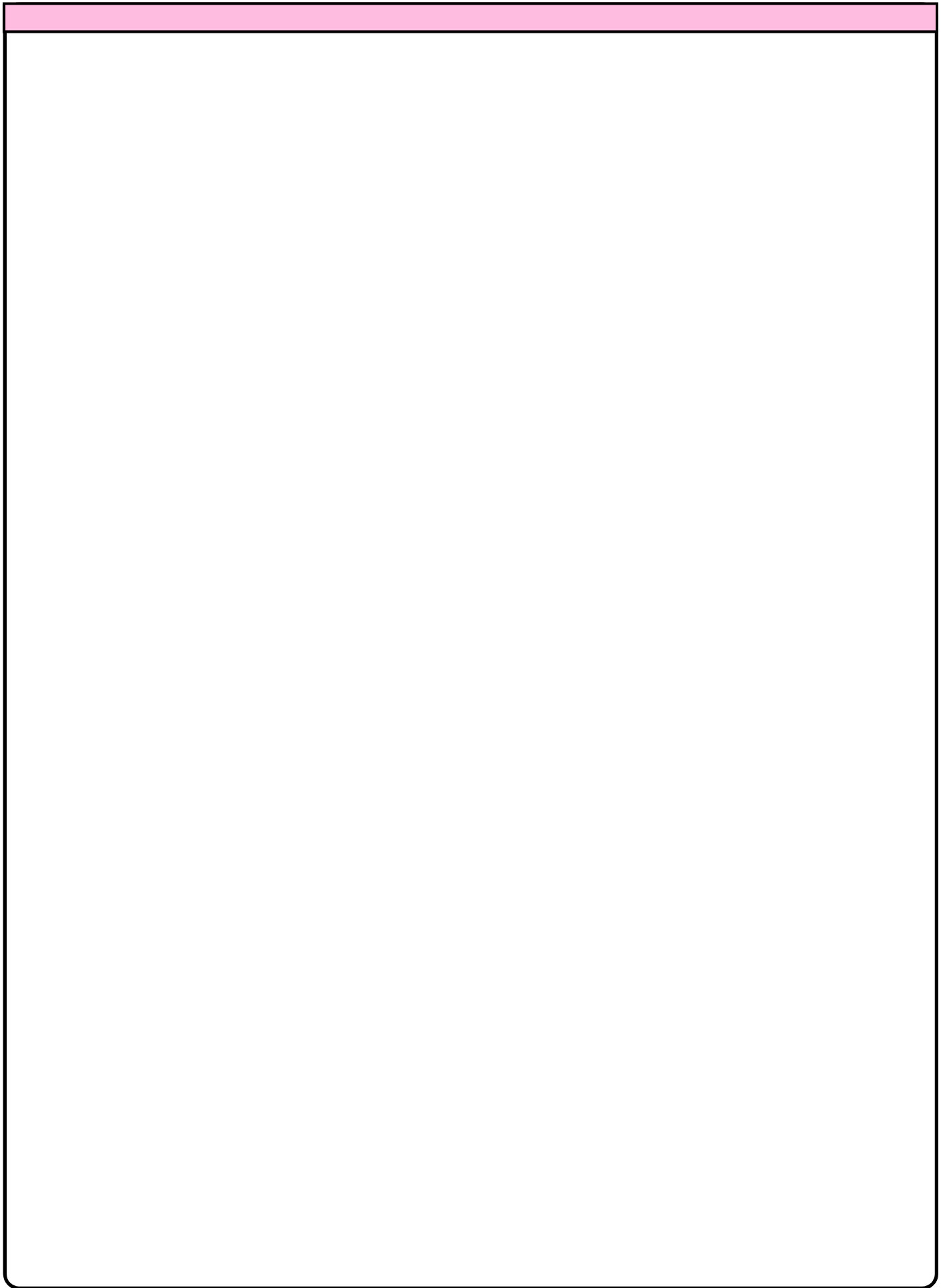
4. Arousing Social Consciousness : Awakening a consciousness in the people about the various problems confronting is necessary. Arousing a social consciousness will lead to social action. Social awareness and action are essential for the successful functioning of the national body. Social consciousness and awakening can effectively eliminate various social evils. For arousing social consciousness, education is a must.

5. Channelizing Youth Energy : The creative energy stored up in the youth must be channeled to national building activities. Wasting the youth energy means paving the way for national disharmony. Youth energy is a tremendous force. Utilizing this force is of great importance in promoting national unity and harmony. This view of channelizing youth energy has relevance even to the present. day.

Designing education for national service is of very importance in bringing about national harmony. Opportunity for social service must be made an important part of formal education. National service is an effective measure of uplifting the masses. Provisional for this should be incorporated in educational courses. The national service activities give direct experiences in nation-building activities. The concept of education for national service is relevant to this day also. The present day national service scheme in schools and colleges is a positive step towards this.

Vivekananda provides a balanced philosophy of life synthesizing spiritual idealism and social realism. Though a Sanyasin, he accepts the value of social and political changes if they are really meant for the welfare of the masses., His arguments are very original and meaningful. Instead of giving a textual discourse on the Gita he makes it the practical basis of a person's life and character.

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