



DIMENSIONS OF EDUCATION

A English Quarterly Education and Research Journal

Gadag - Karnataka



**GLOBAL LANGUAGE: AS A TOOL TO
TRANSLATE CULTURES**

**WHITHER RESEARCH WORK AND
RESEARCH PROJECTS**

**EXPLORATION INTO CONSTRUCTION OF
MORAL EDUCATION**

**VOCATIONAL INTERESTS OF SECONDARY
SCHOOL STUDENTS**

**CHALLENGES BEFORE THE NON PROFESSIONAL
COURSES IN INDIA**

**NEED AND POLICIES FOR SCHOOL
SCIENCE EDUCATION**

**TEACHERS ATTITUDE IN RELATION TO AESTHETIC
VALUE AND ECONOMIC VALUES**

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Dimensions of Education

INSIDE

Articles

- 05** Global Language : As a Tool to Translate Cultures
- Dr. Kavita S. Kusugal
- 07** Whether Research Work and Research Projects in Higher Education
- Dr. S.D. Naik
- 08** Exploration into Construction of Moral Education in Colleges And Universities in a New Period
- Dr. Manjunath Bhat
- 11** Media & Technology Uses in Teacher Education for Personal Development
- Dr. Shridhar Boranna
- 13** Monetary Policy vs. Fiscal Policy in India
- Dr. S.D. Naik
- 14a** Needs and Policies for School Science Education through ICT in India
- Mr. R. H. Bommanavar, Dr. S.S. Patil

Research

- 15** A Study on Parent Child Relationship and Academic Achievement Among the Children of Upper Primary Schools of Mysore City
- Dr. N. Lakshmi, A.L. Chidananda
- 21** A Study of Self Concept in Relation with Academic Achievement of Secondary School Students of Bagalkot District
- Dr. Prabha S. Chiniwar
- 27** A Study on Vocational Interests of Secondary School Students in Relation to their Socio - Economic Status
- Dr. Jagannath K. Dange, Dr. Basappa A, Sushma N. Jogan
- 31** Assessing Primary School Teachers' Attitude towards Teaching Profession
- Dr. Basavaraj L. Lakkannavar
- 35** Dialysis Patients in India : A Study in Medical Geography
- Dr.Smt. V.B. Saviramath
- 38** A Study of Co-relates of Secondary Schools Teachers Attitude in Relation to Aesthetic Value and Economic Values
- Ronad S.H., Dr.(Smt) L.B. Patted
- 38a** Challenges before the Non Professional Programmes in Higher Education System in India
- Dr B. R. Bagade, Dr. I. A. Mulla
- 44** Creative Personality and Family Climate
- Smt. Asha Premalatha

Thinkers on Education

- 49** B. F. Skinner (1904 - 1990)
- Dr. S. B. Yadawad

CREATING RESOURCE FACILITY IN SCHOOLS

All human beings and other higher animals not only possess the unique ability to learn from their environment but also effectively communicate these learnings to their offspring. The teacher, being the facilitator of knowledge continuously, develops and evolves aids and teaching-learning material, according to the needs and requirements of the content and the learners.

A resource room may be defined as a space or any entity created within the school boundary for the organised upkeep, utilisation and development of teaching-learning resources.

A resource facility serves the following purposes : Its foremost significance lies in giving knowledge beyond text books. It provides the learners with an opportunity to explore a variety of learning material and learn from sources other than the regular text books.

- It aims to provide enough scope to the learner for freedom of expression.
- A resource facility gives the child an opportunity to behave as an individual rather than a group.
- It also aids the teacher identifying the strength and weaknesses of student to take measures accordingly.
- The teacher can get feedback about the needs of individual children and thus can develop better-targeted aids.
- It develops mental and manual skills in the learners creativity, design, organisation, application, i.e. relatedness to real life situations of thoughts and ideas is greatly enhanced.
- It provides common platform where the experts and the regular teachers together can interact with the students.

The present education scenario in Indian Schools demands attention to the organised development utilisation and networking of resources.

- Dr. N. B. Kongawad
Editor

GLOBAL LANGUAGE : AS A TOOL TO TRANSLATE CULTURES

✉ **Dr. Kavita S. Kusugal**, Assistant Professor. Department of Studies in English. Rani Channamma University. Belagavi. Karnataka

ABSTRACT

Translation has played a central role in human interaction for thousands of years. In communities where only two or three languages are in contact, bilingualism or trilingualism is a possible solution, for most young children can acquire more than one language with unselfconscious ease. But in communities, where there are many languages in contact, as in India, language like English plays a vital role. A language achieves a genuinely global status when it develops a special role that is recognized in every country. First in colonized countries and gradually in most of all the countries, English has become window to translate through, it lives and cultures of the world. India contains many Indias; one encounters this when looking at literatures in the twenty-two languages of India. Karnataka P.U. textbooks have explored the different colours of India through transcreation.

Key words : translation, interaction, trilingualism, global status, special role, colonized countries, window, transcreation,

INTRODUCTION

"Translation by itself, is impossible and what is done in the name of it, is only a transcreation."- **P.Lall**

Translation is a balancing act between preserving the spirit of the parent story and nativity of the daughter culture. Literal translation of idioms gives way to misconception. Translation may mean word exchange. But transcreating is communicating, the essence of meaning of the original work, to the remote readers. A work is dead to the readers to whom the language of the work is not known. To breathe life into it by transcreating a familiar world through the known language is the job of the translator.

Transcreation opens ways to cultures and new life styles to the remote reader. Transcreation knits not only India, but the world through literature. Here I am focussing on transcreation by enacting the role of breaking barriers between cultures.

OBJECTIVE

To see how translated works help in understanding the pulse of other cultures, through the sample study of Karnataka P.U. text books.

BRIDGE ACROSS INDIAN CULTURE AND WEST

Our Vedas translated by Max Muller have a dignified position in world literature. The translated Bhagavad-Gita into English is most read and revered by many foreigners. The reason being the human values in it are beyond the limits of time and space. Human feelings are universal. After translation Vedas and Bhagavad-Gita, translation work is not restricted to the nationals. They are open to the world. The

west came to know of Indian heritage, strength of human values.

William Jones translated into English, the celebrated play "Shakuntala" of the renowned poet Kalidasa and the Code of Manu. Latin translation of Upanishads laid great influence on Schopenhauer who called it, 'the production of the highest human wisdom. He predicted that the philosophy and knowledge of the Upanishads would become the cherished faith of the west. Prof. Winternitz described their reverence to Indian culture as, "when Indian Literature became first known in the west, people were inclined to ascribe a hoary age to every literature work hailing from India. They used to look upon India as something like the cradle of mankind, or at least of human civilization."

This is because the philosophical doctrines in Vedas and Upanishads delved deep into the source and mysteries of life and propounded principles. After the translation, Gitanjali and Tagore are no more strangers to the west. It is only through the medium of English, Gitanjali could expose itself to the western and a larger segment of readers and thus got Nobel Prize.

A good translator overcomes all these difficulties and bridges cultures, instead of being a word exchanger.

ROLE OF KARNATAKA P.U. TEXTS AS BRIDGES

In P.U. first year English text book we have some poems, stories and plays of different Indian languages which are translated into English.

- 1) The Rightful Inheritors Of Earth by Vaikom Muhammad Basheer. _Original title_ Bhoomiyute Avakasikal. _ Translated from Malayalam by: Vanajam Ravindran.
- 2) The Value Of Man - a play by Govind Jha. Original title: Manusyaka Mol. Translated from Maithili by Vijayanath Thakur.
- 3) Forest and River - a mystic poem by Jalal al-Din Rumi., Translated by Zhaleh Esfahani.
- 4) Bonsai Life, a feminist story by Abburi Chaya Devi. Original title: Bonsai Bratuku _ Translated from Telugu by Alladi Uma and M. Sridhar.

IN P.U. SECOND YEAR TEXT BOOK

- 1) The Broker__ a story by Ram Swaroop Kisan. Original title: Dalal, Translated from Rajasthani by Shyam Mathur.
- 2) Unni Katha, a story by M. Mukundan. Original title: Unni Katha. Translated from Malayalam by K.M. Sherrif and Neerada Suresh.

A BRIEF VIEW ON THESE TRANSLATIONS IN TEXTS

The belief that the bats are the souls of ancestors, is a part of culture of people who are living in a corner of Kerala. We come to know of it in The Rightful Inheritors Of The Earth.

In The Value Of Man the panchayat, local politics and corruption are exposed. The innocence and helplessness of poor villagers and the hypocrisy of politicians and teacher who try to exploit them, are effectively drawn.

Poem Forest And River is written in a mystical tradition called Sufism. In Kannada literature also we have Sufi poets, whose poems are remarkable for their uniqueness.

As there are no substitutes in English for Maridi, Baavagaru and Nannagaru, which are respectful words in Telugu; vadiyams, appadams, charu are words of eatables which are part of local culture are taken in translated Bonsai Life as they are. The partiality which Nannagaru shows by discontinuing Akkayya's education and sending Annayya for further education as he is a boy, is a typical scene, which we see, in orthodox Indian families.

The broker in P.U. second year text reveals the hypocrisy of a broker as well as dilemma, which he goes through. The poor Kashi Regar and the old man are all representing Rajasthani farmer culture and their plight.

In Unni Katha, Unni is a grandson telling story to his grandmother. So it's a reverse case here. By posing chain of reverses, the storywriter Mukundan is trying to show the effect of western culture on Kerala culture.

It's only because they are all translated into the global language English, we could read them and we forget that they are Telugu or Tamil or Malayalam.

Though we all belong to different corners of India, in craving for women equality, our beliefs, superstitions, the influence of western culture, we are more or less are alike.

Thanks to the Karnataka P.U English textbooks, which are playing a crucial role in building bridges across cultures. These translations are expanding the horizons of young minds' understanding about people belonging to different parts of India and world. Once the regional language writing appears in the English language, the Indian writer acquires global visibility. Accordingly, the responsibilities of the translator become numerous. In handling the cultural differences between societies separated by time, distance and language the translator has the responsibility of maintaining its relevancy also.

The literary journal SARASA, is also a best contributor in this matter.

CONCLUSION

Thorough knowledge of a foreign language, its vocabulary, and grammar is not sufficient to make one competent as a translator. One should be aware of the source-language culture before attempting to build any bridge between them.

To receive the translated story or poem as his own, a reader should come with a receptive heart. Human values like respect to each other, kindness towards animals, love, desire for peace and equality are universal.

Tagore himself is aware of the way in which the English Gitanjali responds to a need in the west. In his speech accepting the Nobel Prize, delivered on his visit to Sweden several years later, Tagore wonders "what the reason could be of my poems being accepted and honored by the west in - spite of my belonging to a different race"("The Nobel"291-92).

Tagore said "... those years which I had spent in seclusion, separated from the life and the spirit of the west, I had brought with them a deeper feeling

- Continued on Page No. 10

WHETHER RESEARCH WORK AND RESEARCH PROJECTS IN HIGHER EDUCATION

✉ **Dr. S. D. Naik**, Associate Professor and Research Guide Dept. of Economics Divekar College of Commerce KARWAR.

Many of the research projects and research studies nowadays are not up to the mark. University Grant Commission provides several types of grants to the research workers. They include Minor Research project, Major Research Project, Ph.D projects, etc.

In the field of social science this problem is more pronouncing. Sometimes the researchers select the same topic as selected by the others, with slight modification. Sometimes the objectives, methodology, review of literature, universe, chapters, schemings etc. will be the same. It leads to utter chaos and confusion.

One of my friends, working on the agricultural finance, selected a topic 'Financing of potato cultivation in Bijapur District.' The topic was approved by the Board of study. When he started working on the said topic, it became very difficult to work on it. It's so because, he doesn't know what to do ?

There are several such examples which one can notice, if one reads the research projects and research dissertation presented to the universities. The basic objectives are not taken into account while studying the research problem. As a result, the benefits of research doesn't reach the common man, nor even the policymakers.

After all what's research ? It's nothing else than searching in the searched things. Many of the researchers do not know the very meaning of research. Why Not Even many research supervisors don't know the better topic nor even the methodologists. Some of them do not have even good command over the subject, nor on the language. However, they take research projects with two objectives in view viz. to get grants and to get promotion in the academic field. Many Research Supervisors do not have in-depth knowledge about the selected topics. Any research work must fulfill at least some objectives of the research. In a country like India, there is a need of undertaking research suiting to the requirements of the social and economic problems. We have the dire need of bringing changes in the socio-economic setup of our country.

Therefore every research work in the Indian context must try to analyse, and generalise the topics

in such a way that they must meet the requirements of the poor, destitutes, and economically backward section of the society. In this I would like to recollect to my memory one of the statements of our beloved Bapu that any research work which does not take into account, the sufferings of the poorest among the poor is a 'Satan's workshop'. At least almost all of our researchers must note this fact and work in that direction.

Moreover I have one more observation that, ninety percent of our researchers undertake research by selecting a topic based on secondary data. However there is a dire need of undertaking research, based on primary data. It is gratifying to note that most of our research studies are self-centered than socially-oriented. Most of the researchers think in beneficial point than national point of view.

Nowadays one can also observe a ironical say, project manufacturing centres. Many researchers do not work by themselves. Instead give the work to some third person who prepares the work on behalf of the researchers. Moreover, some researchers, mainly those, who have obtained grants for Major and Minor Research works, will also get grants for Ph.D. works. They continue the same topic with slight modification for the said work.

Thus there is no any outstanding achievements out of such project studies. Instead, only utilization of grants takes place. In this regard, I would like to make some suggestions. UGC should not approve any research project until the evaluation work takes place. Let it sanction the grants but dispersal must be only after the proper evaluation. Moreover, while selecting topic, UGC expert committee must scrutinize it. It shouldn't give approval to the modified topic. It should be mainly the problem related to social science research work.

Sometimes I feel that there is a need of conducting rigorous test to the researcher on the following aspects

- Continued on Page No. 43

EXPLORATION INTO CONSTRUCTION OF MORAL EDUCATION IN COLLEGES AND UNIVERSITIES IN A NEW PERIOD

 **Dr. Manjunath Bhat,** Asst.profsser, Vijanagar College of Education, Vidyanagar, Hubli.

ABSTRACT

Colleges and universities assume the important historical mission of cultivating socialism modernization constructors and reliable successors with lofty ideals, integrity, knowledge and a strong sense of discipline. Colleges and universities should carry out the educational strategy in an all - around way, push ahead with education for all - around development and improve education quality. In order to enable students to be developed inspects of morality, intelligence, physique and art, the schools have to insist on the principle of human education oriented and moral education first, and regard moral establishment and human education as the fundamental task of education.

KEYWORDS : SCHOOL, MORAL EDUCATION, CONSTRUCTION

"We should carry out the educational strategy in and all - round way, insist on the principle of human education oriented and moral education first, implement education for all - round development, improve the modernization level of education, cultivate socialism constructors and successors with all - round development in morality, intelligence, physique and art and offer education satisfactory to the people." This calls for definite requirement for moral education, in schools in a new period. Therefore, we have to come deeply to realization of importance, make clear the important mission burdened by colleges and universities, offer moral education in a new situation, firmly establish the new moral education idea of human - oriented, advance with the times, blaze new trails, promote moral education with the method of reform, study moral education with an innovative spirit, improve moral education with a developmental vision, make attempts to make moral education in schools better embody the temporal spirit and grasp regularity, good at creativeness.

TO COMPLETELY TO REALIZE THE IMPORTANCE AND URGENCY OF MORAL EDUCATION CONSTRUCTION IN SCHOOLS IN A NEW PERIOD.

In the complex international environment, struggle between international hostile forces and socialism, countries will exist for a long time in terms of penetration and counter - penetration, subversion and counter-subversion, peaceful evolution and counter-peaceful revolution. At home, opposition and struggle between the lofty idea of communism and the corrupted thinking of the bourgeoisie will also exist for a long time. Schools, especially higher colleges and universities, have always been the important battlefield for struggle between domestic hostile forces. We have to get a clear understanding of the situation, directed by the Scientific Outlook on Development, accurately grasp the new characteristics of the ideological and moral behaviour of contemporary students, further improve our recognition of the importance of moral education in schools in a new period and practically realize the sense of responsibility and sense of mission for moral education.

Firstly, reinforcement of moral education in schools should be place in the first position, to carry out the educational strategy and push ahead education for all-round development.

Secondly, reinforcement of moral education in schools is to adopt to needs of the current social development characteristics. At present, reform development is in a critical period, in which social interest, relations are quite complicated, new situations and new problems emerge in, endlessly, and people's ideological activities exhibit more obvious diversity, otherness.

Construction of human-oriented moral education mode directed by the Scientific Outlook on Development

Moral education is an important component for implementation of education for all-round development in schools, which runs through the whole process of education and teaching in schools

and all aspects of daily life of students and penetrates in intelligent education, physical education, art education and labour education, playing a role of direction, motivation and guarantee in healthy growth of young students and in work of the schools. Only if the schools firmly establish the educational idea of "human-oriented", grasp the breakthrough of education, focus on moral construction of teacher, regard all sorts of activities as the carrier and conduct of education practically, can they achieve good effects?

TO CONSTRUCT THE MORAL EDUCATION MANAGEMENT SYSTEM

In order to conduct better moral education, we should continue to update our concepts, strengthen the new consciousness, set up a new mechanism, grasp the new orientation and pursue progress and development of moral education in innovation. In the process of carrying out education for all-round development, the schools should be established in the idea of running a school of "respecting morality, initiating intelligence and encouraging extensive learning", establish the directive thought of moral education of "sitting up a school with morality", set up positively the management strategy of "establishment of morality".

THE PRINCIPLE OF MORAL EDUCATION OF HUMAN-ORIENTED

All educations should be based on humanity, which is the basic outlook of value in modern education. Therefore, in moral education in schools, the schools should regard respect of students' individual characters as the directive thought, follow the individual developmental characteristics of young students, aim at formation of students' good ideological and moral, as well as behavioural habits all their life and at the all-round development of students, help students establish their self-confidence and encourage students to overcome difficulties. With deep change of current educational environment and education situation, students' ideological and moral construction is also faced up with austere challenges. Therefore, in moral education, the schools should pay attention to combination of practice of the school and take into consideration of students' physical and psychological development.

BASIC METHODS OF MORAL EDUCATION WITH A COMBINATION OF THEORY AND PRACTICE

Moral education of the school should continuously focus on the trend of social development

and educational development, intensify moral education scientific research, continuously update moral education concept according to reality of the schools and social development changes and moral education means, break away from machine-parable moral education management, thought based purely on experience and let moral education advance with the times and eradicate new vigour in continuous innovation.

To firmly conduct education, build up good atmosphere for moral education and combine education with management

TO STRENGTHEN MORAL CONSTRUCTION OF TEACHERS AND REINFORCE THE CONSCIOUSNESS OF DEMONSTRATION.

The primary task to strengthen ideological and moral construction of students is to strengthen occupational moral education among teachers. The schools should vigorously conduct activities of education about construction of teachers' morality and style, ask the vast majority of teachers to improve quality and be a model of virtue for students; they should attach great importance to the work of class advisers, improve the system of class advisers, select excellent teachers to hold the position of class advisers with good ideological quality, high occupational level and strong dedicated spirit, and realize educating people through teaching, management and service.

TO FOCUS ON EDIFICATION OF ATMOSPHERE AND REINFORCE DIRECTION OF PUBLIC OPINIONS

To take the initiative in bringing into plays, the moral education battlefield of the schools and concentrate on building strong moral education atmosphere. The schools should make full use of such opportunities, as the general meeting of teachers and students, class meeting and league organizations and such propaganda battlefields of campus broadcast, blackboard, newspaper and bulletin board to conduct etiquette education, environmental protection education, responsibility education, education and gratitude education to students.

TO INTENSIFY THE CONSCIOUSNESS OF SELF-DISCIPLINE AND CULTIVATE THE CAPACITY OF INDEPENDENCE

Firstly, the schools should bring into full play, enthusiasm of leaders of student union and leaders of all classes and leagues, organize leaders of students

and league members to take turns to be on duty through a series of training and supervision and through an arrangement with order and flexibility. Secondly, evaluation of routines, such as environmental sanitation and etiquette, etc, in which the student union should control operation, give scores of quantification and finally decide the performance. Thirdly, students should participate in the following activities: administrative affairs week, being on duty in turns, in the dormitory, management of dining hall, supervision of classroom, assessment of civilized class, assessment of civilized dormitory, assessment of quality of class-break setting-up, club activities, sports activities of students and party of the New Year's Day, in which they co-operate in the form of a team and take responsibility with a leading role, so that the ability of self management and self education of students can be gradually excavated, cultivated and improved in practical operation.

TO GRASP ROUTINE OF MORAL EDUCATION AND REINFORCE BEHAVIOURAL NORMS IN A LONG TIME

Firstly, to emphasize campus as the major battlefield for moral education. Regarding etiquette education, citizen education and behavioural standard education of students as the focus, the schools should carry out students' regulations and daily behavioural norms; strengthen ideological and moral education of students, by taking classroom meeting, team activities, campus broadcast, and blackboard newspaper.

Secondly, to emphasize routine details of moral education. The routine moral education in the schools has the core idea of "moral education with details", that is, to put moral education in all life and learning.

Thirdly, to intensify construction and management of the classroom, collectively. Considering the reality of the schools, the schools should carry out plans for classroom management and class adviser performance assessment, integrate management of construction of the classroom, collectively and construction of management of the class adviser team, and combine ideological and moral education of students together with construction of "safe campus", "civilized campus" and "harmonious campus".

To construct the big moral education network and build a beautiful tomorrow for students.

Moral education is a systematic project, which needs the joint forces from the schools, society and the families. On one hand, the schools should carry out "education for all people", and realize the

condition in which, "there is no unoccupied person in education and everybody has to be educated".

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of rest, serenity, and feeling of the eternal, that were needed by the western people with their overactive life, who still in their heart of hearts, have a thirst for the peace, for the infinite peace".

Tagore's words meant nothing but the human emotions are universal. East or West people need peace.

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MEDIA & TECHNOLOGY USES IN TEACHER EDUCATION FOR PERSONAL DEVELOPMENT

 **Dr. Shridhar Boranna,** Guest Lecturer Dept. of Edn. Gulbarga University PG Center, Raichur.

In ODL system the materials which has been supplied by open university is considered one-way communication, such as Books or Audio Cassettes, materials has to be carried direct to students. It maybe possible to use existing channels of communication with teachers for purpose.

Teaching involves more than distribution of well designed printed materials cassettes/broad casts notice are usually designed to promote learning , often by stimulating active response from the learner, in this regards the policy makers has to consider how the materials can be designed to facilitate learning and to resolve tension between there two aims.

In our traditional methods of teaching a classroom teacher writes on a black board and use question from students, does all their at once but in open and distance learning. we may uses print to present materials and . The mail to distribute it and face to face tutorial sessions for feed back and dialogue.

Planners are likely to be able to chose between some or/all of these technologies.

Print remains the staple of much open and distance learning, providing a permanent document that is convenient to use, distribution may be physical or electronic print, allows two-way communication but only with a delay.

Print media provides information, concept and examples in a structure way can teach academic subject content, education theory and knowledge about pedagogy can link subject knowledge to school curricula and teaching methods can combine expert in put with teacher produced materials.

It can show teachers lesson plans extracts from teachers diaries and accounts, diagram of classroom or equipment layout and examples of pupil work. It can provide transcripts of teacher pupil interaction for analysis. It can provide guides to action for teacher (eg., In implementing new curricula/doing action research).

The strengths of print media is a learning resource in a permanent form permitting individual

or group use. A portable and convenient resource copies can be used by more than one teacher good for explaining theory and concepts and providing detailed information. It can be low cost but scale effects costs and also provides a common standardized resources. If well designed can combine effectively with other media. It can play variety of roles from. Lead medium to supplementary resources.

Radio has been widely used for formal and informal teaching helping to bring teaching alive and over coming the problems of physical distribution that may limit print.

It provide topical information, current news for teachers, illustrates text content/addresses education issues in a lively way. It using authentic voices and varid sources for teachers, policy makers, parents, curriculum developers and education experts can rises awareness about education in wider community audience offers a form for teachers exchanges can reach all or most teacher to support faster and more wide spread information dissemination.

The strength of radio, widely accessible by teachers can be responsive to teachers needs within a short time scale. If the equipment for production can be simple in expensive and durable, it's use of local radio can increase the relevance of progress and respond to local, needs or language programmes can take variety for make and fulfill different purposes for flexible media.

More than the radio is phone in programme broadcasting in radio, That is phone in programme which direct conversion with interaction, that is Interactive radio programs has been came into popular.

It provides well structured lesson for teachers and pupil a like in range of subjects. it helpful for component for weak teacher knowledge and it can improve it at the same time.

It is strengthen to provide effective in several contacts for teaching English as a language, in core subjects can reach mass audiones at relatively low

cost per learner. It is support for teachers in subject knowledge and in demonstrating new teaching methods and also structure active teaching as a part of the lesson.

Audio cassettes have been used for similar purpose to over coming the problems of teaching that limit the uses of broadcast radio. Cassettes provides examples through sound can give example of concepts and theory can convey information. It can provide discussion in a more natural way thus through text. It can provide detailed instruction. It can provides sequences of conversation for close analysis and also it can provide models of pronunciation act as a voice in the ear. It is helpful to guide teachers through process.

It strengthen's to offer a permanent resource for individuals or groups it is relatively protable, cassette players are often widely accessible by teachers it can be replayed, stopped, and started. It combines effectively with print and it can extend the use of radio programmes through recording for replay, its low cost to develop and duplicate, it is more motivating medium than print, if not presented as a single voice long lecture. This provides good models in language, learning and teaching and sequences of natural conversation. demonstrates communicative approaches in language teaching Teachers can contribute to tapes or make them. It can be used by tutors to give a feedback to the students.

Video cassettes shows processes in real time or slowed down. It also shows a variety of school and classroom context and teacher's at work which the viewing teacher's would not outer wise see and it provides a separate segments for close analysis relating to different part of the course materials, not only long sequences.

We can produce video cassettes for commercially for example, on child development or other educational topics and it is re-purposed for particular educational uses.

The main strength of video-cassettes is relatively low cost, depending on development cost and scale of use, it has some of the strength of television but can be used in different way for learning (under the control of the learner who can stop, start and re-play sequences).

It also provide materials for close observation and analysis if teacher is guided either on the cassettes or in print and it is used for individual teacher's or groups, it also support active learning with good instructional designs it stimulates discussion and shows

the redlitics of teaching in different schools and compensate for teachers lack of access to other schools.

Video conferencing allows specialist at a centre to reach scattered audiences provided they have the equipment to take part, many video conferences system allows for one-way video and two-way audio so that, for some of the audience, it becomes a two way medium.

Video conference enables real-time interaction among teachers and educators in different location and it brings together teachers, curriculum developers, specialists and policy makers in one event. It can be used for presentation and teaching sessions, discussions course delivery (In combination with other media) and student support and it shows a variety of visual materials to participants.

It strengthens the support, development of teachers across large distance and enabling contact between the groups. It can provide topical context at short notice more easily than print immediacy, and made scare expertise available widely.

A variety of computer based technologies have been used including the distribution of sample lesson plans on CD-roms, setting up exchange by computer conference between teachers colleges, encouraging the interactive use of computer based learning materials, encouraging the use of web-based materials, and wing computer conferencing to encourage discussion among learners.

Computers provides access to information on CD-rom and local databases. A means of preparing materials for teaching if consumables are available. It provides computer based learning materials for teachers and pupils. It also provides access to large amount of resources for teachers to select from and use as appropriate in their own context or for their own development. It also helps teachers to develop their own personal computer skill.

Computer communication enables the teachers to participate in large professional communities beyond their local ones. It provides access to databases, either on a local area network provided by the education authorities, or the Internet. It also helps the teachers to fallow professional development programmes provided by remote institutions.

Computer communications main strength is to provide a wide range of multimedia materials. If the infrastructure (and bandwidth) permit, it also supports

- Continued on Page No. 25

MONETARY POLICY VS. FISCAL POLICY IN INDIA

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Every Government in the world will have to pass five policy measures with the objective of achieving price stability and economic growth.

There can not be economic growth without price stability. In the same way there is no stability without economic development. Both are like the two sides of the same coin. These five measures include Monetary policy, Fiscal policy, Industrial policy, Agricultural policy, & Foreign trade policy.

However, among them monetary policy & fiscal policy occupy the pride of places. It's so because rest of them depend upon them.

MONETARY POLICY

Monetary policy is the policy of the Reserve Bank of India regarding the supply of money & credit in the country. It tries to regulate & control the general level of price on the one hand & promote economic growth. Since its inception in 1935, RBI has been trying hard to achieve the twin objectives viz. price stability & economic development. In order to achieve the said objectives it has been using certain specific instruments called credit control measures.

They are of two types viz. general controls & selective controls.

GENERAL CONTROLS

They are comprehensive in nature. They try to control and regulate the general level of price by bringing pressure on the total supply of money in the economy. They include Bank Rate policy, Open market operation, Cash Reserve Ratio, statutory liquidity ratio and the like.

All general controls aim at bringing supply & demand balance in the economic system with the sole objective of price stability and to arrest inflationary demon dancing with added ferocity. When RBI suspects about inflation in the economy it starts raising Bank Rate, Cash reserve ratio, & statutory liquidity ratio on the one hand & sells Government securities in the open market. It hopes that as a result

the credit creation power of the commercial bank will come down & excess money in the hands of general public can be mopped up. Moreover credit becomes dearer to the borrower & they don't borrow more from the banks. Then automatically aggregate demand for the goods fall. The net result is fall in the price in the days to come. Ultimately price stability will be maintained.

On the otherhand when recession is there the general controls will have to work in the opposite direction. It means Bank rate, cash reserve ratio, & statutory liquidity ratios will be reduced followed by purchase of Govt securities in the open market.

Selective controls : They aim at controlling the sensitive spots of the economy. They try to control mainly the speculative activities in the matter of hoarding up of commodities like foodgrains and essential raw materials. At present selective controls have been enforced on the foodgrains like rice, wheat, jowar, oilseeds, cotton, vegetable oils, etc.

RBI takes utmost care to see that bank credit should not be used for financing any speculation in the above mentioned commodities.

In order to channelize the desired objective, RBI has been using the measures like prescription of minimum rate of interest, fixation of margins on lending, charging different interest rate depending upon the purpose of lending, moral suasion etc.

However, Monetary policy of the RBI is based on the assumption that Indian inflation is due to increase in the supply of money. But inflation in India is a complex phenomenon. Host of factors act and react in the matter of generating inflationary spiral in the economy of our country. One of the prominent cause of inflation is allround shortage of goods in the market. Moreover circulation of black money is creating all nonsenses in our economy. Monetary policy is becoming a paper tiger to the nonbanking financial intermediaries. It's so because RBI has no control over their financial operation. Over & above Indian economy is not an integrated & well-knit

economy. Under such circumstances Monetary policy becomes a dumb-spectator.

FISCAL POLICY

Fiscal policy is the policy of the government regarding taxation & public expenditure. In recent years public debt also plays an important role in the matter of fiscal policy. Mainly budget is the important instrument through which fiscal policy will be implemented.

Like monetary policy, Fiscal policy also aims at price stability & economic growth. For that matter it has been applying taxation, public expenditure and public debt as its instruments. However in India fiscal policy has many more roles to play in the Indian context. It must deal with resource mobilization, budgetary policy, and some long-term fiscal measures.

Resource Mobilization : One of the important principles underlying the fiscal policy is that of mobilizing of resource. It may be that of voluntary savings or the external source in the form of foreign capital. However from all practical points of view domestic budgetary resources play a pivotal role in the matter of resource mobilization. In the 1st plan it was estimated at 73 pc of the total but now it has been estimated at 85 pc.

BUDGETARY POLICY

In the developing countries Budgetary policy is expected to play the following roles.

1. To provide maximum amount of human & material resources.
2. To maintain & promote economic growth.
3. Reduce inequality in income & wealth.
4. To maintain price stability

However, the budgetary policy has not been successful in achieving the aimed at objective. It's so because our non-plan expenditures are more than plan expenditure. Secondly, the efforts in the direction of mobilising sufficient resources has not been successful.

Moreover, still indirect taxes are playing a dominant role in the collection of maximum resources. It is a known fact that such taxes are inflationary in character.

Followings are the important drawbacks in the fiscal operation of the Government .

- 1) Wider gap between receipts & expenditures. It has led to too much deficits in the budgets. It is

not only applicable to revenue deficits but also to fiscal deficits. It further leads to deficit financing. But in India such deficits are made good by mainly printing up of more new currency notes. It further adds fuel to the fire of inflation.

- 2) Too much tax evasion resulting in low tax revenue resources. Therefore in that matter our Government has to go for more and more public borrowings or resort to deficit financing. Since the limit of public borrowing is already reached, Only option is that of printing more & more new currency notes.

CONCLUSION

In conclusion we can say that both monetary & fiscal policy must be dovetailed. There should not be any political influence on monetary policy by the Government. Government should not give scope for more primary deficit and revenue deficits in its budgetary policy.

There is a need of introducing goods and service tax on the one hand & expenditure tax on the other by the Government if at all it wants to solve the problem of black money in India. Similarly

Government should restrict its unplan expenditure. Moreover it must implement anti-corruption measure as early as possible.

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A STUDY ON PARENT CHILD RELATIONSHIP AND ACADEMIC ACHIEVEMENT AMONG THE CHILDREN OF UPPER PRIMARY SCHOOLS OF MYSORE CITY

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INTRODUCTION

The present study is a descriptive survey method, where the investigator has tried to find out the relationship between Parent Child Relationship and Academic Achievement of the pupils of upper primary schools in Mysore city.

Parent child Relationship is one of the significance aspects, which influence the Academic Achievement and Educational growth. Parent child Relationship influences the mental health and physical health of the learner.

Parent child relation is the strongest kind of attachment between parent and child which helps shaping and reshaping the personality of the child. (Parental involvement and Academic Achievement are influential has significant).

CONCEPT OF PARENT CHILD RELATIONSHIP

The foremost duty of Parent is to provide their child with need satisfaction by creating in home an emotional climate conducive to their healthy personality development. The role of parent child relationship in personality development of a child implies relationship with both mother and father, the relationship with mother has most vital effect on the child. Parental attitude found to be favourable to the development of child 'personality are characterized by understanding, love and interest in the child as individual. Parental attitude that have been found to be unfavourable to the child's personality development are characterized by lack of emotional warmth, rejection in such suitable forms as criticism and hospitality. Parent child relationship is a strongest kind of attachment between parent and child, which helps in shaping and reshaping the personality of the child. The parents are particularly present before the child as ideals. They are more strong and powerful and can perform all activities efficiently.

PRESENT STATUS OF THE STUDY

In the present social system structure home being the important and influential environment factor on child development. The type of living arrangement or family in which a child grows up influences his or her development in several possible way. Having some sort of family experience is importance family for the total development of the child. Parental attitude influence emotions. Children who are over protected or under protected by their parents shows aggressive and emotional disturbance. Parent child relationship closely related to Academic Achievement of the child.

THEORETICAL FRAMEWORK

The terms Academic Achievement stands for the identifiable operation that students are expected to perform on the curricular material prescribed for course. This term has wide meaning. It does not indicate the marks along secured by the students in text and examination. In their academic Achievement is a specialized level of attainment or proficiency in academic work as evaluated by teacher by standardized text the present study it is considered as the score obtained by the pupils own.

NEED FOR THE STUDY

The present curriculum of Karnataka is Activity based, child centered and process oriented. Child is in the center of education process. So parent child relationship is very importance for this type of activity oriented education. Investigator wants to find out parent child Relationship and Academic Achievement of the Upper Primary students of Mysore city, Karnataka.

OBJECTIVES OF THE STUDY

1. To study the Academic Achievement of pupils of Upper Primary Schools of Mysore City.

2. To study the parent child Relation among the pupils of Upper Primary Schools of Mysore City.
3. To Study whether there is any significant relationship between parent child relationship and academic achievement among the pupils of Upper Primary Schools of Mysore City.
4. To study whether there is any significant relationship between Parent child relationship and Academic Achievement among the Boys of Upper Primary Schools of Mysore City.
5. To study whether there is any significant relationship between Parent child Relationship and Academic Achievement among the Girls of Upper Primary Schools of Mysore City.
6. To study whether there is significant difference in Academic Achievement between Boys and Girls of Upper Primary Schools of Mysore City.

HYPOTHESIS OF THE STUDY

1. There is significant relationship between Parent child Relationship and Academic Achievements among pupils of Upper Primary Schools of Mysore City.
2. There is significant relationship between parent child Relationship and Academic Achievements of the Boys of Upper Primary Schools of Mysore City.
3. There is significant relationship between parent child relationship and Academic Achievements Girls of Upper Primary Schools of Mysore City.
4. There is significant difference in Academic Achievement between Boys and Girls of Upper Primary Schools of Mysore City.

LIMITATIONS OF THE STUDY

1. The study is limited to only pupils of standard seven of Mysore city.
2. This study is limited to Mysore city.
3. This study is limited to Kannada medium Schools of standard seven of Mysore city.

VARIABLES IN THE STUDY

In the present study the selected variables are follows :

1. ACADEMIC ACHIEVEMENT

Academic Achievement is a process in which the personality is continuously striving for greater sense of health both intra physical and intra personality.

2. PARENT CHILD RELATIONSHIP

Parent child Relationship is a strongest kind of attachment between parent and child, which helps in shaping and reshaping the personality of the child.

In the present study parent child Relationship is considered as the scores obtained by the pupils on 'parent Child Relationship Scale'.

TOOLS USED FOR THE STUDY

For the present study the investigator has used a Rating Scale to measure the extent of Academic Achievement among the pupils of standard Seven. This was prepared by the investigator. The present test was validated by the investigator and has been prepared in Kannada version.

CONSTRUCTION OF EMOTIONAL MATURITY RATING SCALE

RATIONALE FOR CONSTRUCTING THE TOOL

After the selection of the variable in the study, the investigator had to find the suitable tools to measure the variable. The investigator went through the related literature, thesis, tests, Handbooks of psychological testing and Website available. Since the investigator decides to construct the tool. Related Literature and many other Sources were referred the preparation of the tool required for the present study.

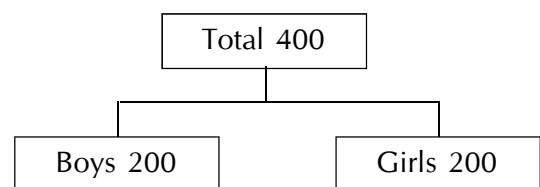
POPULATION OF THE STUDY

In the present study, the population consisted of the students of standard Seven studying in Mysore city.

SAMPLE OF THE STUDY

The Sample of the study consisted of 400 pupils of Mysore city. The Sample of pupil was drawn from Boys and Girls.

Distribution of pupils according to Gender.



STATISTICAL TECHNIQUES USED

1. DESCRIPTIVE STATISTICS

Descriptive statistical namely Mean, Median, Standard Deviation for the variable in the study.

2. INFERENCE STATISTICS

't' test was employed to find out the significant difference between the mean scores of pupils of standard Seven based on the gender.

ANALYSIS AND INTERPRETATION OF DATA

1. ANALYSIS AND INTERPRETATION OF OBJECTIVE ONE

The first objective was to study the level of academic achievement among Upper Primary children of Mysore. In order to collect the data related to the different variables, among children of Upper Primary School. The investigator collected marks from the personal mark register of administrator to the Primary children of Mysore city.

The objective was analyzed using descriptive statistics namely Mean, Median, Standard Deviation. The scores obtained are classified in frequency distribution. Table which is given in the table 1.1.

Table 1.1 Frequency Distribution of the scores of made by the pupils Upper Primary section on their academic achievement.

Class interval	Mid Point	Frequency	Smoothed Frequency
1-10	5.5	0	0
11-20	15.5	16	17.33
21-30	25.5	36	29.33
31-40	35.5	36	40.67
41-50	45.5	50	46.67
51-60	55.5	54	70.00
61-70	65.5	106	80.67
71-80	75.5	82	69.33
81-90	85.5	20	34.00
91-100	95.5	0	0

Mean and Standard Deviation was calculated for the distribution of the score on the academic achievement of the result is given in the table 1.2.

Table 1.2 Mean(M). Standard Deviation(SD) and Skewness(SK) of the distribution of scores on the academic achievement.

Tool	N	Max Scores	Mean	Medium	SD	SK
Academic Achievement	400	90	56.30	66.30	12.6	2.3

From this table it is observed that the Mean 56.30 and Median 66.30. The distribution shows a degree of positive Skewness of 2.3. It shows that frequency score falling below the Mean is higher than the

frequency of scores above the mean. Hence it can be concluded that 64.21% of the pupils scores of academic achievement falls between 84.2% and 26.76%. Hence it can be concluded the academic achievement of the pupils are at above average level.

2. ANALYSIS AND INTERPRETATION OBJECTIVE TWO

The second objective was to study the parent child relationship among the Upper Primary Children of the Mysore city. In order to collect data related to the different variables, the standardized parent child relationship tool was administered by the investigator to the selected sample of the pupils of Upper Primary Schools of mysore city.

The objective was analyzed using descriptive statistics namely Mean, Median, Standard Deviation.

Table 2.1 Frequency distribution of the scores made by pupils of Upper Primary School of Mysore city on the test of parent child relationship.

Class interval	Mid Point	Frequency	Smoothed Frequency
71-80	75.5	0	0
81-90	85.5	8	18
91-100	95.5	46	28
101-110	105.5	30	40
111-120	115.5	44	71.33
121-130	125.5	140	84
131-140	135.5	68	76.6
141-150	145.5	22	34.67
151-160	155.5	14	16
161-170	165.5	12	12
171-180	175.5	10	8.67
181-190	185.5	4	5.33
191-200	195.5	2	2.0
201-210	205.5	0	0

The Mean and Standard Deviation were calculated for the distribution of the scores on the parent child relationship. The result is given in table 2.2.

Table 2.2 Mean(M), Median(Mdn), Standard Deviation(SD) of the distribution of scores of perent child relationship.

Variable	N	Max Scores	Mean	Median	SD	SK
Perent Child Relationship	400	195	125.9	12560	20.4	0.03

From the table 2.2 it is observed that Mean 125.9 and Median 125.60. The distribution shows that the frequency of scores falling below the Mean is higher than frequency of score above the mean. The negligible degree of positive Skewness shows that the distribution closely approaches the normal distribution. Hence it can be concluded that 65.2% of the pupils scores of parent relationship falls between 54.38% and 46%. Hence it can be concluded that the scores of parent child relationship are at an average level.

3. ANALYSIS AND INTERPRETATION OF OBJECTIVE THREE

The third objective was to study whether there is any significant relationship between parent child relationship and academic achievement among pupils Upper Primary Schools of Mysore city.

H1 : There is a significance relationship between parent child Relationship and Academic Achievement among pupils of Upper Primary Schools of Mysore City. In order to this hypothesis it was changed in to null form as

H2 : There is no significance relationship between Parent Child Relationship and Academic Achievement among pupils of Upper Primary Schools of Mysore city.

In order to that the hypothesis persons product moment coefficient of correlation 'r' was calculated.

The following table 315 shows the Mean scores of two variables, the coefficient of correlation as well as the significant level of the tested hypothesis.

Table 3.1 showing the coefficient correlation between the Means of scores of Parent child relationship and academic achievement of pupils of Upper Primary Schools of Mysore city.

Variable	N	'r' Value	Significant level
Percent Child Relationship	400	0.59	Significant at 0.05 Level
Academic Achievement	400		

From the table 3.1 it is observed that 'r' value is 0.59 significant at 0.05 level with of 360. This shows that there is positive relationship between the Mean scores of parent child relationship and academic achievement of the pupils of Upper Primary Schools of Mysore city.

The null hypothesis was rejected.

In the light of the above analysis it can be concluded that there is a significant relationship, between the Mean of scores of Parent Child Relationship and Academic of the pupils of Upper Primary Schools of Mysore city.

CONCLUSION OF THE RESULT OF OBJECTIVE THREE :

There is a significant relationship between Parent Child Relationship and Academic Achievement of pupils Upper Primary Schools of Mysore City.

4. ANALYSIS AND INTERPRETATION OF OBJECTIVE FOUR

The fourth objective was the study whether there is a significant relationship between Parent Child Relationship and Academic Achievement of among the Boys of Upper Primary Schools of Mysore city.

H4 : There is a significant relationship between Parent Child Relationship and Academic Achievement of among the Boys of Upper Primary Schools of Mysore City. In order to test this hypothesis, it was changed into null as

Ho : There is no Significance relationship between parent child relationship and academic achievement of among the Boys of Upper Primary Schools of Mysore City.

In order to test the hypothesis product moment coefficient of correlation 'r' was computed.

Table 4.1 shows the Mean scores of two Variables, the coefficient as well as the significance level of the tested hypothesis.

Table 4.1 showing the Correlation coefficient between the Mean of scores of Parent Child Relationship and Academic Achievement among Boys of Upper Primary Schools of Mysore City.

Tools	N	'r' Value	Significant level
Percent Child Relationship	200	0.680	Significant at 0.05 Level
Academic Achievement	200		

From the table 4.1 it is observed that 'r' value that 0.680 is significant at 0.05 level with of 398 in the light of these result it would interpreted that there is a significant relationship between the scores of Parent Child Relationship and Academic Achievement of among Boys of Upper Primary Schools of Mysore City.

Therefore the null hypothesis there is no significant relationship between Academic Achievement of among Boys of Upper Primary Schools of Mysore City is rejected.

Based on the above discussion it can be concluded that, there is significant relationship between Parent Child Relationship and Academic Achievement of among Boys of Upper Primary Schools of Mysore City.

CONCLUSION OF THE RESULT OBJECTIVE FOUR

There is significant relationship between Parent Child Relationship and Academic Achievement of among Boys of Upper Primary Schools of Mysore City.

5. ANALYSIS AND INTERPRETATION OF OBJECTIVE FIVE

The fifth objective was the study whether there is any significance relationship and Academic Achievement among Girls of Upper Primary Schools of Mysore City.

H5 : There is a significant relationship between Parent Child Relationship and Academic Achievement of among Girls of Upper Primary Schools of Mysore City. In order to test this hypothesis, it was changed into null form.

Ho : There is no significance relationship between Parent Child Relationship and academic achievement of among Girls of Upper Primary Schools of Mysore City.

In order to test the hypothesis product moment coefficient of correlation 'r' was computed.

Table 5.1 shows the Means scores of two variables, the coefficient correlation as well as the significance level of the tested hypothesis.

Table 5.1 showing the correlation coefficient between the Mean of scores of Parent Child Relationship and Academic Achievement among Girls of Upper Primary Schools of Mysore City.

Tools	N	'r' Value	Significant level
Percent Child Relationship	200	0.782	Significant at 0.05 Level
Academic Achievement	200		

From the table 5.1 it is observed that 'r' value that 0.782 is significant at 0.05 level with of 398 in the light of these result it would interpreted that there is a significant relationship between the scores of parent child relationship and academic achievement of among Girls of Upper Primary Schools of Mysore City.

Therefore the null hypothesis there is no significant relationship between academic achievement of among Girls of Upper Primary Schools of Mysore City is rejected.

Based on the above discussion it can be concluded that, there is significant relationship between parent child relationship and academic achievement of among Girls of Upper Primary Schools of Mysore City.

CONCLUSION OF THE RESULT OBJECTIVE FIVE :

There is significant relationship between parent child relationship and academic achievement of among Girls of Upper Primary Schools of Mysore City.

6. ANALYSIS AND INTERPRETATION OF OBJECTIVE SIX

The eight objective was the study whether there is any significance in Academic Achievement between Boys and Girls of Upper Primary Schools of Mysore City.

The objective was analyzed using descriptive statistics Mean and Standard Deviation and Inferential 't' test to test the significance of difference in the Mean scores of academic achievement among Boys and Girls. The value of 't' was set as 1.97 for the level of significance at 0.05 with 398 degree of freedom.

Table 6.1 Distribution of Cumulative Percentage frequency of Boys and Girls.

Class	Upper	Girls			Boys		
Interval	Limit	F	CF	C%F	F	CF	C%F
1-10	10.5	0	0	0	0	0	0
11-20	20.5	12	12	6	4	4	2
21-30	30.5	14	26	13	22	26	13
31-40	40.5	22	38	19	22	48	24
41-50	50.5	24	62	31	23	71	35.5
51-60	60.5	25	87	43.5	24	95	47.5
61-70	70.5	58	145	72.5	48	143	71.5
71-80	80.5	38	183	91.5	44	187	93.5
81-90	90.5	7	200	100	13	200	100

INTERPRETATION

From the table it is revealed that 65.54% of the Boys exceed the Median of the Girls and 48.8% of the Girls exceed the Median of the Boys. Therefore the scores of Academic Achievement of Boys are slightly better than the Girls.

In order to find whether there is any significant difference in the scores of Academic Achievement among the Boys and Girls the investigator formulated a research hypothesis.

H6 : There is a significant difference between Academic Achievement of Boys and Girls of Upper Primary Schools of Mysore City.

Ho : There is no significant difference between Academic Achievement of Boys and Girls of Upper Primary Schools of Mysore City.

It is revealed that from the table 6.2 't' value for Boys and Girls is statistically significant at 0.05 level.

Table 6.2 Number(N), Mean(M), Standard Deviation(SD) and 't' value of the distribution of the scores of Academic Achievement.

	N	M	SD	't' Value	Significant level
Boys	200	209.32	13.29	3.07	Significant at 0.05 Level
Girls	200	204.77	12.65		

Theoretical value for the level of significant was fixed at 0.41 with 398 degree of freedom. The Mean scores of Academic Achievement of the Boys are significantly greater than that of Girls. Thus the formulated null hypothesis there is no significant difference between the Academic Achievement of boys and Girls of Upper Primary Schools of Mysore City of rejected and on the alternate hypothesis titled "there is a significant difference between the Academic Achievement of Boys and Girls of Upper Primary of Mysore City" was accepted.

Table 6.2 also shows that Upper Primary Schools of Boys Mean is greater that of Girls. Thus it can be concluded that Academic Achievement of Boys is significantly higher than the Girls.

CONCLUSION OF RESULT OF OBJECTIVE SIX

1. Boys and Girls of Upper Primary Schools of differed significantly in their academic achievement.
2. Academic Achievement of Boys is significantly higher than the Girls.

MAJOR FINDINGS OF THE STUDY

1. The academic achievement among pupils of Upper Primary School is found to be average.
2. The Parent Child Relationship among pupils of Upper Primary School found to be average.
3. There is significant relationship between parent child relationship and Academic Achievement among pupils of Upper Primary schools of Mysore City.
4. There is significant relationship between Parent Child Relationship and Academic Achievement of among the Boys of Upper Primary Schools of Mysore City.
5. There is significant relationship between Parent Child Relationship and Academic Achievement of among the Girls of Upper Primary Schools of Mysore City.
6. There is significant difference between Academic Achievement of Boys and Girls of Upper Primary Schools of Mysore City.
7. Academic Achievement of Boys are significantly higher than the Girls.

EDUCATIONAL IMPLICATION

Present Study reveals that Academic Achievement and Parent Child Relationship among the pupils is found to be average. The study also found that Parent Child Relationship and Academic Achievement are positively related with respect gender. Based on these findings the study offers the following educational implication.

1. Since there is a significant relation between Parent Child Relationship and Academic Achievement among the pupils of Upper Primary Schools research also revealed that Parent Child Relationship among the pupils is an average level, Parent must recognize in the importance of emotional development. The School should organize seminars, talks for parent under parent child organization to create and awareness regarding the healthy relationship with the children.

2. Since research reveals that Parent Child Relationship and Academic Achievement are highly related among the Boys and Girls of Upper Primary Schools. The study also reveals that Boys academic achievement higher than Girls hence Parents should give equal opportunity for Girls and Boys to develop their academic achievement Studies.

3. Since academic achievement among the pupils is above average school curriculum should provide more activities, which nurture the academic achievement of the pupils.

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A STUDY OF SELF CONCEPT IN RELATION WITH ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF BAGALKOT DISTRICT

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ABSTRACTS

Self concept is perhaps the single most important attribute and the key to understand the behaviour of an individual. An individual's self concept is a critical face of his/her personality. The role of self concept as a deterrent of human behaviour and its acceptance as a concise measure of personality is increasingly realized.

In this study self concept is defined as the total/integrated perception of themselves with respect to their physical, social, temperamental, educational, moral and individual aspects.

Self concept is influenced by many factors like, ones home environment, school environment, socio economic status level, peer group, etc. Even though, many factors influence ones self concept in this study, only the factor like academic achievement has been studied.

The adolescence should be viewed as having an opportunity for achieving a realistic, stable, socially acceptable and personally satisfying self concept. Adolescents need experience that helps them to move towards others with friendliness. They need to understand their development and take pride in the growth of their wisdom, status, human relations and specific skills.

Key Words: Self Concept and Academic Achievement

INTRODUCTION

Self concept is perhaps the single most important attribute and the key to understand the behaviour of an individual. An individual's self concept is a critical face of his/her personality. The role of self concept as a deterrent of human behaviour and its acceptance as a concise measure of personality is increasingly realized.

The importance of studying the self concept of students is because it is the single most important attribute and the key to understanding the behaviour of an individual. The problem of self has come into the forefront in psychology in the recent years. It is more so due to the realization of the need for an integrating concept to deal with individuals experience and behaviour.

According to Cattell, self concept is the key stone of the personality development. Its importance stems from its influence over the quality of a person's behaviour and his methods of adjustment to life situations.

James (1950) defined 'self' as the sum of all that one can call his clothes, his house, his wife his children his ancestors and friends his relation and works his lands and bank accounts.

Self concept is not inherited but is acquired. It develops in a person as a result of his interactions

with the environments. It is a continuous and life long process and develops in a social setting. The child learns more and more as he develops. Self concept is not taught to the child rather he acquires it.

Success of an individual in later life is not determined by his high academic achievement only. It is only by developing self reliance and becoming well adjusted that one can hope to be a successful individual in his future life. Thus, there grows a self concept within each individual.

In this study self concept is defined as the total/integrated perception of themselves with respect to their physical, social, temperamental, educational, moral and individual aspects.

Self concept is influenced by many factors like, ones home environment, school environment, socio economic status level, peer group, etc. Even though, many factors influence ones self concept in this study, only the factor like academic achievement has been studied.

SELF CONCEPT

The personality pattern is composed of traits or specific qualities of behaviour, which characterize the individual's unique adjustment to life as shown in his behaviour and thoughts. Allport described personality as the dynamic organization within the individual of

those psychophysical systems that determines his characteristic behaviour and thought. Organization emphasizes the patterning of the independent parts of the personality structure, each of which has a special relation to the whole. It points out that personality is not just a sum of traits, one added to another, but rather the different traits or manifest aspects of the personality which are held together and influenced by a central core, called the "concept of self"

Self - awareness does not happen all at once but it is a dynamic, on going process that being during infancy. Glanz and Walston are of the opinion that many of the objectives that a child hears become a significant part of his earliest conception of his self image.

REVIEW OF RELATED LITERATURE

Self - concept is dominant element in personality pattern. It is the positive self concept which facilitates the students educational and vocational planning. At the same time, the self concept of an individual may be influenced by several factors in the social environment. Factors such as environment, education, age , sex, mental maturity, philosophy of life, economic conditions, personality adjustment, family background, religion, parents influence, social norms, school norms etc., probably play a major role in the development of one's self concept.

Various attempts have been made to establish relationship between self concept and the factors which are hypothesized to be the correlates of it. A brief review of the available studies in this direction is given below.

SELF CONCEPT AND ACADEMIC ACHIEVEMENT

Academic achievement influences the students' concept of self by telling him how others judge him and how he rates himself in relation to others. They affect the amount of time and energy he can spend on social activities and this will determine how sociable he becomes. Mark influence his estimate of himself; serve as a sign to him that he was liked or disliked; and determine whether he has to remain with classmates or instead to become (what he considers) an outcaste and forced to join a group of strange students in another class. Marks indicate success or failure; they determine promotion, indicate the probability of future success, and influence his parents attitude towards him. Marks help to determine whether a student though of himself as successful, smart, or as a failure, and outcaste, stupid or a nitwit.

The sharp increase in the number of research studies on self concept since 1960 has been described as being in line with the current concern in education with enhancing the child's self concept. Consequently, the fundamental responsibility of schools towards improving the self concept of their students has been recognized by Clark (1963).

It has been commonly experienced by teachers that good and healthy relationship amongst the students of a class are conducive to efficient learning, only when teacher is well acquainted with the personality traits of the students. It is due to this fact that now-a-days educators are more concerned not only with the students' class achievement but also with the factors related to the personality development.

Many researchers have found a positive correlation between academic achievement and self concept. Most educators and researchers concede that the relationship between the self concept and academic achievements partially reciprocal.

Friedmen (1970) concluded on the basis of his study that inter-correlations between self concept disparity scores and variables of achievement were low but statistically significant. Lewis (1971) studied 152 black students and reported that high achieving boys have higher self concept than low achievers. Sidwai (1971) reported a correlation range of 37 to 54 between self concept of academic ability and school achievement of VII and IX grade boys.

Robinson (1976) found that student's academic self concept had a correlation of 31 with success criterion. Larry (1976) studied 144 Japanese-American Sanssis and concluded that positive self concept is correlated to academic achievement. High achievers were found to have significantly more positive self concept than low achievers. Richard (1976) concluded that students who achieved high in biology had high self concept in science.

THE PRESENT STUDY

The imputes for this study came from the belief that schools vary considerably in their climates and that it can be hypothesized that school climate is one of the important variables which influences the development of the self concept of students including their total performance in the school. It is the self concept of students which might influence most or their goal seeking behaviour.

Even though there are many factors which may influence on individuals self concept, in this study it has been decided to find out the relationship of the

self concept with Academic Achievement of IX class student of Bagalkot district.

STATEMENT OF THE PROBLEM

A STUDY OF SELF CONCEPT IN RELATION WITH ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF BAGALKOT DISTRICT

OBJECTIVES OF THE STUDY

1. To find out the difference between the self concept of boys and girls studying in IX class of Bagalkot District.
2. To find out the relationship between self concept and academic achievement of Students studying in IX class of Bagalkot District.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the self concept of boys and girls studying in IX class of Bagalkot district.
2. There is no significant relationship between self concept and academic achievement of students studying in IX class of Bagalkot district.

DELIMITATIONS OF THE STUDY

Owing to paucity of time have the following delimitations:

- a) The study is related only to Bagalkot district
- b) The study is confined only to 150 students, studying IX class of Bagalkot district.
- c) Even though there are many variables which influence the self concept of students, in this study only one variable - academic achievement has been studied.

DESIGN OF THE STUDY

The present study is designed to find out the relationship of academic achievement on the self concept of the students studying in IX class of Bagalkot District. This study employed field survey method to collect data about self concept and academic achievement of IX class students.

Self concept is the dependent variable of the study, where as academic achievement is the independent variable.

POPULATION AND SAMPLE

The population for the present study is defined as number of students (boys and girls) studying in 14 schools of 9th class in Bagalkot district. One hundred and fifty students were selected as sample through the random sampling technique. Thus there are 150 students in the study as sample.

Table 1 : Date indicating number of Boys and Girls included in the study

Sl.No.	Category	No. of Students
1.	Boys	77
2.	Girls	73
	Total No.	150

THE RESEARCH TOOLS

The following tools/techniques have been used to obtain the measure of self-concept and academic achievement of IX class students of Bagalkot district.

Table 2 : Variables and tools/technique

Sl. No.	Variables	Tools / Techniques	Author/ Investigator
1.	Self concept	Self concept	Dr.R.K.Saraswat
2.	Academic Achievement	Collected through school records	By the Investigator

DESCRIPTION OF SELF-CONCEPT INVENTORY

The self concept inventory provides six separate dimensions of self concept, viz, Physical, Social, Intellectual, Moral Education and Temperamental Self Concept. The inventory contains of 48 items. Each dimension contains of eight items. Each item is provided with five alternatives. For the first alternative the score is 5, second - 4, third -3, fourth - 2 and fifth - 1, respectively. The summated score of all the forty-eight items provides the total self concept score of an individual. A high score on this inventory indicates a higher self concept.

ACADEMIC ACHIEVEMENT

In this investigation the investigator collected the information about secondary school students academic performance in six subjects namely Kannada, Hindi, English, Mathematics, Science and Social Studies constituted the academic achievement test respondents in this study.

On the basis of their marks obtained in all the six subject are put together they were classified under three categories namely students with high academic achievement scores, average/middle group and low group.

ANALYSIS AND INTERPRETATION OF THE DATA

Hypotheses 1

There is no significant difference between boys and girls in their scores on the self concept test.

To test the above hypothesis, re-test was used. The 0.05 level was established to determine the

significance of difference between the means. The results are shown in Table 3.

Tables 3 : Comparison of Scores of boys and girls in their self concept test using t-test.

Group	Mean	Standard deviation (SD)	t-value
Boys	175.3	10.2	1.90(n. s.)
Girls	174.5	13.1	

The obtained t-value of 1.90 is less than the table value of 1.96 at 0.05 level. Therefore it is interpreted that there is no significant difference between boys and girls in their Self Concept Scores.

Therefore the initially formulated hypothesis has been accepted.

HYPOTHESIS 2

There is no significant relationship between self concept and academic achievement of students studying in IX class.

On the basis of the self concept scores of the respondents they were classified into five categories namely

(1) High self concept, (2) Above average self concept, (3) Average self concept, (4) Below average self concept and (5) Low self concept.

A 5x3 contingency table was prepared representing the self concept level and academic achievement level of the respondents and is shown in Table 4

Table 4 : Relationship between Self concept and academic achievement of IX class students studying in Bagalkot district

Academic achievement self concept	Low	Average	Hight	Total
High self concept	1(1.4)	4(4.34)	2(1.26)	7
Above average self concept	29(28.6)	89(88.66)	25(25.74)	143
Average self concept	0	0	0	0
Below self concept	0	0	0	0
Low self concept	0	0	0	0
Total 3	3	93	27	150

$$\text{Chi-square}(x^2) = 0.604$$

$$\text{Df} = (5-1) \times (3-1)$$

$$4 \times 2 = 8$$

The obtained χ^2 (chi-square) of 0.604 is less than the table value of 15.507 at 0.05 level with df = 8.

Therefore it is interpreted that there is no significant relationship between self concept level and academic achievement level of the IX class students. Therefore the above hypothesis has been accepted.

FINDINGS OF THE STUDY

The main objective of the study was to find out self concept of IX class students and to compare it with their academic achievement.

In order to test the objectives of the study 2 hypotheses were framed and each one of them has been tested for its significance. The results obtained has been presented in the following.

a. There is no significant difference between boys and girls in their self concept scores. That means, in the study boys and girls do not differ in their scores on self concept.

b. There is no significant relationship between self concept and academic achievement. This may be interpreted as that academic achievement is independent of self concept level of IX class students.

CONCLUSION

The above studies reveal that adolescence should be viewed as having an opportunity for achieving a realistic, stable, socially acceptable and personally satisfying self concept. Adolescents need experience that helps them to move towards others with friendliness. They need to understand their development and take pride in the growth of their wisdom, status, human relations and specific skills.

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- From Continued on Page No. 12

a range of interaction, from formal to informal of varying group size can achieve discussions for later use by other teachers.

And it allows teachers to participate widely and to exchange experience and materials in peer groups. It provides access to more sources of information and assistance on topics from the specific to more general educational topics.

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A STUDY ON VOCATIONAL INTERESTS OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIO - ECONOMIC STATUS

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ABSTRACT

This study examined the vocational interest in relation to socio economic status among a stratified random sample of 200 secondary school students by considering Gender and Locality. The Vocational Interest Record (VIR) developed by Kulshrestha S.P,(1987) measured Vocational Interest; the Socio - Economic Status Scale (SES) (2002) developed by Lakshminarayana M.R. (2002) measured Socio - Economic Status. 't' test was used to find out the significance of difference between sub samples and correlation was used to see the relationship among vocational interest and SES. Study revealed that there is a significant difference between the Vocational Interests of urban and rural students and Gender variations are not evident in Vocational Interests among secondary school students. Vocational Interests and Socio-Economic Status are negatively correlated. Findings from this study have implications for the teachers or educators to have the knowledge of the Vocational interests of urban and rural students. It also highlights the necessity of educational and vocational guidance and counseling at the secondary school stage.

INTRODUCTION

Many times a man finds himself at middle age fully committed to continuing until retirement in an occupation that has lost its appeal for him. His dissatisfaction is not eased when he observes the large number of person who are delighted with their choice of occupation and who are willing to spend extra hours and excess energy in work. Counselors of young persons have sought to develop ways to increase the proportion of persons whose interests match the activities involved in their daily work.

A positive attitude towards work and workers is a prerequisite for better personal adjustment and Vocational success. In the Indian way of thinking a human being is a positive asset and a precious national resource, which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism. The educational and Vocational Interests of students are therefore to be assessed, and proper guidance and counseling should be provided to each student in accordance with his preferences, likes, dislikes and aptitudes taking into consideration the factors which shape and influence the educational and Vocational aspirations of students.

The period of student life plays a very vital role in the formulation of the individual's career and one of the major functions of any guidance programme

is to help the child to prepare himself for a right Vocational choice and having finished his schooling he should be in a position to make a right choice which would accord well with his developed abilities, aptitudes, interest, personality qualities and present situations and would contribute individual to his happiness and social good.

Vocational guidance should therefore be provided to the child from the early stage when he enters school and is to be continued till he makes a right Vocational choice Vocational guidance is nothing but the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into a reality with satisfaction to himself and benefit to society. Therefore, Vocational guidance is essential at all the stages of education from elementary to higher education.

What is Interest ? : Interest may be defined as a tendency to make consistent choices in a certain direction without external pressure and in the face of alternatives i.e., it represents a tendency to select certain activities or things in preference to certain others. Formerly, it was believed that interests are inborn abilities but the recent trend is to emphasize the fact that interests are the products of individual's environment.

Internet means to make a difference. It describes why the organism tends to favour some situations and thus comes to react to them in a very selective manner. Interests and attentions are very closely related. They play an important role in the development of the behaviour and personality and are very important to understand the individual and to guide his future plans and activities.

VOCATIONAL INTEREST : Vocational Interest is defined as one's own pattern of preferences, aptitudes, likes and dislikes, preferred in any manner, wisely or unwisely by self or by another source for a given Vocational area or vocation.

VOCATIONAL INTEREST TESTING : The development of measures of Vocational Interest has aimed at assessing the inclinations of the young person so that he may be assisted in the choice of any occupation that will sustain his interests, be personally satisfying and keep him usefully employed throughout his working life.

The most successful efforts at such assessment have involved the use of interest inventories. The essential feature of the best of such measures is the use of large numbers of successful workers in each of many occupations for purposes of comparison. The young person's responses to these inventories are scored in such a way as to inform him of the degree to which his interests and preferences match those of persons in each of a number of occupations.

When asked what field of work he prefers to enter a young person's responses incorporates not only his preferences for job activities but also his understandings or misapprehension about the nature of the employment setting, the likely economic rewards he associates with a given occupation, and the factors relating to the social prestige of various occupations. The development of measures of Vocational Interests has resulted from the need to obtain more systematic and more veridical descriptions of occupational preference that individuals can usually provide for self report.

The early investigations included the direct questioning to find out the individual's interests which were proved superficial, unreliable and unrealistic (Fryer, 1931). Therefore the indirect approaches were employed and several standardized interest inventories were subsequently prepared. The Strong Vocational Interest Blank, Kuder Preference Records, Specific Interest Inventory, Thurston's Interest Schedule, etc., some of the most frequently used inventories.

In India, sufficient work has seen done for the purpose of measuring the interests of the persons. The first research was done by Allahabad Bureau [1956] with the Vocational Interest Record of its own, based on Kuder Preference Record. Ray Choudhary developed Vernon Ray Interest Survey in 1957, Ojha prepared Interest Test Record in 1958 & Kulshrestha developed Vocational Interest Record in 1965. The above mentioned inventors have been used to measure the Vocational Interests of persons.

Arrangement has to be made to assist the students to have a reasonable estimate of their abilities and limitations and strike a balance between their aspirations and those of their parents, and between their Interests and the availability of opportunities. They have to be assisted in making decisions and choices involved in planning a future and building a career. They have also to be helped in developing an integrated and adequate picture of themselves and their role in the world of work.

Vocational Interest may be influenced by Gender, Socio- Economic Status, and locality and by the students' study subjects.

There are vocations as there are persons, and certainly all persons are not suitable for all vocations. Every vocation needs a certain educational and professional background and preparation and only those having them can succeed.

NEED AND IMPORTANCE OF THE STUDY

Vocational interests/aspirations in the formative years of life are supposed to determine success in later life with regard to job satisfaction, productivity, personality adjustment etc. Parental, occupational and social background, intelligence, academic achievement, peer - group experiences, Vocational guidance, etc., are some of the factors which may influence Vocational interests. The development of Vocational interest leads to the development of Vocational maturity.

There is a need to find out the Vocational interest of students so as to guide them properly in the right direction. This will enable the pupils to select such subjects in schools which are closely related to their preferred vocations. Curriculum and syllabus are to be designed keeping in mind the interests of students.

Vocational choice, job satisfaction and improved work performance are interrelated and right vocational choice leads to job satisfaction which in turn paves

the way for improved work performance. Vocational Interest and its relationships with occupational choices has been a favourable area of research. The present study has been conducted to know the Vocational interest of secondary school students in order to help them to adjust themselves to the careers, jobs/ vocations by making wise choices.

STATEMENT OF THE PROBLEM : A study on Vocational Interests of Students of Secondary School in relation to their Socio-economic Status.

OBJECTIVES OF THE STUDY

- To compare the vocational interest of urban and rural students of secondary schools.
- To find out the difference between the Vocational interest of boys and girls of secondary school.
- To find out the difference between the Urban and Rural boys Vocational interest of secondary school.
- To find out the difference between the Urban and Rural Girls Vocational interest of secondary school.
- To find out the relationship between Vocational interests and Socio- economic Status of students.

SCOPE OF THE STUDY

The present research has tried to measure the Vocational Interests of secondary school students of Shivamogga Taluk, and district of Karnataka state. India. In this research, the relationship between Vocational Interest and Socio - Economic Status has been studied in relation to Gender and Locality.

HYPOTHESES OF THE STUDY

The Hypotheses formulated in view of the objectives of the study were :

- There is no significant difference between the Vocational Interests of Urban and Rural students of X Standard.
- There is no significant difference between the Vocational Interests of boys and girls of X Standard.
- There is no significant difference between the Vocational Interests of urban and rural boys of X standard.

- There is no significant difference between the Vocational Interests of urban and rural girls of X Standard.
- There is no significant relationship between the Vocational Interests and the Socio- Economic Status of X Standard students.

METHODOLOGY

The descriptive survey method of research was used in the study. The Stratified Random Sampling was applied and a sample of 200 students was taken on the basis of local and Gender.

Table -1. Distribution of Sample.

No.	Name of the School	Locality	Boys	Girls	Total
1.	Vikas High School, Shimoga	Urban	22	28	50
2.	G.J.College, Shimoga	Urban	28	22	50
3.	Sharadha Vilas, HS, Mattur	Rural	14	09	23
4.	G.H.S. Mandaghatta	Rural	21	29	50
5.	S.J.S. High School, Yalarathi	Rural	15	12	27
	Total	-	100	100	200

INSTRUMENTATION

Vocation Interest Record : Vocation Interest Record (VIR) was first developed in 1965 which was thoroughly revised in 1970, 1975, 1977, 1987 by the author S.P Kulshrestha, This record includes 10 Vocational areas and 200 vocations, belonging to the different vocational interest areas. The 10 vocational areas are literary, scientific, executive, commercial, constructive, artistic, agriculture, persuasive, social and household. Each of these areas has twenty jobs / vocations/ assignment on the record. The maximum possible scores under each vocational interest area is 20 and minimum is zero and the total of all 10 areas scores is 200 and the minimum is zero. Reliability: The VIR' test- re test reliability coefficient is 0.69. Validity: Only highly valid items were selected from Thurston's Interest Schedule Strong Vocational Interest Blank, Kuder's Preference Record forms C. The scores on the record were correlated with parent's teachers and friends opinions about the interests of the pupils and coefficient of validity was found 0.81, 0.83 and 0.85 respectively. The comparison of results had also been done with the results of follow up study of the student and the coefficient of correlation was found about 0.80 which is significant at 0.1 level .The scores

can be interpreted in two ways quantitatively and qualitatively.

SOCIO - ECONOMIC STATUS SCALE

The SES Scale was developed and standardized by Lakshminarayana M. R. in 2002 to test the SES of an individual and his family members based on educational occupational and annual income of the family. There are 15 categories in education, 24 in occupation and 10 categories in annual income of the family component. The educational and occupational categories were made by considering suggestions of experts and the opinion poll conducted by Development and Research Services and the Times of India- Aditya Birla Group Opinion Poll. The categories of income level had been done by considering the Poverty Line and Income Tax slaps. Reliability: The reliability of the scale was found to be 0.71 which was calculated by the test-retest method. Validity: The content validity of the SES scale is 0.84.

STATISTICAL TECHNIQUES USED

The statistical techniques used for the analysis of data were, 't' test which was used to find out the significance of the mean difference between two groups and the co-efficient of correlation was calculated by adopting Pearson's Product Moment Method to find out the relation between the Vocational Interests and the Socio - Economic Status of Secondary school students.

ANALYSIS AND INTERPRETATION OF THE DATA

Verification of Hypotheses : In order to present the results systematically the hypothesis wise interpretation has been given by using the results presented in tables.

Hypothesis - 1 : There is no significant difference between the Vocational Interests of Urban and Rural students of X standard

Table-2:'t' value of Urban and Rural students' Vocational Interests

No.	Local	No.of Students	Mean	S.D.	df	't' value
1.	Urban	100	98.1	31.55	198	2.34*
2.	Rural	100	110.6	43.11		

* Significant at 0.05 level

The above table reveals that the obtained't' value of 2.34 is greater than the theoretical value 1.97 with

degree of freedom 198 at 0.05 level of significance. Hence the null hypothesis is rejected and the rejection of the null hypothesis has made the researcher to formulate the alternative hypothesis that there is a significant difference between the Vocational Interests of urban and rural students of x standard.

When the Mean values are compared, it is revealed that the mean value of rural students (110.6) is greater than that of urban students (98.1). This means that the rural students of x standard have higher Vocational Interests than the urban students.

Hypothesis-2 : There is no significant difference between the Vocational interests of boys and girls of X standard.

Table-3. 't' value of Boys and girls' Vocational Interests.

No.	Sex	No.of Students	Mean	S.D.	df	df
1.	Boys	100	107.7	37.1	198	1.27 NS
2.	Girls	100	101.0	37.56		

NS-Not Significant

From the above table, it is revealed that the obtained 't' value is 1.27 which is not significant at 0.05 level of significance and hence the null hypothesis is accepted. This shows that boys do not significantly differ from the girls in respect of their Vocational interests. Gender variations are not evident in Vocational Interests among secondary school students.

Hypothesis 3 : There is no significant difference between the vocational interests of urban and rural boys of x standard.

Table-4: 't' Value of Urban and Rural Boys' Vocational Interests.

No.	Sex	No.of Students	Mean	S.D.	df	't' value
1.	Urban boys	50	102.50	34.84	98	1.39NS
2	Rural boys	50	112.90	39.84		

NS-Not Significant

The above table reveals that the obtained 't' value of 1.39 is less than that of the theoretical value 1.98 with degree of freedom 98 at 0.05 level of significance and hence, the null hypothesis is accepted. This shows that there is no significant difference between the Vocational Interests of urban and rural boys of X standard. This also reveals that local or locality does not influence the Vocational Interests of boys.

Hypothesis- 4 : There is no significant difference between the Vocational interests of Urban and Rural girls of X Standard.

Table-5 : 't' Value of Urban and Rural Girls' Vocational Interests.

No.	Category	No.of Students	Mean	S.D.	df	't' Value	Significance at 0.05 level
1.	Urban Girls	50	93.7	28.75	98	1.89	Not Significant
2.	Rural Girls	50	108.3	46.38			

The above table reveals that 't' value calculated for Vocational Interests is 1.89 and it is not significant. Hence the null hypothesis is accepted and it is concluded that there is no significant difference between the vocational interests of the girls of urban and rural areas. However, the mean value of the rural girls is more than those of urban girls and it can be inferred that the rural girls have higher vocational Interests than those of their urban counterparts.

Hypothesis - 5 : There is no significant relationship between the Vocational Interests and Socio - Economic Status of X standard students.

Table-6 Showing the variables, 'r' value and their significant.

No.	Category	No.of Students	'r' Value	df	Significant level
1.	Vocational Interest	200	-0.142	198	Significant at 0.05
2.	Socio - Economic Status				

The above table shows that the obtained 'r' value is -0.142 is significant and hence the null hypothesis is rejected. The rejection of the null hypothesis has made the researcher to formulate the alternative hypothesis that there is a significant negative correlation between the vocational interests and socio-economic status of X standard students.

This significant negative relationship reveals that the Vocational Interests are inversely proportion to the socio-economic status of students. Moreover, it may be inferred from the findings that the secondary school students who have high socio-economic status, have less Vocational Interests and the students with low SES have high Vocational Interests. In other words, Vocational Interests and Socio-Economic Status are negatively correlated.

FINDINGS OF THE PRESENT STUDY

- There is a significant difference between the Vocational Interests of urban and rural students of secondary schools.

- There is no significant difference between the Vocational Interests of boys & girls of secondary schools.
- There is no significant difference between the Vocational Interests of urban and rural boys of secondary schools.
- There is a significant difference between the Vocational Interests of urban and rural girls of secondary schools.
- There is negligible significant negative correlation between the Vocational Interests and the socio - economic status of secondary school students.

EDUCATIONAL IMPLICATIONS

The following are the educational implications of the present study.

- The present study helps the teachers or educators to have the knowledge of the Vocational interests of urban and rural students of secondary schools.
- It highlights the necessity of educational and vocational guidance and counseling at the secondary school stage.
- It helps the students to understand the importance of knowing themselves, in order to make right choices with regard to their education and vocation.
- It also makes it clear that the urban secondary school students have less Vocational Interests than the rural students. So the urban students are badly in need of vocational guidance so as to have positive attitude towards some vocations.

CONCLUSION

The study has clearly revealed that secondary school students are badly in need of guidance and counseling with regard to their educational and Vocational choices. The Vocational and educational interests of the students should be studied, time and again, at all stages of education and at all levels.

There are many cases when students whose IQ's are below 100, take up difficult subjects and fail to pass examinations in spite of their attempts to do so. High ability coupled with a low level of inspiration creates equally serious problems. In the absence of any scientific guidance and counseling, inefficiency,

- Continued on Page No. 38

ASSESSING PRIMARY SCHOOL TEACHERS' ATTITUDE TOWARDS TEACHING PROFESSION

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Teaching is a complex activity carried out in a social environment. Teacher has to interact with groups of students where the teaching as well as the teacher's attitude and enthusiasm affect the pupil. How a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative, unfavourable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher's attitude also influences the behaviour of his students. Effective and productive learning on the part of pupils can be achieved only by teachers with desirable attitudes. Thus assessment of primary school teacher's attitude towards teaching profession has been attempted in this study.

When we ask someone about his/her attitude towards something, say his / her job, we are primarily interested in finding out how he / she feels about his job and, in particular, whether he / she likes or dislikes his/her job. Attitudes have been defined in a number of ways. The simplest definition is that, it is a feeling for or against something.

Allport (1935, p. 34) defines it as a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Thurstone (1946, p. 39) has defined an attitude as the degree of positive or negative affect associated with some psychological object.

In the literature of psychology, the terms 'affect' and 'feeling' are used interchangeably. An individual who has associated positive affect or feeling with some psychological object is said to like that object or to have a favourable attitude towards the object. An individual who has associated negative affect with the same psychological object would be said to dislike that object or to have an unfavourable attitude towards the object.

Attitudes are acquired : Attitudes are not inborn or innate. They are not inherited by the individual but are acquired by him/her during the growth process. At the time of birth the child does not inherit any preference for food, but as he/she grows he/she develops positive and negative attitudes towards certain types of foods.

Attitudes are more or less permanent : Attitudes once acquired become permanent. They are lasting and enduring. They become stable over a period of time. Since they are more or less permanent and individuals' future behaviour can be predicted on the basis his/her attitudes.

Attitudes involve subject object relationship: Attitudes are not formed in vacuum. They are always formed in relation to some person, object or situation.

Attitudes involve affective, cognitive and action components : Affective refers to feelings, cognitive to knowledge and action to predisposition. A person will have some idea or knowledge about psychological object; will also have feelings toward it and predisposition to act positively or negatively.

Attitudes are inferred : Attitudes of a person cannot be known directly because he will not express them frankly. Attitudes therefore can be inferred from individual's action, behaviour or words.

Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. How a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative, unfavourable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher's attitude also influences the behaviour of his/her students. Thus effective and productive learning on the part of pupils can be achieved only by teachers with desirable attitudes.

OBJECTIVES OF THE STUDY

1. To assess the professional attitudes of primary school teachers
2. To compare the professional attitude of different groups of primary school teachers made on the basis of gender, subject stream taught and medium of instruction.

HYPOTHESES FOR THE STUDY

1. Male and female teachers do not differ significantly in their professional attitude.
2. Arts and science subject stream teachers do not differ significantly in their professional attitude.

RESEARCH METHOD

This study falls under the category of descriptive research. Thus, survey method was adopted to carry out the work.

POPULATION AND SAMPLE

Looking at the nature of this study stratified random sampling technique was used to select the required sample of teachers. There are 300 primary schools in Bagalkot District. Out of these 300 schools, 15 were randomly selected. The required number of teachers (i.e. 150 male teachers and 150 female teachers) was chosen from these schools using stratified random sampling procedure. Further, each group comprised of 80 science stream (40 Kannada

medium and 40 English medium) and 80 arts stream (40 Kannada medium and 40 English medium) teachers. In total the number of units (teachers) chosen as a sample was 320.

TOOLS

A self developed tool namely Professional Attitude Scale for Teachers was used.

DATA ANALYSIS, INTERPRETATION AND RESULTS

Objectives of the study were to assess the professional attitudes of primary school teachers and compare the professional attitude of different groups of primary school teachers made on the basis of gender, subject stream taught and medium of instruction. Null hypothesis were framed to test whether significant difference occurred amongst the sub groups of teachers.

METHODOLOGY

On the basis of the scores obtained on the Professional Attitude Scale the teachers were categorized under two heads; Favourable (score 168 & above) and Not-so-Favourable (score below 168). Percentages of cases for favourable and not-so-favourable professional attitude were calculated for the total sample as well as for its sub groups formed on the basis of gender, subject stream taught and medium of instruction which are given in Table No. 1 and their 't' values for significance of difference between means is given in Table No. 2 (a), (b) & (c). Bar graphs are also drawn for comparative assessments.

Table No. 1
Number and Percentage of Teachers of Different Groups on Professional Attitude

Category	Gender				Subject Stream				Medium				Total Sample N = 320	
	Male N = 160		Female N = 160		Science N = 160		Arts N = 160		Kannada N = 160		English N = 160			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Favourable	46	28.75	72	45.00	50	31.25	68	42.50	47	29.38	71	44.38	118	36.88
Not-so-Favourable	114	71.25	88	55.00	110	68.75	92	57.50	N	70.62	N	55.62	202	63.13

ANALYSIS AND INTERPRETATION

Table No. 1 reveals that the total sample of teachers has a tilt towards No-so-favourable attitude towards teaching profession as 63.13% of cases come under this category and only 36.88% cases are showing a positive or favourable attitude. Similar trend is visible in all the sub-groups of teachers. This means that most of the teachers (63%) irrespective of their gender, medium or subject stream do not have favourable attitude towards teaching profession.

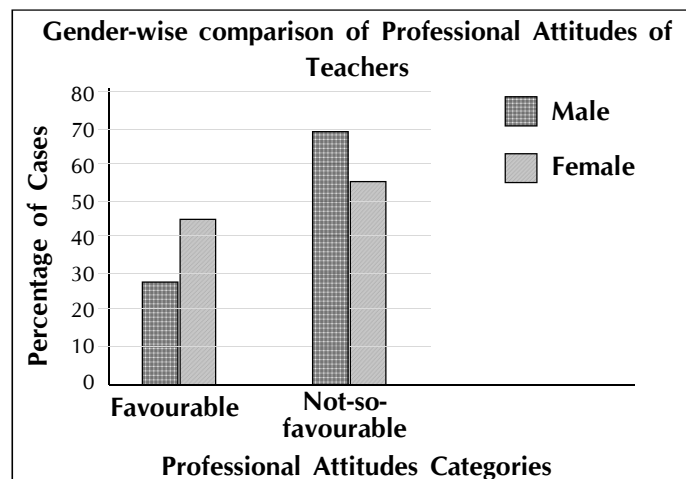


Fig. No. 1(a)

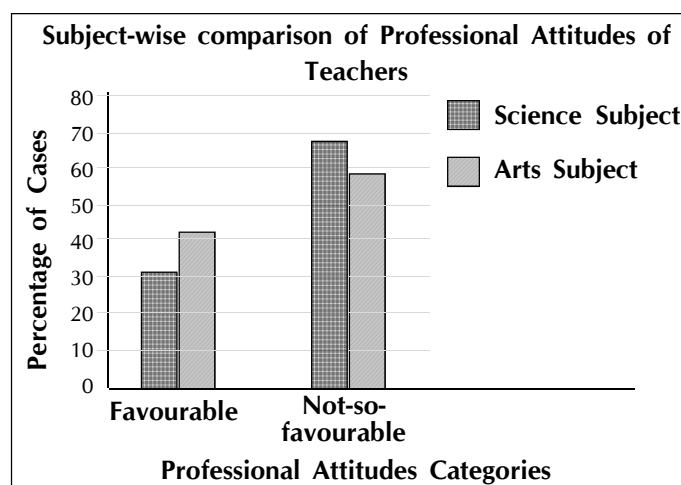


Fig. No. 1(b)

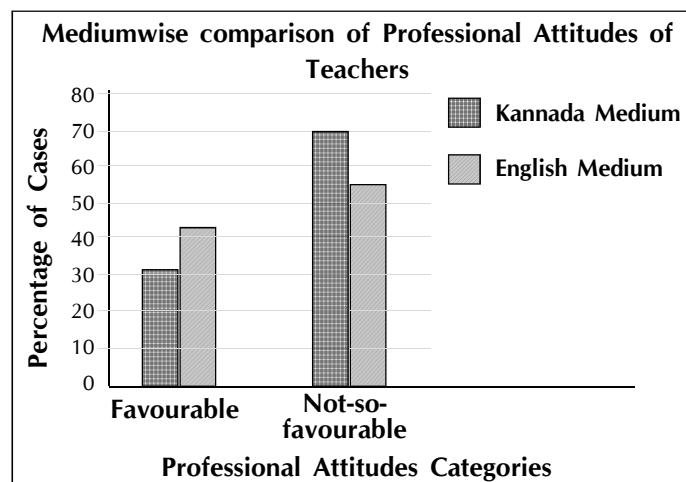


Fig. No. 1(c)

Through Table No. 1 number and percentage of teachers who have favourable attitude and who have not-so-favourable attitude towards teaching were presented and studied. It is also necessary to compare the different subgroups for their attitude means. For this 't' values were calculated which are presented in Table No. 2.

- Continued on Page No. 38

Table No. 2

Significance of Difference between Means of Different Subgroup of Teachers for Professional Attitude

Demographic Variables		N	Mean	SD	t	Level of Sig.
Gender	Female	160	162.97	14.50	2.6	.01
	Male	160	158.33	17.31		
Subject Stream	Science	160	158.33	15.92	2.60	.01
	Arts	160	162.97	16.02		
Medium of Instruction	Kannada	160	159.26	15.12	1.55	Not Sig.
	English	160	162.04	16.98		

DIALYSIS PATIENTS IN INDIA : A STUDY IN MEDICAL GEOGRAPHY

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ABSTRACT

Health is powerful lever for social, economic development and peace. Ensuring good health status for the world's population is key for laying the foundation for sustainable social, economic and human development. Kidneys play very important role in maintaining human health. It is the kidneys' job to remove poisons and other undesirable chemicals from the bloodstream. If they do not do their job, we rapidly sicken and die. In case of kidney failure patients have to be treated by dialysis. It is a treatment that filters the blood for people whose kidneys are not capable of providing that service.

Some causes of kidney failure are injury due to blows in the lower back, infection, severe bodily damage, high blood pressure, and diabetes etc. There are two types of dialysis such as Hemodialysis and Peritoneal Dialysis. Most of the nephrologists prefer hemodialysis. But it is very expensive and 90% of the dialysis patients cannot afford it in India where more than one third of the population is living below poverty level. Added to this there is an acute shortage of dialyzers and trained medical professionals. Thus, only 20% of the patients who need dialysis are getting treatment. As it requires maximum care dialysis treatment exerts enormous pressure on caregivers. Therefore, the present study makes an attempt to throw light on unending tragedy of dialysis patients in India. It also makes an effort to suggest some measures to make dialysis treatment more affordable and more approachable to needy people.

Key Words: Dialysis, Nephrology, Hemodialysis, Renal disease, Caregiver, Dialyzer.

INTRODUCTION

The general condition of the body or mind, especially in terms of presence or absence of illness, injuries, or impairments is termed as health verily, the state of being hale, sound or whole in body, mind and soul and free from physical disease or pain in synonymous to good health (Nasir and Kirmani, 2011).

According to world health organization (1978), health which is a state of complete physical, mental and social well being, and not only the absence of disease or infirmity, is a fundamental human right, and the attainment of the highest possible level of health is most important worldwide social goal whose realization requires many other social and economic sectors in addition of health sector. In real sense health is powerful lever for social economic development and peace. There is a complex link between health and socio-economic development. Ensuring good health status for the world's population is key to laying the foundation for sustainable social, economic and human development.

Over the last few decades there has been a substantial improvement in the socio-economic and health status of the population in most of Asian countries. Majority of the population in these countries have gained freedom from hunger and have achieved significant progress in the demographic and health indices. Improved access to health care and management of infections has resulted in substantial decline in severity of some diseases. However, many other diseases like diabetes, high blood pressures etc. are rapidly increasing in India due to changed lifestyle and food habits. These diseases are directly linked to renal failure. Thus, there is an urgent need to study the plight of dialysis patients to create awareness among people about the causes and effects of kidney diseases. So that we can dream of a healthy country which is necessary for economic development.

REVIEW OF LITERATURE

Medical geography is one of the younger subject fields of geography. It has been developing rapidly in recent years in order to narrow down the various kinds of problems by studying the individual component of health or diseases, like disease, diseases ecologies, nutrition and deficiency diseases, health and health care facilities etc. for the well being of the people (Hiremath, 1995).

The literature pertaining to medical geography is recent. A majority these works belong to health care services and planning. Seema Mishra and Kaveri Dabhadker(2006) studied the Occurrence of uterine cancer among Chattisgarhi women, Hasan S. Ansari (2009) discussed the strategic approach of health care functions in Jind district, Kailash Choubey (2009) has done the study of Epidemic scenario of HIV/AIDS in India, While Debjani Sarkar and Amrita Chowdhuray (2011) have studied Level of health and nutrition of working women in Patna Municipal Corporation Area and Jamshed Nasir and Maryam Kirmani(2011) have analysed the spatial variation in health infrastructure of private sector in the city of Jaipur. However, nobody has studied the problem of dialysis patients in India from geographical perspective. Thus, the situation needs attention of geographers to make meaningful discussion to create awareness about causes and effects of the renal diseases and preventing measures.

OBJECTIVES

There are eight lakh patients with terminal renal disease in India. Number of dialysis patients and their number is increasing rapidly. However, data pertaining the number of patients, number of dialysis units and cost of each treatment has not been collected properly. Only available source is the data collected by Mumbai Kidney Foundation in 2009. The main objectives of the present study are as follows :

1. To throw light on the hardship of dialysis patients in India.
2. To focus the causes of renal diseases.
3. To highlight preventing measures of kidney diseases.
4. To suggest the measures to make dialysis more affordable.

DIALYSIS TREATMENT

The kidneys have important roles in maintaining health. They maintain the body's internal equilibrium of water and minerals like sodium, potassium, chloride and calcium etc. End products of acidic metabolism which are not excreted through respiration also excreted by the kidneys. The kidneys also function as a part of the endocrine system producing erythropoietin which is involved in the production of red blood cells and calcitriol which plays a role in bone formation. In case of kidney failure doctors suggest to undergo dialysis.

The term dialysis is derived from Greek word 'dialusis' which means dissolution. Dialysis implies

purification of blood and is done for patients with severe renal failure. Patients with acute renal failure may need dialysis for a few days to weeks. While those with severe irreversible chronic renal failure will require lifelong dialysis, till he or she gets a successful kidney transplant. There are two major types of dialysis such as

1. Hemodialysis: This form of dialysis needs a dialysis machine in a hospital setup and has to be conducted three times a week. Each dialysis is of 4-5 hours duration. . It works on principles of the diffusion of solutes and ultra filtration of fluid across a semi permeable membrane.

2. Peritoneal Dialysis: In this form of dialysis a soft catheter with pores is implanted into the abdomen by a surgeon. Dialysis is conducted by introducing dialysis fluid in to the abdomen 3-4 times a day. After training for a few days in the hospital, the patient can do his own dialysis at home. According to nephrologists, with both forms of dialysis patients can enjoy a normal life style and go back their previous job provided the other medical problems have been taken care of. However, dialysis is an imperfect treatment to replace some of the functions of the kidneys because it does not correct the endocrine functions of the kidney.

CAUSES OF KIDNEY FAILURE

It is the kidneys' job to remove poisons and other undesirable chemicals from the bloodstream. If they do not do their job, we rapidly sicken and die. A person can succumb from total kidney failure in just a few hours. Chronic kidney disease is a worldwide public health problem, a social calamity and an economic catastrophe. Some causes of kidney failure are injury due to blows in the lower back, infection, severe bodily damage, such as burns or liver failure that release great quantities of toxins into the bloodstream, high blood pressure, and diabetes.

INDIAN SCENARIO

India is a country with a large population of 121 crore as per 2011 census. For large population base, the number of patients with kidney disease is also very high. Here, it is very tough and expensive for the patients to do dialysis. In India, the dialysis centre is rare and people live in small cities have to take long bus to the centre. Transportation to dialysis can be an all-day affair in congested cities. The patients have to disorder their daily life and leave work. If the patients can reduce dialysis frequency, that will be a big benefit to them.

For every five minutes two deaths, 547 everyday and two lakh a year, this is how many kidney disease victims die in India. According to Sudharshan Ballal, a nephrologist kidney disease is silent killer. The need of the hour is to have more and more kidney disease detection clinics and take steps to arrest the deaths due to kidney failure. The high incidence of death from kidney failure is not only because of lack of awareness and early detection, but also due to shortage of dialysis equipment, the high cost of transplant surgery, and new, stringent government regulations regarding organ donation.

AFFORDABILITY

Hemodialysis treatment is very expensive. A patient normally receives dialysis at least thrice a week and monthly expenses amount to Rs. 30000. The medicines are also equally costly and a majority of the patients are not able to afford this treatment. Adding to the problem, health insurance policies do not cover the cost of dialysis owing to the high cost. The cost of dialysis is quite high and it takes about Rs.800 to Rs. 15000 per treatment, which can be a financial burden to many in India. According to Planning Commission's data of 2005, 40.74 crore people are living below poverty line in India. Poverty line could be provisionally placed for urban and rural at Rs.965 (32 rupees per day) and Rs.781 (26 rupees per day) respectively. A person cannot buy two square meals per day with this meager amount. Then how can he afford the dialysis ?

Table 1

Zonewise distribution of dialysis centres

Zone	No. of dialysis centres	No. of dialysis Machines	No. of dialysis per month	Cost of dialysis per session in Rs.
North	229	1106	50,560	1250
South	306	1453	85,440	1100
East	108	430	27,050	1350
West	175	1000	90,000	1000
Total	818	3989	253050	Avg.-1175

Source : Indian Journal of Nephrology, 2009

In the absence of any available data Mumbai Kidney Foundation conducted a data collection exercise with the help of nephrologists and telephonic confirmation of dialysis centres. According table 1, there were 818 dialysis centres in India in 2009. Number of dialysis machines was 3989 all together these machines conducted 2,53,050 dialysis per month. Average cost of dialysis per session was 1175

rupees. Hospitals of western zone were providing dialysis at cheapest rate. While, it is very expensive in eastern part of the country. Number of dialysis centres and machines is maximum in southern zone with 306 and 1453 respectively.

Table 2

Citywise distribution of dialysis centres

City	No. of dialysis centres	No. of dialysis Machines	No. of dialysis per month	Cost of dialysis per session in Rs.
Delhi	79	490	28,500	1600
Mumbai	112	600	40,000	750
Chennai	44	146	10,220	1200
Kolkata	36	250	20,000	1100

Source: Indian Journal of Nephrology, 2009

Table 2 shows that Mumbai ranks first in number of dialysis centres(112), number of dialyzers(600) and number of dialysis conducted in a month(40,000).National capital Delhi is in second place with 79 centres,490 machines and 28,500 dialysis conducted in a month. This is followed by Chennai and Kolkata. As far as cost of dialysis per session is concerned, again Mumbai is in first position by providing the treatment at cheapest rate of Rs.750. While treatment is most expensive in Delhi. As the data had been collected in 2009 it does not give the present scenario. However, Umesh Khanna of Mumbai Kidney Foundation opines that there is increase of dialysis patients by 10% every year in India.

ACUTE SHORTAGE OF DIALYZERS

For the people whose kidneys have failed dialysis would seem like a ray of hope. However, only 20% of the patients requiring dialysis receive the treatment. India gets 1,50,000 patients with kidney every year and a majority of them die within five years due to the acute shortage of dialysis units in the country. There are only 5000 hemodialysis units in the whole country, whereas 40000 of them are immediately required, said D. S. Rana, Secretary, Indian Society of Hemodialysis. Less than 10percent of the total patients requiring dialysis are able to avail the facility, while only half of them are able afford it on long term basis, due to cost, time and logistical factors.

Currently, about eight lakh patients with terminal renal disease in India require dialysis and transplantations. But only 4000 patients are getting kidney transplantations and an equal number are on maintenance of hemodialysis. Unfortunately, not a single dialysis unit is made in India and they have to

be imported from Sweden and Germany. About 90percent of these facilities are in the private sector for which patients, whether rich or poor, have to pay.

PROBLEM OF TRAINED MEDICAL PROFESSIONALS

Although, there are many dialysis centres run by hospitals and charitable institutions the Bangalore city is facing a crunch of trained technicians and nurses. According to International guidelines, the technician-patient ratio at any dialysis centre should be 1:3. The reality is far graver. Such is the need that in Karnataka state, the hospitals are now recruiting people from neighbouring states like Tamil Nadu as there are few dialysis technician training centres available in the state. With such severe shortage, there are cases where trained technicians are shared by various dialysis centres. There is acute shortage of the trained medical professionals throughout the country. At present, there are only 1000 nephrologists while 20000 are required. The situation is expected to get worse, because the International Diabetes Foundation has reported approximately 54 million diabetic patients in India in 2010, and the number is likely to touch 70 million by the year 2025. Every third patient suffering from diabetes mellitus develops chronic kidney disease.

NONCHALANCE OF THE GOVERNMENT

There is no supervisory body constituted by the government that would check the quality and cost of the dialysis given to patients. In Karnataka state, around 35,000 dialysis are conducted every month in Bangalore city alone in roughly 124 centres. However, there is no government body to ensure that patient get proper dialysis. Therefore, the government should constitute a body similar to the one that supervises ethical and legal organ transplant (Rashmi Menon, 2011). In government hospitals it is never easy for patients suffering from kidney problems. Here, they have wait for long time to even undergo dialysis due to shortage of dialysis machines. Every day, on average 10-20 patients with kidney problems visit for dialysis and each patient has to wait for hours for their turn.

PLIGHT OF CARE GIVERS

Kidney diseases can be quite taxing for an individual as it is not a short term thing. This can also take its toll on caregivers. Many times the entire family's life revolves around the patient and the disease. If the dialysis centre is far away from the home of the patient, it becomes added burden on

the shoulder of care giver. In all this, often the primary care giver undergoes tremendous stress and frustration and it is rarely recognized.

CONCLUSIONS AND SUGGESTIONS

The preceding discussion leads us to the following conclusions. Number of dialysis patients increasing with increase in number of diabetes patients. But dialysis treatment is very expensive and 90%of the patients cannot afford it. Shortage of dialyzers and trained medical professionals has worsened the severity of the problem. This treatment is exerting tremendous pressure on caregivers which is not recognized.

Need of the hour is that, the government should have a high expenditure on technology, which can help in early detection and preventive aspects. Many patients say the government must subsidize dialysis costs at least for children. Awareness should start early, so the cases can be detected early and dialysis prevented. To make dialysis more affordable following measures have to be followed -

- a. Build middle level cost effective nephrologists-owned dialysis units to provide dialysis at cheaper price.
- b. Encourage free standing units or satellite dialysis units
- c. Involve philanthropists to adopt patients and donate machines. There is no dearth of such people wanting to help for a good cause.
- d. The NGOs and the corporate sector to setup standalone dialysis facilities in small towns, affiliated with reputed hospitals in metros, to serve the needs of poor patients.
- e. The government must subsidize or make dialysis equipment and disposables tax free. The electricity used by such units to be charged at non-commercial rates.
- f. Buy cheap labour by training intelligent, smart, non-graduates to become dialysis technicians, thereby bringing down the labour cost.
- g. Special educational programmes will be necessary for the people who are suffering from renal diseases. Even the care takers of the patients in their homes are to be trained.
- h. Apart from private insurance, corporate and MNCs can also adopt patients and reimburse medical expenses.

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frustration and failure are bound to occur. As guidance is the work of class room teachers, they should be trained as to how to handle and guide students with regard to their educational and Vocational aspirations. The services of the specialists in guidance and counseling can also be utilized while providing guidance to students.

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- From Continued on Page No. 33

Table No. 2 shows that out of the three 't' values, two 't' values are significant at .01 level. The 't' values for significance of difference between mean values of professional attitude of male and female teachers and between mean values of professional attitude of male and female teachers and between science stream teachers and arts stream teachers are significant at .01 level, which denotes that there is significant difference in professional attitude of Males and females and also between science stream and arts stream teachers. Mean value of females is higher than males. This means that female teachers have comparatively more favourable professional attitude. So far as science teachers and arts teachers favourable attitude. The 't' value for Kannada medium and English medium teachers is not significant, thus the observed difference in their means could be due to chance or sampling error.

The study found that most of the primary school teachers irrespective of their gender, medium or subject stream do not have favourable attitude towards teaching profession. Male and female teachers differ significantly in their professional attitudes as females possess more favourable professional attitude than males. The Arts subject stream teachers are more positive in their attitude towards teaching profession and differ significantly from than their counterparts i.e. science stream teachers. Though Kannada medium teachers are displaying less favourable attitude towards their profession than English medium teachers, but the difference between them is not significant and may be due to chance factor.

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A STUDY OF CORRELATES OF SECONDARY SCHOOLS TEACHERS ATTITUDE IN RELATION TO AESTHETIC VALUE AND ECONOMIC VALUES

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ABSTRACT

Values are integral part of human personality. In the present study investigator studied the secondary schools teachers' attitude in relation to aesthetic and economic values. Investigator selected 500 secondary school teachers from Dharwad District through random sampling. The main objectives of the study is to find out whether there is difference between male and female teachers of secondary schools with respect to teaching profession and values etc. It is found that the female teachers have higher attitude towards teaching profession as compare to male teachers. Female teachers have higher economic values and aesthetic values as compare to male teachers of secondary schools.

1.1. INTRODUCTION

Value is something, which pervades everything. It determines the meaning of the world as a whole, as well as the meaning of every person, every event and every action. Values determine the choice that men make and the ends they live by. What is considered good or evil, right or wrong, success or failure, important or unimportant, desirable or undesirable, beautiful or ugly are some of the considerations determining the values. Whether the values lie in the realm of ethics, economics, aesthetics or religion, they exist as they are experienced in human minds and translated into human action that they substantially determine the direction of human actions is a generally accepted view. Thus, values seem to determine likes and dislikes of an individual's life and control the behaviour.

1.2. THE NEED OF THE STUDY

Value is a conception explicit or implicit, distinctive of a individual or characteristic of a group of the desirable attitude which influences the selection from available means and ends of action.

They are central to one's life and define the quality of that life. Values have three anchor bases. They are anchored in head, heart and hand.

In philosophical context, values are those standards or a code for conduct coditioned by one's cultural tenets and guided by conscience according to which human being is supposed to conduct himself and shape his life patterns by integrating his beliefs, ideas and attitudes to realize cherished ideals and aims of life.

As such a special attention is given to study values of Secondary school teachers who are expected to inculcate right set of values at proper time among their pupils. Hence, the need for the study of values of Secondary school teachers is very much felt.

The term attitude is the sub-total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topics. Later however, when motivational and affective characters of attitudes were emphasized.

Attitude is considered a hypothetical construct, being unobservable; it must be inferred from measurable responses that reflect positive or negative evaluations of the attitude object. In the present study investigator intends to study the correlates of secondary schools teacher's attitude in relation to aesthetic value and economic values.

1.3. OBJECTIVES OF THE STUDY

1. To study the significant difference between male and female teachers of secondary schools with respect to attitude towards teaching profession and its dimensions.
2. To study the significant difference between male and female teachers of secondary schools with respect to different values.
3. To study the significant difference between the different age groups (25-34yrs, 35-44yrs, 45 above yrs) of teachers of secondary schools with respect to attitude towards teaching profession and its dimensions.

4. To study the significant difference between the different age groups (25-34yrs, 35-44yrs, 45 above yrs) of teachers of secondary schools with respect to different values.
5. To study the significant difference between married and unmarried teachers of secondary schools with respect to attitude towards teaching profession and its dimensions.
6. To study the significant difference between married and unmarried teachers of secondary schools with respect to different values.

1.4. HYPOTHESES OF THE STUDY

Hypothesis No. 1 : There is no significant difference between male and female teachers of secondary schools with respect to attitude towards teaching profession and its dimensions.

Hypothesis No. 2 : There is no significant difference between male and female teachers of secondary schools with respect to different values.

Hypothesis No. 3 : There is no significant difference between different age groups (25-34yrs, 35-44yrs, 45 above yrs) of teachers of secondary schools with respect to attitude towards teaching profession and its dimensions.

Hypothesis No. 4 : There is no significant difference between the different age groups (25-34yrs, 35-44yrs, 45 above yrs) of teachers of secondary schools with respect to different values.

Hypothesis No. 5 : There is no significant difference between married and unmarried teachers of secondary schools with respect to attitude towards teaching profession and its dimensions.

Hypothesis No. 6 : There is no significant difference between married and unmarried teachers of secondary schools with respect to different values.

1.5. METHODOLOGY OF THE STUDY

The researcher used descriptive Survey method for the present study.

1.5.1 Sample of the Study : Investigator selected 500 secondary

school teachers of Dharwad district through random sampling technique.

1.5.2 Tools of the Study : Investigator used.

1. Teacher Attitude Inventory - by Ahluwalia (1978)

2. Study of Values - by Ray Choudary (1958)

1.5.3 Data Collection : The investigator personally visited and collected the data from 500 teachers of secondary schools of Dharwad District. The collected data were systematically pooled for analyses. The differential analysis statistical technique used for the analysis of collected data.

1.6. DATA ANALYSES AND INTERPRETATION

Table No -1 : Results of t-test between Male and Female Teachers of Secondary Schools with respect to their Attitude Towards teaching profession and its Dimensions

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Attitude towards teaching profession	Male	337.6160	15.1019	-32340	<0.05	S
	Female	342.7280	19.9144			
Class-room teaching	Male	54.4360	3.2755	-2.4091	<0.05	S
	Female	55.2040	3.8311			
Teachers	Male	51.5720	3.9399	-46755	<0.05	S
	Female	53.4640	5.0413			

From the results of the above table, it can be seen that

1. Male and female teachers of secondary schools differ significantly with respect to their attitude towards teaching profession ($t = -3.2340$, $P < 0.05$) and its dimensions that is class-room teaching ($t = -2.4091$, $P < 0.05$) and teachers ($t = -4.6755$, $P < 0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers have higher attitude towards teaching profession and its dimensions as compared to male teachers of secondary schools.

Table No. 2 : Results of t-test Between Male and Female Teachers of Secondary Schools with respect to different Values

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Economic value	Male	21.3240	4.4518	-2.3540	<0.05	S
	Female	22.4160	5.8291			
Aesthetic Value	Male	23.0320	4.7575	-3.3741	<0.05	S
	Female	24.4720	4.7855			

From the results of the above table, it can be seen that

1. Male and female teachers of secondary schools differ significantly with respect to economic value ($t = -2.3540$, $p < 0.05$) and aesthetic value ($t = -3.3741$, $p < 0.05$) at 0.05% level of significance. Hence, the null hypothesis is

rejected and alternative hypothesis is accepted. It means that, the female teachers have higher economic value and aesthetic value as compared to male teachers of secondary schools

Table No. 3 : Pair Wise Comparison of Age Groups (25-34yrs, 35-44yrs, 45 above yrs) with respect to Attitude towards Teaching Profession and its Dimensions by Scheffes Multiple Post Hoc Procedure.

Variable	Age Groups	25-34 yrs	35-44 yrs	45 above yrs
Attitude towards teaching profession	Mean	337.6000	343.1400	348.0700
	25-34yrs	-		
	35-44yrs	0.0215 $P < 0.05$	-	
	45 + yrs	0.0000 $P < 0.05$	0.1943	-
Teaching profession	Mean	59.5880	59.9300	60.9860
	25-34yrs	-		
	35-44yrs	0.7879	-	-
	45 + yrs	0.0500 $P < 0.05$	0.2966	
Class-room teaching	Mean	54.5180	55.1800	55.7290
	25-34yrs	-		
	35-44yrs	0.2664	-	
	45 + yrs	0.0363 $P < 0.05$	0.6136	-
Child centered practices	Mean	56.8120	57.1900	58.5710
	25-34yrs	-		
	35-44yrs	0.7970	-	
	45 + yrs	0.0254 $P < 0.05$	0.1975	-
Pupil	Mean	55.2670	57.3400	58.3290
	25-34yrs	-		
	35-44yrs	0.0148 $P < 0.05$	-	
	45 + yrs	0.0010 $P < 0.05$	0.5958	-
Teachers	Mean	52.1120	53.0800	53.6290
	25-34yrs	-		
	35-44yrs	0.1825	-	
	45 + yrs	0.0436 $P < 0.05$	0.7453	-
Educational Process	Mean	59.3000	60.4200	60.8290
	25-34yrs	-		
	35-44yrs	0.1363	-	
	45 + yrs	0.0495 $P < 0.05$	0.8669	-

* $p > 0.05$

It can be seen from the above table that,

1. Teachers of secondary schools belonging to age groups (25-34 yrs and 35-44 yrs) and (25-34 yrs and 45 yrs above yrs) differ significantly with respect to attitude towards teaching profession and its dimension i.e. pupil at 0.05% level of significance. It means that, the teachers of secondary schools belong to 45 above years of age group have higher attitude towards teaching profession and pupil scores followed by other age groups.

2. Teachers of secondary schools belonging to age groups (25-34yrs and 45 above yrs) differ significantly with respect to teaching profession, class-room teaching, child centered practices, teachers and educational process scores at 0.05% level of significance. It means that, the teachers of secondary schools belong to 45 above years of age group have higher teaching profession, class-room teaching, child centered practices, teachers and educational process scores followed by other age groups.

Table No. 4 : Pair Wise Comparison of Age Groups (25-34yrs, 35-44yrs, 45 + yrs) with respect to Different Values by Scheffes Multiple Post Hoc Procedures.

Variable	Age Groups	25-34 yrs	35-44 yrs	45 + yrs
Economic value	Mean	21.5330	21.8800	23.4430
	25-34yrs	-		
	35-44yrs	0.8421	-	
	45 + yrs	0.0204 P<0.05	0.1545	-
Aesthetic value	Mean	23.4270	23.4400	25.7290
	25-34yrs	-		
	35-44yrs	0.9997	-	
	45 + yrs	0.0013 P<0.05	0.0090P<0.05	

*p>0.05

It can be seen from the above table that,

secondary schools belonging to 45 above years of age group have higher economic value scores followed by other age groups.

2. Teachers of secondary schools belonging to age

groups (25-34yrs, 35-44yrs and 45 above yrs) differ significantly with respect to aesthetic value at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 45+ years of age group have higher aesthetic value scores followed by other age groups.

Table No. 5 : Results of t-test between Married and Unmarried Teachers of Secondary Schools with respect to their Attitude towards Teaching Profession and its Dimensions.

Variable	Marital Status	Mean	SD	t-value	p-value	Signi.
Attitude towards teaching profession	Married	337.291	16.6708	-4.9938	<0.05	S
	Unmarried	345.429	18.7300			
Teaching profession	Married	59.2260	4.0165	-4.4192	<0.05	S
	Unmarried	60.9944	4.7212			
Class-room teaching	Married	54.3994	3.5146	-3.5898	<0.05	S
	Unmarried	55.5876	3.5841			
Teachers	Married	51.7399	4.2741	-5.2217	<0.05	S
	Unmarried	53.9379	4.8887			
Educational Process	Married	59.1734	5.0187	-3.4949	<0.05	S
	Unmarried	60.7684	4.6156			

From the results of the above table, it can be seen that :

teachers (t=-5.2217, P<0.05) and educational process (t=-3.4949, P<0.05) at 0.5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

It means that, the unmarried teachers have higher attitude towards teaching profession and its dimensions as compared to married teachers of secondary schools.

Table No. 6: Results of t-test between Married and Unmarried Teachers of Secondary schools with respect to Different Values.

Variable	Marital Status	Mean	SD	t-value	p-value	Signi.
Economic value	Married	20.9721	4.4890	-5.3477	<0.05	S
	Unmarried	23.5085	5.9925			
Aesthetic Value	Married	23.3932	4.7910	-2.2574	<0.05	S
	Unmarried	24.4068	4.8199			

From the results of the above table, it can be seen that :

1. Teachers of Secondary schools belonging to different age groups (25-34yrs, 35-44yrs and 45 above yrs) differ significantly with respect to economic value at 0.05% level of significance. It means that, the teachers of

1. Married and Unmarried teachers of secondary schools differ significantly with respect to their attitude towards teaching profession (t = - 4 . 9 9 3 8 , P<0.05) and its dimensions that is teaching profession (t = - 4 . 4 1 9 2 , P<0.05), class-room teaching (t=-3.5898, P<0.05),

1. Married and unmarried teachers of secondary schools differ significantly with respect to economic value ($t = -5.3477$, $p < 0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the unmarried teachers have higher economic value scores as compared to married teachers of secondary schools.
2. Married and unmarried teachers of secondary schools differ significantly with respect to aesthetic value ($t = -2.2574$, $P < 0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the unmarried teachers have higher economic and aesthetic values scores as compared to married teachers of secondary schools.

1.7. IMPLICATIONS OF THE STUDY

Variables such as age and marital status had some effect on the attitude towards teaching profession. Female teachers of secondary schools are high on attitude and economic value and aesthetic value than their counterparts. The teachers of secondary schools of 45 above years of age group have higher scores on teaching profession, class-room teaching, child centered practices, teachers and educational process

followed by other age groups. Teachers belonging to 45 above years of age group have higher economic value than the other age group teachers.

1.8. CONCLUSION

Based on the finding, it may be concluded that the teachers of secondary schools under each of variables studied may possess significant differences in their intensity of performance for the economic value and aesthetic value.

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- From Continued on Page No. 7

1. Thorough interaction about the topic selected for the study.
2. Conducting language test, It includes style of writing, paragraph making, constructing grammatically correct sentences, use of appropriate words, article, conjunction, adverb, adjective etc suiting to the circumstances
3. Giving proper training to the researcher about research methodology- including statement of problem, objectives of the study, importance of study, selection of hypothesis, review of literature, choice of universe, samplings, collection of data, processing data by analyzing and generalizing.

- 4) Besides, the researchers must be properly taught about the method of preparing synopsis. Many researchers have no proper idea about the preparation of synopsis.

Thus there is a dire need of bringing revolutionary change in the research methodology and preparation of research projects. Unless and until such changes do not take place, any research work in any field of study will be abortive.

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CREATIVE PERSONALITY AND FAMILY CLIMATE

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INTRODUCTION

Recently studies pertaining to the link between development of personality and family climate have gained momentum. Several Psychologists and researchers believe familial determinants to be of primary importance in context of shaping of children's personality. Machinnon (1950) emphatically says that early parent-child relationship sets a pattern of behaviour which, like a mold, leaves its imprint on all latter behaviour. Rosenblatt and Allinsmith (1962) also hold that..... the formative impact of emotional relationships in the family stands solidly as a cornerstone of today's a conceptions of personality development.

One of the early studies in this area was that of Baldwin and his associates (1945). In this study parents were differentiated in their behaviour along a number of dimensions, and these differences in parental behaviour were related to striking differences in the behaviour of their children. For example, parents were found to vary along a democratic-authoritarian dimension. The former involved an atmosphere of freedom, respect for individuality, objectivity, and rational decisions, while the latter (authoritarian) involved the use of arbitrary, dictatorial policies of child rearing. The 'democratic' children were found to be more active, more socially outgoing (in both hostile and friendly ways), more highly esteemed by authoritarian children (Baldwin, 1949). A warm, democratic home was associated with an increase in the intellectual ability of the child over a three-year period, whereas an activity hostile home was associated with a decrease.

Since Baldwin's study, research on parental behaviour and personality development has turned up a number of dimensions for describing parental behaviour and a variety of conclusions about the effects of each dimension. Family climate in global form and fragmented form has been studied to discern the impact on creative behaviour of children. A review of the literature reveals that although obtained findings are not non-controversial, a majority of studies has confirmed that highly satisfactory family

climate facilitates the growth and development of creativity and highly dissatisfactory family climate hinders the development of creative potential and various personality traits associated with creativity.

Terman (1954) in his study of comparison of creative as opposed to non-creative gifted children showed that non-creative come from families having more stress, more conflict, and less interest in achievement than families of creative subjects. Watson (1957) on the basis of projective tests and teachers ratings, found that children from the more permissive families were rated as having significantly greater spontaneity, originality and creativity, accompanied by more initiative and independence. Shmukler (1982-83) found that family background is significantly related to imagination and creative thinking. Ahmad (1980) reported that the mean scores of the disadvantaged children on both verbal and non-verbal tests of creativity were apparently lower than mean scores obtained by children from advantaged home background. Shekhar (1980) found that factors of cordial parental relationship, democratic attitude of the parents, acceptance of the child by the parents and relationship with younger, setting in family showed a direct positive relationship with creativity. Raw and Marjoribanks (1991) observed that adolescents' creativity has modest association with their perception of family environment.

A glance at creativity literature also discloses that a little research has been carried out on creative personality or creative person. Torrance and Khatanga devised a test known as 'What kind of Person Are You' ? For serving two purposes -

1. Developing material for courses on alternative ways of teaching that would at the same time obtain personal involvement and communicate course content to a large class of 200 or more students
2. Developing a brief, easily administered and scored test for research that could be used in classifying adolescents and adults for experimental groupings to facilitate his search for better ways of teaching creatively-gifting or creatively oriented people.

A great wealth of research on this tool comes from validation studies. Cunnington and Torrance (1965) administered two tests- 'What kind of a Person are You' ? and 'Sounds and Images Test of Originality' on 41 teachers enrolled in a workshop on creative teaching. the latter test requires the subject to produce imaginative and original images in responses to sound effects. High coefficient of correlation (.75) was obtained between the two measures. In another study, 27 graduate students were administered these two tests of Cunnington and Torrance. The results yielded a coefficient of correlation of .52. In a third study by these investigators, a coefficient of correlation of .26 was obtained for a group of 58 university music students. In each of these three cases, the validity coefficient was significant at .05 level.

Torrance (1963) in a study using a 'Personal Social Motivation Inventory' and 'What kind of Person Are You' ? test, found that there was a strong link between the scores of 'Creative Motivation Scale' of the Inventory and creative personality test. The obtained coefficient 0.55 was significant at better than the .01 level.

Khatena (1969), in two studies, found that there was significant association between scores of 'What kind of Person Are You' ? test and "Onomatopoeia and Images' test which require the subject to produce images (word pictures) in response to Onomatopoeic words.

In India, Verma (1992) made an attempt to study the relationship between creative personality and preferred learning styles of adolescent girls, using Hindi Version of 'What Kind of Person are You'? test. But so far on Endeavour seems to have been made by any researcher to investigate the relationship between family climate and creative personality.

The present study purported to do this. It addressed the following research questions :

1. Is there a significant relationship between family climate and creative personality of adolescents?
2. Are there significant differences in creative personality of adolescents coming from good (high), average and poor (low) family climate)

HYPOTHESES

In pursuance of the above, following two research hypotheses were formulated for testing :

1. There is a significant positive relationship between family climate and creative personality of adolescents.

2. There are significant differences in creative personality of adolescents belonging to good (high), average, and poor (low) family climate.

METHOD

The present study was conducted through descriptive survey method of research as the purpose was to find out the relationship of family climate and creative personality in natural setting.

SAMPLE

The sample of the study comprised 200 adolescent girls of grades XI and XII, drawn through random cluster sampling technique from two randomly selected Pre-university Colleges of Raichur District (Karnataka State). The girls belonged to arts stream only.

VARIABLES

In the present study, family climate was taken as independent variable and creative personality as dependent variable.

TOOLS USED

The following two tools were used in the present study :

1. FAMILY CLIMATE SCALE (FCS)

In order to assess the family climate of the subjects, 'Family Climate Scale' developed and standardized by Prof. Beena Shah was employed. It measures family climate in terms of inter-personal relationship between parents and the child. It includes parents attitude toward the child as perceived by him/her in ten dimensions viz :

1. Freedom Vs. Restrictiveness,
2. Attention Vs. Negligence,
3. Dominance Vs. Submission,
4. Acceptance Vs. Rejection,
5. Trust Vs. Distrust,
6. Indulgence Vs. Avoidance,
7. Warmth Vs. Coldness,
8. Expectation Vs. Hopelessness,
9. Partiality Vs. Fairness, and
10. Open Communication Vs. Controlled Communication.

There are 90 items in it. These items utilize three point scale- always, sometimes and Never. Positive total score speaks of the 'Favourable Climate', Whereas 'Negative total Score', Unfavourable Family Climate'. Reverse Scoring is done for negatively worded items.

The reliability coefficients calculated by test-retest method for ten dimensions fell between the range of .69 to 0.83. All these values were found to be highly significant ($P < 0.01$). The validity of the FCS was established against the judgement of 20 judges and came out to be satisfactory for each dimension.

The Family Climate Scale is considered suitable for Kannada speaking students of both the sexes of Pre-university colleges.

2. 'WHAT KIND OF PERSON ARE YOU' ?

Creative personality of the subjects was assessed by Kannada version of Torrance and Khatena's 'What Kind of Person Are You' ? developed by Dr. Dadrun Nisha and Dr. Kiran Gupta. This test is known by the title, "Aap Kis Prakar Ke Viyakti Hain" ? This test consists of 50 items, placed in forced choice format.

The reliability coefficient of the test was estimated by split-half, rational equivalence and test-retest methods. The coefficients of correlation were found to be 0.096, 0.94 and 0.68 to 0.90 respectively.

Validity coefficient was found to be .68 against original test- What Kind of person Are You ? by Torrance and Khatena (1970).

PROCEDURE

Both the tools were administered on the subjects according to predecided schedule, after issuing relevant and necessary instructions. Scoring was done with the help of respective scoring key.

Adolescent girls belonging to good, average and poor family climate were identified by using the formula of $M + 1$ SD on distribution of scores of family climate. Subjects scoring $M + 1$ SD or above were regarded as belonging to good (or high) family climate and subjects scoring $M - 1$ SD or below were regarded as belonging to poor (or low) family climate. Rest of the subjects were identified as belonging to average (satisfactory) family climate. The cut off score for good (high) and poor (low) family climate came out to be 120 and 88 respectively.

STATISTICAL TECHNIQUE

Pearson's Product Moment Method was used to find out the coefficient of correlation between the scores of family climate and creative personality.

Further, 't' test was employed to analyse the significance of difference in mean scores of creative personality of adolescent girls of good, average and poor family climate categories.

RESULTS

The obtained coefficients of correlation for scores of family climate and creative personality have been given in Table 1.

Table 1

Correlation between Family Climate and Creative personality Scores

Variable	N	R	Sig.
Family Climate & Creative Personality	200	163.19	$P < 0.05$

It is clear from Table -1 that creative personality was found to be significantly positively related to family climate, as expected. Hence the first hypothesis was retained. this finding led to the inference that good (high) family climate is very much conducive for highly creative personality of adolescents.

Table 2

Significance of Differences between Mean Scores of Creative Personality of Adolescents Girls belonging to High, Average and Low level of Family Climate

Sl.No.	Group	N	Mean	SD	Comparison	't'
1.	HFC	34	26.647	2.899	1 & 3	3.957**
2.	AFC	136	24.235	4.064	1 & 3	5.121
3.	LFC	31	23.00	2.862	2 & 3	1.985*

* Significant at .05 level ** Significant at .01 level

Table 2 Shows that all the three 't' values came out to be significant; suggesting significant differences in creative personality of adolescents belonging to three levels of family climate. Further, adolescents of good (high) and average family climate exhibited better creative personality than adolescents of poor (low) family climate. Adolescents of average family climate also showed superiority over adolescents of poor (low) family climate with regard to creative personality. Thus, second research hypothesis was also confirmed.

From these results it could be argued that family climate has the significant influence on the development of creative personality of the adolescents. These results are in agreement of previous studies of Terman (1954); Shekhar (1980); Ahmed (1980); Shmukler (1982-83) and Raw and Marjoribanks (1991) who observed that adolescents' creativity has positive association with their perception of family climate. Good family climate consists of elements of more freedom, attention, submission, acceptance, trust, warmth, fairness, involvement, expectations and open

communication which aid creative personality of adolescents.

IMPLICATIONS

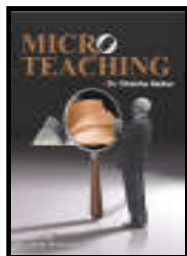
The findings of the present study have great bearings for parents of the adolescents. Parents are required to pay serious attention towards building of the positive climate in their families for generating/developing characteristics of creatively gifted person among their children.

SUGGESTIONS

Other researchers may explore the relationship of the family climate and creative personality of adolescents of both the sexes, as the findings of the present study are confined to only females. Further, the association between creative personality of adolescents and various dimensions of family climate may be studied to arrive at comprehensive conclusions.

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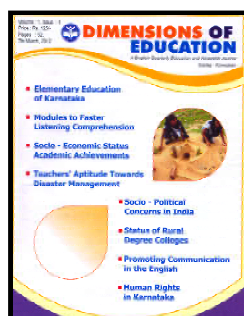
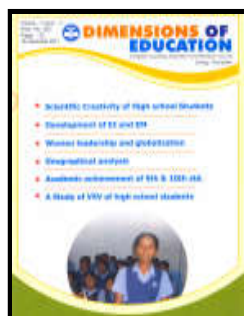
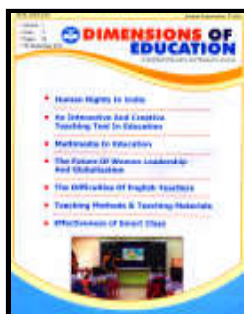
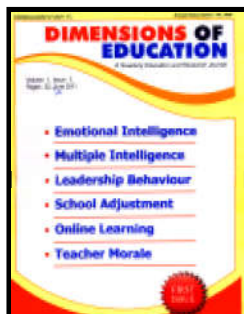
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B. F. SKINNER

(1904 - 1990)

✍ **Dr. S. B. Yadawad**, Principal & Director of B.V.V.S.C.O.E. & P.G. Dept. of Education, Bagalkot.



"One could teach high-jumping simply by raising a bar, a millimeter after each successful jump, and I had one programme, a bit of verbal behavior in essentially that way, when Debbie brought home a worksheet in arithmetic. There were twenty or thirty problems designed to teach the equivalence of different

expressions for the same operation. Debbie was to add, for example, when she saw 'the sum of ... and...' or '...plus...' or '...added to'. But the blanks contained two or three digit numbers and in her concern for correct calculation, she was missing the point about equivalence. I wrote the expression on a sheet of paper in ink and inserted the figures 2 and 3 in the blanks in pencil. Debbie had no trouble with 'the sum of 2 and 3', '2 plus 3', or '2 added to 3'. She obviously knew what the expression meant. Then I erased the numbers and put in slightly larger ones, and again she had no trouble. After two or three revisions, she did the original sheet effortlessly."

Burrhus Frederic Skinner is arguably the most important psychologist since Sigmund Freud. Born in Susquehanna, Pennsylvania, he graduated from Hamilton College with a major in literature and tried his hand at becoming a writer, without much success. Recounting his failure as a writer in his autobiography *Particulars of My Life*, he said, "I was foundering in a stormy sea and perilously close to drowning, but help was on the way. The *Dial* published some articles by Bertrand Russell which led me to his book *Philosophy*, Bertrand Russell which led me to his book *Philosophy*, published in 1927, in which he devoted a good deal of time to John B. Watson's behaviourism and its epistemological

implications." Soon Skinner's writings focussed more on behaviourism and he moved from literature to behavioral psychology, without ever taking a psychology course. Of course, a series of conversations with faculty friends from Hamilton College helped him in this direction.

In his book, *The Behaviour of Organisms*, the brilliance of Skinner's efforts are more than apparent. His focus was on intact organisms living in an environment and not on mind or other inner states like ego, id or superego. For him, behaviour, which is visible, defined the subject matter and he tried to typify all voluntary behaviours. In fact, he also made an attempt to predict and control behaviour. With the help of his Skinner Box and the white rat which he used for his experiments, controlling the environment and stimuli, he created a database and theoretical point of view.

In his autobiography, Skinner, after a brief account of his own education, wrote about his daughter's educational experiences. Once, disturbed by the amount of homework required of his older daughter, he wrote to the director of that school, and commented about a significant day:

"On November 11, 1953, I made a positive move. It was Father's Day at Shady Hill, and with a few other fathers I sat in the rear of Debbie's fourth-grade arithmetic class. The students were at their desks solving a problem written on the blackboard. The teacher walked down the aisles, looking at their work, pointing to a mistake here and there. A few students soon finished and were impatiently idle. Others, with growing frustration, strained. Eventually the papers were collected to be taken home, graded and returned the next day."

Reacting to this situation, which Skinner witnessed, he commented further:

"I suddenly realized that something had to be done. Possibly through no fault of her own, the teacher was violating two fundamental principles: the students were not being told at once, whether their work was right or wrong (a corrected paper seen twenty-four hours later could not act as a reinforcer), and they were all moving at the same pace, regardless of preparation or ability."

A few days later Skinner built a teaching machine since the issue, as he saw in the above situation, was one of contingencies of reinforcement and the means of presenting the reinforcements. He followed up his teaching machine movement with programmed learning. As is evident from the event described above, he had the ability to observe behaviour in complex natural settings, immediately seeing the relevance of major concepts and principles from his theoretical position, and then devising and building technological equipment to remedy the situation.

His book, *The Technology of Teaching*, brought his theoretical perspective to the classical problems of teaching and learning. In the chapter *The Etymology of Teaching*, he analyses the factors that are responsible for the changes from an uneducated individual to an educated individual. In the last chapter, *The Behaviour of the Establishment*, he dwells on the different aspects of school organization and administration. In the other chapters of this book, which was a major work on educational psychology for teachers, Skinner reveals his thoughts on what the individual must do to qualify as being a motivated, self-controlled and creative and what the teacher-experimenter must do, to make those end behaviours probable.

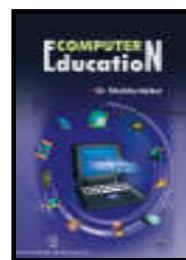
If one views the work of Skinner from the perspective of a qualitative action researcher, one discovers in him a fellow teacher, working on a difficult practical problem, inventing creative tactics and conceptualising what he is trying to do. For example, consider this from *A Matter of Consequences*:

"One could teach high-jumping simply by raising a bar a millimetre after each successful jump, and I had one programme a bit of verbal behaviour, in essentially that way when Debbie brought home a

worksheet in arithmetic. There were twenty or thirty problems designed to teach the equivalence of different expressions for the same operation. Debbie was to add, for example, when she saw 'the sum of ... and...' or '...plus...' or '...added to ...'. But the blanks contained two or three digit numbers and in her concern for correct calculation, she was missing the point about equivalence. I wrote the expression on a sheet of paper in ink and inserted the figures 2 and 3 in the blanks in pencil. Debbie had no trouble with 'the sum of 2 and 3', '2 plus 3', or '2 added to 3'. She obviously knew what the expression meant. Then I erased the numbers and put in slightly larger ones, and again she had no trouble. After two or three revisions, she did the original sheet effortlessly".

Like an accomplished teacher, Skinner also introduced an array of concepts, which help the students to learn. These are models, shaping, priming, prompting, vanishing and fading. What he demonstrated was that any teacher, who already has a broad range of teaching strategies and tactics, will always be on the look out for more elements to supplement the intellectual and practical repertory.

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