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CONTENTS

EDITORIAL	1
RESEARCH ARTICLES	
1. Stress coping of Adolescents in Schools	2
Dr. K.S. Premila Assistant Professor, School of Education, Tamilnadu Open University	
2. A comparative Study of Creative Thinking between State Board and CBSE School students of Standard XI	9
K. Saikumari Assistant Professor of Bio-Science Institute of Advanced Study in Education, Saidapet	
3. A study of Emotional Intelligence of Higher Secondary Biology Students in Cuddalore District	17
Mr. D. Sivakumar, Lecturer in Education Dr. Sivanthi Aditanar College of Education Dr. A. Amalraj, Research Supervisor St. Xaviers College of Education, Palayamkottai	
4. Tune your Emotions	27
P. Srinivasan Assistant Professor, Department of Education Tamil University, Thanjavur, TamilNadu	
MUSINGS	
5. Should Physical punishment be abolished at Elementary Schools? A discussion.	34
Dr. Siba Charan Subudhi Snr. Lecturer, Department of Education, NEHU, Tora, Meghalaya	

EDITORIAL

An institution with nearly five decades of dedicated service, Stella Matutina College of Education (Autonomous) remains young and vibrant, always experimenting on new strategies based on newly evolved concepts and theories to serve the teaching fraternity across the country. Pedagogy has always been an important area for intellectual deliberations for all teachers and teacher educators from various Colleges of Education. This Volume 5 Issue 1 initiates a thought process for the readers through the contributions made by experienced educators.

This volume includes various dimensions in Educational Psychology research. Dr. K.S. Premila from Tamil Nadu Open University has probed into stress coping of adolescent students in selected schools of Chennai District. K. Saikumari from Institute of Advanced study in Education, Saidapet has made a comparative study of creative thinking ability between State Board and CBSE school students of Std XI. Dr. Siba Charan Subudhi from the Department of Education, NEHU, Turn, Meghalaya has made a research analysis on a current issue regarding the abolition of physical punishment in Elementary schools. Mr. D. Sivakumar from Dr. Sivanthi Aditanar College of Education and Dr. A. Amalraj from St. Xaviers College of Education report on the relationship between Emotional Intelligence and academic achievement of higher secondary biology students. Mr. P. Srinivasan from Tamil University elaborates on the need for tuning emotions in his paper on 'Tune your Emotions'. Experimentation and a search to find solutions to prime psychological problems among school children is the focus of this volume.

I thank the scholars for your rich contribution and wish all readers an enriching experience.

Dr. J.E. Vallabi

Associate Editor

Research Article

Stress Coping of Adolescents in Schools

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Abstract

Children during adolescence period face a lot of stress, that's why this adolescence period is considered as a period of stress and storm. During adolescence, the individual comes under social pressure and faces new conditions for which he received little training during childhood. He experiences conflicts between himself and society and even within himself. Change in the role in the society, unfavourable relations at home, inability to decide his status in social settings, difficulty in adjusting with opposite sex and unnecessary restrictions on movement give rise to tensions and worries. The emotions fluctuate very frequently. He tries to oppose the view of parents. But he is not always successful. It makes him restless, moody and emotionally disturbed. He develops unrealistic aspirations. All these create a considerable degree of stress and storm in the individual during adolescence period. The recent educational policies and plans give emphasis on psychological way of treating the children in the institutions. The recent researches also suggest the psychological approaches such as emotional management, stress coping, etc., that are to be concentrated in the institutions for the betterment of children for their learning and future life. After analyzing the literatures on stress thoroughly, the investigator has also understood the importance of stress coping essential for the children in schools. Hence, the investigator was shown interest to do investigation on stress coping of adolescents in the schools.

Keywords: *Adolescence, Stress and Storm, Emotional Disturbance, Social Pressure, Stress Coping, Psychological Approaches, Emotional Management, Educational Policies, School Adjustment*

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Research Problem

The title for investigation was "A study of the stress coping of adolescent students in selected schools of Chennai district". Stress coping in the present study means, "a state of imbalance between demands made on the adolescents from outside sources and their capabilities to cope with them." The term 'stress coping' is used in the sense that what are the issues that cause stress in the minds of the students during adolescence period and how they adjust themselves to overcome the strain caused by the stress.

Adolescents are the children in the adolescence period of development ' which falls between the age of 12 and 18. This adolescence is the period of transition from childhood to adulthood. Manivannan (2007) defines, "Adolescence is a transitional period from childhood to adulthood where all the changes- biological, physical, social, and cognitive changes occur rapidly."

Objectives

The objectives of the study are listed as follows.

1. To investigate the stress coping of adolescents at schools in Chennai district.
2. To find out the interaction effects of variables such as gender, nature of schools, occupation of parents, and types of schools on stress coping of adolescents.
3. To identify the stressors during adolescence period.
4. To focus the educational implications of stress coping.
5. To suggest the potential areas for further researches on stress and stress coping.

Hypotheses

The investigator formulated hypotheses which are given below in the form of null hypotheses.

Ho : There is no significant difference between male and female adolescent students on the stress coping.

Ho₂ : There is no significant difference between the students of high schools and higher secondary schools on the stress coping.

Ho₃ : There is no significant difference between the students of corporation schools and management schools on the stress coping.

Ho₄ : There is no significant difference between students from parents of low income and students from parents of high income on the stress coping.

Sample

The investigator applied random sampling procedures to ensure adequacy of sample in each level of the independent variables selected for the analysis of collected data. A total of 400 students were selected as a sample from 20 schools in Chennai district, for the study. They were classified according to gender, nature of school, type of school and income level of parents. Out of these students, 200 are from Corporation schools and 200 from Management schools were selected.

Instrumentation

The investigator developed one attitude scale on the basis of Likert type attitude scale viz., Adolescent Stress Coping Scale (ASCS)- providing five points value as Strongly Agree (SA), Agree (A), No Opinion (NP), Disagree (DA) and Strongly Disagree (DA). The reliability (Test-Retest correlation coefficient 0.89 indicated high reliability) and validity (Content validity and Face validity) were established for the scale. The final form of the scale consisted of 50 statements including 25 favourable statements and 25 unfavourable statements.

The focused interview schedule was also constructed to elicit the information about the stressors during adolescence period.

Research design and data collection

The investigator wanted to collect data which give the basic information reflecting the basic issues and problems faced by the students during adolescence period in school environment. To elicit the responses of the students, the scale was used. Therefore, an exploratory research approach similar to that of a survey was found to more appropriate for the present investigation. The investigator visited schools and collected the data.

Data analysis and findings

The quantitative analysis was done by applying 't' test for the data collected through the ASC Scale. The qualitative analysis was also done for the data collected through focused interview.

Differential Studies

The data analysed by using 't' test are presented in the following table.

Variable	Number of Students (N)	Mean	Standard Deviation (SD)	't' value	Result
Male	200	153.6	10.4	7.45	Significant difference at 0.01 level
Female	200	161.2	9.89		
High School	200	158.7	9.43	6.16	Significant difference at 0.01 level
Hr. Sec.	200	164.4	8.98		
Corporation	200	156.5	10.42	5.0	Significant difference at 0.01 level
Management	200	151.63	9.15		
Low income	200	159.23	7.92	2.58	Significant difference at 0.01 level
High income	200	156.03	9.56		

The results of the hypotheses testing based on the analysis presented in the above table are presented below:

1. The null hypothesis Ho1: "There is no significant difference between male and female adolescent students on the stress coping" is rejected. The result reveals that the mean value of girls is higher than that of boys, which concludes girls have more stress coping ability than boys.
2. The null hypothesis Ho2: "There is no significant difference between the students of high schools and higher secondary schools on the stress coping" is rejected. The result reveals that the mean value of higher secondary students is higher than that of high school students, which concludes higher secondary students have more stress coping ability than high school students.
3. The null hypothesis Ho3: "There is no significant difference between the students of corporation schools and management schools on the stress coping" is rejected. The result reveals that the mean value of corporation school students is higher than that of management school students, which concludes corporation school students have more stress coping ability than management school students.
4. The null hypothesis Ho4: "There is no significant difference between students from parents of low income and students from parents of high income on the stress coping" is rejected. The result reveals that the mean value of students of low income parents is higher than that of students of higher income parents, which concludes students of low income parents have more stress coping ability than students of higher income parents.

A. Analysis of Focused Interviews

The investigator conducted 20 focused interviews with the adolescent students. The following are the summary of responses of students.

1. All subjects agreed that they face stressful situation in several day-to day activities. Sometimes the stresses hamper their academic performance.
2. The subjects expressed that various factors contribute for the development of stress. Some of the stressors expressed by them are enumerated below.
 - ❖ Severe competition at all academic levels.
 - ❖ Parental pressure for excellence in performance irrespective of the potential of the student.
 - ❖ Uncertainty in choosing right option.
 - ❖ Constant comparison at home, in school and within peer group.
 - ❖ Distraction as a result of media exposure.
 - ❖ Nuclear families
 - ❖ Both parents pursuing careers and not available to their children when they need them.
 - ❖ Lack of awareness about sex related matters.
 - ❖ Facing examination.
3. In the subjects, 70 per cent agreed that they have got wild or frustrated or anger during stressful situation. They express their stress by shouting, breaking some materials, stiffening the body, getting profuse sweating, restlessness, etc. 20 per cent of the subjects said that they have been passive by keeping stress with them without exposing out. 10 per cent said that they get stress but they are unable to express their reaction of stress.
4. All subjects said that they need love and affection, motivation and encouragement from the teachers, parents and peer group to get rid of their stresses. Liberal in getting pocket money, allowing going picnic, tour, movies along with friends, allowing to mingle with opposite sex, free from punishments for their academic performance, richness in dressing, vehicle need, etc., are some of their expectations which will pacify their stress arousal.

Educational Implications

The findings of the study have many implications on education and life of adolescent students studying in schools. It has implications on need based curriculum, essential of sex education, value development, guidance and counselling, examination reforms etc.

1. **Curriculum Planning:** The curriculum planning should have the construct activities based on the needs and wants of adolescent students which would pacify the stress occurrence. They can be entrusted several responsibilities like self-learning, leadership, decision-making, participation in curricular and cocurricular activities. The activity based learning can also be promoted.
2. **Sex Education:** A person's sexual behaviour is often influenced by personal and religious values which are communicated directly and indirectly by their parents. What adolescents need is help in guiding their behaviour by their values and more information about the choices they can make to prevent disease and unwanted pregnancies. Therefore, introducing of sex education in schools is essential to get rid of stress of adolescents related to sex gratification and identity.
3. **Values Development:** Morality is viewed as the desire to preserve harmonious interpersonal relationships and to obey existing formal rules, laws and standards in a society. Moral development can be stimulated in the high school classroom. The school value system contributes for the development of students at adolescence period.
4. **Guidance and Counselling:** Sex related issues, academic poor performance, conduct disorders, substance abuse and alcoholism are some of the problems of the adolescents. To avoid socially unaccepted things in life of adolescents, the guidance and counselling programme should be established in every school so as to guide them proper way.
5. **Examination Reforms:** examination stress is more for the students during school end examinations. The parental pressure, teachers' - compulsion and societal expectations are making the students to get more stress which will have influence over academic excellence. To avoid this examination stress, the examination system should be revamped.

Potential Areas of Research for the Future

The investigator suggested some potential areas of research based on the present study.

1. The research done by the investigator can be replicated with students of standards I to XII.
2. A comparative study on stress coping of adolescent non-disabled students and disabled students in integrated or inclusive schools can be conducted to study the extent of relationship between disabled and non-disabled children.
3. Since the present study was confined to the single district Chennai in the State of Tamil Nadu, similar studies can be conducted in other parts of the State and Country.
4. A study can be conducted to identify the stressful events and activities of schools either these make positive effect or negative effect on the academic and social performances of students.
5. A study can be conducted to investigate how stress coping contributes for personality development of adolescent students.

Epilogue

The present study is a valuable one in the field of educational research to look into the psychological perspective of the stress coping of the adolescent learners.

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Research Article

A Comparative Study of Creative Thinking between State Board And C.B.S.E School Students of Standard XI

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Abstract

This study was conducted to compare the creative thinking ability of State Board and C.B.S.E school students studying in XIth standard students. The sample includes 280 students from Chennai. The standardized test of "Thinking creatively with words" designed and standardized by Baqer Mehdi was used to measure the creative thinking of the sample. The statistical techniques used were the Mean, Standard deviation, t-test and F-test and percentages of certain measures. The results reveal that the groups chosen by the State Board and C.B.S.E school students at higher secondary level do not influence their creative thinking ability. But there is significant difference between the State Board and C.B.S.E school students in the creative thinking ability.

Keywords: *Creative Thinking, State Board, C.B.S.E., Secondary Education, Comparative Study, Standard XI, Educational Psychology, Student Achievement.*

Introduction

Creative thinking is an elucide term, very difficult to define but very important for the progress of mankind. Progress is enhanced by creative, original and unusual outputs. When a child generates a novel and appropriate solution to the problem, the child and the idea are called creative. Thus creative thinking means originality and creativity is best explained as a unique mental process which results in bringing out a novel end product.

Over centuries the Indian philosophers have given deep and abiding thought to the theoretical and philosophical aspect of creativity and creative thinking. Vedic science says that human potential is capable of creating from the manifest of consciousness that entire one is capable of desiring (Rama Pal, 1986).

Arieti (1976) writes that "creativity is a prerogative of man, can be seen as a humble human counterpart of God's creation. Rajput, J.S (2000) says that "creative thinking is often conceived to be the ability to bring something new into existence. It is not a fixed and static quality but something that changes over time".

Gupta and Ram Chandra das (1994) found out that the factors domicile, gender and socioeconomic status of the postgraduate students do not influence their creativity. Jayesh, A. Naik (1998) found that the urban students have higher verbal and numerical creativity than the rural students. But there was no significant difference between the urban and rural students in their non-verbal creativity.

Mishra (1997) found that the school background had no significant independent effect on fluency, originality and overall creativity. Level of achievement had significant independent effect on fluency, flexibility and overall creativity of secondary school students. Sheela (2005) found that there is significant difference in the creative thinking ability of Kendriya vidyalaya and C.B.S.E students of standard XI.

Need and Significance of the Study

The Report of the Kothari Commission (1964-66) says "In an age which values discovery and invention, education for creative expression acquires added significance". Creative thinking is usually thought of as pertaining to arts. Actually creative thinking can occur in any kind of activity. Those who show originality and ability to integrate the elements of a situation into a harmonious whole—whether as a parent, a doctor, or a football player—are leading creative lives. They are able to project their unique personalities as determined by their genes and their culture into the development of a novel and useful effect, event, concept or theory. Creative thinking means a general freedom from rigid thought patterns and an ability to keep looking at situations in fresh ways. It also involves the ability to criticize one's own ideas, make revisions and polish up the final product. A free-roving imagination is essential

for obtaining the original idea, but systematic testing and evaluating of the idea, is required to shape it into final form.

It is a matter of regret that some teachers are more attracted towards non-creative students while the creative students are looked down because of their divergent thinking. In traditional classes teacher's behavior is generally anti-creative. The educational system has missed creative abilities in a child. In progressive countries constant efforts are being made to identify talented and creative students. Researches in the field of creativity in the last few years have been demonstrated the important role of schools in the development of creativity and creative thinking. Modern needs emphasis the demand for improvement and reshaping of school practices towards creative thinking. Hence there is a much felt need for an empirical study of creative thinking of XI standard.

Objective of the Study.

- ❖ To investigate the creative thinking of the Standard XI students.
- ❖ To find out whether is significant difference in creative thinking among the standard XI students studying under different groups.
- ❖ To find out whether is significant difference in creative thinking among the standard XI student studying under two different types of boards of Education, C.B.S.E and State Board.

Methodology

Sample

The investigation involved the dependent variable mainly creative thinking of students and the influence of independent variables like groups chosen for studying at higher secondary level and board of education on the dependent variable, creative thinking. ,

The samples consisted of 280 higher secondary students selected randomly from two C.B.S.E and State Board schools of Chennai city. They belong to the mixed group and the age of 16-17 years. The students studying the different groups of Standard Eleventh were selected with the assumption that ten years of schooling would have influence their creative thinking ability and to prove that groups chosen for studying has no influence on their creative thinking ability. The three groups under state board syllabus are as follows.

Group-I (Maths, Physics, Chemistry, Biology/ComputerScience)

Group-II (Commerce, Statistics, Maths, Economics/ComputerScience). Group-III (History, Geography, Economics, Advanced Tamil).

The three groups under C.B.S.E syllabus are as follows.

Group-I (Physics, Chemistry Maths/Informational Practicals/ Hindi, Biology /Informational practicals).

Group-II (Business, Accounts, Economics, Maths /Hindi/ Informational practicals).

Group-III (History, Geography, Economics, Hindi).

Tool

The standardized test on "Thinking creatively with words " of Baqer Mehdi (1985) was used for the research work. The verbal test of creative thinking includes four sub- tests, namely consequences test, unusual test, similarity test and product improvement test. These four subtests are grouped under four "activities". The first three items each and the fourth activity had only one item. Each activity measures originality, fluency and flexibility of the students. While scoring the test on creative thinking, each item was scored for fluency, flexibility and originality as per the directions given in the scoring sheet, to summarize scores for fluency, flexibility and originality obtained by the testing in different activities were followed .The composite creativity scores could be completed after converting the raw scores into standard scores by the statistical procedure given in the scoring guide.

Analysis and interpretation

The data collected were analysed using F-test, t-test and percentages. The results are as follows.

Table-1: Mean scores of Creative Thinking scores of students from State board and C.B.S.E

Variable	Number of sample	Mean	SD
C.B.S.E	140	115.07	36.7
State board	140	101.16	29.5

The mean scores of creative thinking of students of State board is 101.16. The mean scores of creative thinking of students of C.B.S.E was found to be 115.07. It is inferred that both the students are good in their creative thinking.

Table-2: Creative thinking of C.B.S.E students studying under different groups

Sources of variance {groups studying)	df	SSF	MSF	F-ratio	Level of significance
Between group	2	8666.78	4333.39	3.32	N.S
Within group	137	178564.51	1303.39		
Total	140	187231.29			

***N.S-Not Significant.**

Since the calculated value is lesser than the table value, it is inferred that the students studying under different groups of a C.B.S.E School do not differ in their creative thinking ability. This shows that groups chosen for studying do not influence the creative thinking ability of the students.

Table-2: Creative thinking of State board students studying under different groups

Sources of Variance {groups studying)	df	SSF	MSF	F-ratio	Level of significance
Between group	2	950.831	475.4155	0.5425	N.S
Within group	137	120048.39	876.2656		
Total	140				

***N.S-Not Significant.**

Since the calculated value is lesser than the table value, it is inferred that the students studying under different groups of a State board School do not differ in their creative thinking ability. This shows that groups chosen for studying do not influence the creative thinking ability of the students.

TABLE-3**Mean scores of Creative thinking ability between State board and C.B.S.E students**

Variable	Mean	SD	SE	CR	Level of significance
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C.B.S.E	115.07	36.7			
State board	105.16	29.5	3.97	2.49	0.05

Since the obtained value is greater than the table value at 0.05 level, it is inferred that there is significant difference in creative thinking scores of State board and C.B.S.E-based students. This shows that the board of education influences the creative thinking ability of the students.

Table-4

School wise distribution of the sample according to various levels of creative thinking

Category	Levels of Creative thinking	
	Low	High
C.B.S.E	25%	29.29%
State board	26.43%	25%

The table shows the percentage of low and high creative thinkers of C.B.S.E and State board -based schools. It shows that both the schools have almost 25% of low creative thinkers. In C.B.S.E -based school, about 29% of high creative thinkers are present where it is 25% in the case of State board -based schools.

Findings and Discussion

In general it has been found that the students of standard XI who formed the sample for the present study possessed a low creative thinking indicated by the mean being below 50%. There is no significant difference in the creative thinking scores of the higher secondary students in terms of their board of school education and their groups chosen for studying. In general when the creative thinking ability of the students of the whole sample was analyzed it was found out that

- ❖ There is no significant difference between the students studying under group-I and Group II.
- ❖ There is significant difference between the students studying under group-I and Group III
- ❖ There is no significant difference between the students studying under group-II and Group III.

From the analysis it was found out that the students studying arts group had more creative thinking ability than the science group students. There is significant difference in creative thinking scores between C.B.S.E and State board -based school students;

Conclusion

The present study revealed that there is significant influence of the type of school in the creative thinking of the students. Most of the programmes in the schools are heavily oriented towards information sharing rather than encouraging creative and cognitive activity. Hence the schools should understand the responsibility of their role in fostering creative thinking in children by making the whole system of education need based and action-oriented. Favourable conditions in the school like psychological safety and freedom are necessary. Therefore, there is need to review and modify the programmes in schools. Teaching methods should be re-oriented so as to enrich the present generation in the creativity. Recognition and reward work for creativity would be integrated with the total evaluation process in the school. Thus to help the students to cope effectively with whatever state of the world they will encounter later in life creative thinking should be inculcated .

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Research Article

A Study on Emotional Intelligence of Higher Secondary Biology Students in Cuddler District

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Palayamkottai

Abstract

The study aimed at finding the relationship between emotional intelligence and academic achievement of higher secondary biology students. Emotional intelligence scale was administered on 320 higher secondary biology students and data obtained subjected to t-test and correlation analysis. The results revealed that there is no relationship between emotional intelligence and academic achievement of higher secondary biology students.

Keywords: *Emotional Intelligence, Academic Achievement, Higher Secondary Students, Biology Education, Correlation Analysis, t-test, Secondary Education, Educational Psychology*

Introduction:

Emotional intelligence is not a new concept in psychology .Many early psychologists began their study of intelligence by directing their attention to cognitive aspects such as memory and problem solving .However, other early researchers recognized that non cognitive elements were significant. In the early 1990's Mayer and Salovey first introduced the term emotional intelligence the defamed it as a type of social intelligence that involves the ability to monitor one's own and others emotion to discriminate among them and to use this information to guide ones thinking and action. They also designed a conceptual model detailing three chief components of emotional intelligence.(1).Emotional perception (2) motional regulation (3) Emotional knowledge. The Emotional intelligence concept was popularized in the mid -1990"s by the publication of Daniel Goleman's Book, emotional intelligence.

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His ideas of emotional intelligence include Howard Garden's interpersonal and intrapersonal intelligence as well as other necessary facilities. The additional abilities are divided into five domains

1. Knowing ones emotions: The self- awareness stage where one is able to recognize a Feeling as it happens.
2. Managing Emotions: The ability to handle feelings in an appropriate manner. It is very significant in relation to the ability to increase one's level of self-awareness managing emotions also involves recognizing the significance of a feeling and discovering methods of dealing with fears, anxieties, anger and sadness.
3. Motivating oneself: The extent to which one acts upon a given idea, thought, or goal.
4. Recognizing Emotions in others: Empathy involves sensitivity to others' feelings and concerns and the ability to take their perspective. This domain also involves appreciating people's differences, Mold one's Social Skill, enhance one's emphatic perspective, and increase one's Social Competence.
5. Handling Relationship: The degree to which an individual forms and maintains relationships reflects one's level of Self-awareness and Social competence. Handling relationships encompasses managing emotion in others, Social competence, and Social Skills. (Ricgburg and Fletcher, 2002).

Need and significance of the study

Education is recognized as a basic input for empowerment to individual and overall development of the society. It is one of the most important components of the society, which is directly linked with economic development and indirectly with poverty, population growth, health and crime rate (Reddy & Rao, 2003). According to National Literacy Mission (2001) only 64.8% population is literate despite the various campaigns, programmes and plan of the Government of India from time to time. Further 54% of the population is below 25 years of age. Various studies reveal that an astonishing 10 - 20% of children and adolescents have emotional, development and behavioural problems and 40% of children attending paediatric clinics have mental problems. Although there has been growing awareness of mental health needs of children and adolescents, particularly in the urban population. This awareness has not reached to the rural population, where 80% of Indian lives.

Along with barriers of literacy, localism and language, emotions also impede lateral learning among creative communities. Since the beginning of 20th Century Emotional Intelligence (EI) has been an upcoming area of research for psychologists, educationists, researchers and psychiatrists in the developed countries. Although this concept (EI) is still in its infancy stage in the developing countries whereas, it is already includes in the school curriculum in several developed countries like United States of America. The research on this area reveals that Emotional intelligence is most important tool for solving day - to -day problems at School, community and Work place including prevention of drug use, high risk sexual behaviour, Violence and other Maladaptive behaviour. It has been said to matter twice as much as IQ (Goleman, 1995).

Emotional Intelligence helps the individual very much in all spheres of his life through its various constituents namely knowledge of his emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationship a higher secondary student cannot be an exception to this fact. In the case of a higher secondary student, in all sense his emotional intelligence essentially reflects his abilities to deal successfully with other students and with his own feelings. These qualities count significantly towards his success in his areas of achievement.

In the higher secondary biology subjects is very important. For studying medical courses acts as a foundation. Under these circumstances the Investigator has decided to undertake an investigation on the emotional intelligence of the higher secondary Biology Students.

Statement of the Problem:

The problem under the study is formally titled as "**A study on emotional Intelligence of higher Secondary Biology Students in Cuddalore District**".

Objectives of the study;

1. To find out the significant difference in Emotional Intelligence and academic achievement of Higher Secondary Biology Students between
 - a. Male and Female
 - b. Rural and Urban area residences
 - c. Government and Aided School

2. To find out the significant relationship between Emotional Intelligence and academic achievement of Higher Secondary biology Students with reference to
 - a. Sex- male and female,
 - b. Nativity of the learner- Rural and Urban,
 - c. Type of management -Government and Aided.

Hypothesis of the study;

1. There is no significant difference in emotional Intelligence and its dimensions of higher secondary Biology students with reference to Gender.
2. There is no significant difference in emotional Intelligence and its dimensions of higher secondary Biology students with reference to Nativity of the learner
3. There is no significant difference in emotional Intelligence and its dimensions of higher secondary Biology students with reference to type of management.
4. There is no significant difference in achievement of higher secondary Biology students with reference to (a) Sex, (b) Nativity, (c) Type of Management.
5. There is no significant relationship between emotional intelligence and academic achievement of higher secondary Biology students with reference to background variable.

Method of the study

To achieve the objectives of the study, survey method was found to be the best suited method, because the investigation was primarily concerned with the conditions and relationship existing in the present. According to Best (1986) "The Survey is important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered and logical and skillful reporting of the findings". All these considerations have led the investigator to use the survey method of research in the present study.

Population;

The population for the present study consists of students studying XI and XII standard in various institutions in Cuddalore District.

Sample:

Stratified sampling is considered as the best technique of selecting a representative sample (Kothari. 1998). Stratified sampling has been used to select the sample for the investigation. The sample for the study has been drawn from 20 Higher Secondary biology Students of Cuddalore district.

Tool used

The Investigator would like to use Emotional Intelligence Scale developed by Dr. S. Arockiasamy (2006).

Emotional Intelligence Scale:

Emotional Intelligence scale consisted of 75 items under 5 dimensions namely self-awareness, self-regulation, motivation, Empathy and Social Skills. Each dimension has 15 items with three options namely 'Agree', 'Sometimes Agree' and "Disagree". All the items in this scale – were positive in nature.

Scoring;

Each item in the Emotional Intelligence Scale namely 'Agree', 'Sometimes Agree' and "Disagree" were scored as 2, 1 and 0 population and sample.

Establishing Reliability;

In order to establish reliability of the tool the translates was given to 50 higher secondary Biology students of D.G.M Higher Secondary School Sethiyathope in Cuddalore. Test - retest method was adopted. The product moment correlation was used to find reliability coefficient and it was found to be 0.71 and hence reliability was established.

Statistical Techniques used;

The investigator used for the present study the following statistical techniques: Mean, Standard deviation, 't' test and correlation analysis.

Data analysis and findings***Hypothesis 1***

There is no significant difference in emotional intelligence and its dimensions of Higher Secondary Biology Students with reference to Gender.

Table - 1

The significant difference in emotional intelligence and its dimensions of Higher Secondary Biology Students with reference to Gender

Emotional Intelligence	Category	N	Mean	S.D	t-value	Result
Self awareness	Male	164	22.62	4.32	3.75	S
	Female	156	24.42	4.46		
Self regulation	Male	164	23.32	4.52	1.56	NS
	Female	156	24.12	4.72		
Motivation	Male	164	22.42	5.42	1.37	NS
	Female	156	23.26	5.62		
Empathy	Male	164	23.22	5.36	1.47	NS
	Female	156	24.12	5.66		
Social Skill	Male	164	22.24	4.46	3.85	S
	Female	156	24.36	5.48		
Total	Male	164	96.62	15.12	1.14	NS
	Female	156	98.68	16.62		

(At 5% level of significance the table value of t' is 1.96}

It is inferred from the above table that there is no significant difference between Boys and Girls students in their self-regulation, motivation, empathy and total emotional intelligence. But there is significant difference between Boys and Girls students in their self-awareness and social skill.

Hypothesis 2

There is no significant difference in emotional intelligence and its dimensions of Higher Secondary Biology Students with reference to nativity of the learner.

Table - 2

The significant difference in emotional intelligence and its dimensions of Higher Secondary Biology Students with reference to nativity of the learner

Emotional Intelligence	category	N	Mean	S.D	t-value	Result
Self-awareness	Rural	145	23.16	5.32	2.15	s
	Urban	175	24.45	5.52		
Self-regulation	Rural	145	22.12	4.46	1.40	NS
	Urban	175	22.82	4.58		

Motivation	Rural	145	23.16	4.26	1.29	NS
	Urban	175	23.86	5.47		
Empathy	Rural	145	22.14	4.23	1.92	NS
	Urban	175	23.14	5.12		
Social Skill	Rural	145	23.22	4.62	1.82	NS
	Urban	175	24.24	5.48		
Total	Rural	145	97.44	15.52	1.11	NS
	Urban	175	99.42	16.46		

(At 5% level of significance the table value of t' is 1.96)

It is inferred from the above table that there is no significant difference between Boys and Girls students in their self-regulation, motivation, empathy, social skill and total emotional intelligence. But there is significant difference between Boys and Girls students in their self-awareness.

Hypothesis 3

There is no significant difference in emotional intelligence and its dimensions of Higher Secondary Biology Students with reference to type of management

Table - 3

The significant difference in emotional intelligence and its dimensions of Higher Secondary Biology Students with reference to type of management

Emotional Intelligence	Category	N	Mean	S.D	t-value	Result
Self-awareness	Government	154	21.12	4.28	1.86	NS
	Private	166	22.05	4.79		
Self-regulation	Government	154	22.45	4.85	1.65	NS
	Private	166	23.41	5.64		
Motivation	Government	154	20.63	4.72	1.89	NS
	Private	166	21.67	5.17		
Empathy	Government	154	20.07	5.18	1.87	NS
	Private	166	21.16	5.33		
Social Skill	Government	154	19.56	5.01	1.66	NS
	Private	166	20.56	5.74		
Total	Government	154	97.17	16.34	1.21	NS
	Private	166	98.45	17.26		

(At 5% level of significance the table value of t' is 1.96)

It is inferred from the above table that there is no significant difference between Boys and Girls students in their self-awareness, self-regulation, motivation, empathy, social skill and total emotional intelligence.

Hypothesis 4

There is no significant difference in academic achievement of Higher Secondary Biology Students with reference to (1) gender (2) nativity of the learner (3) type of management

Table - 4

The significant difference in academic achievement of Higher Secondary Biology Students with reference to (1) gender (2) nativity of the learner (3) type of management

category	N	Mean	S.D	t-value	Result
Male	164	124.58	24.11	2.08	s
Female	156	130.44	26.15		
Rural	145	123.42	23.52	1.08	NS
Urban	175	126.32	24.46		
Government	154	122.10	22.42	2.07	s
Private	166	127.42	23.56		

(At 5% level of significance the table value of t' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban students in their academic achievement. But there is significant difference between male and female, government and private students in their academic achievement

Hypothesis 5

There is no significant relationship between Emotional Intelligence and academic achievement of Higher Secondary biology Students with reference to (a) Sex - male and female, (b) Nativity of the learner - Rural and Urban, (c) Type of management -Government and Aided.

Table - 5

The significant relationship between Emotional Intelligence and academic achievement of Higher Secondary biology Students with reference to background variable

variable	N	Calculated r' value	Table value	Result
Male	164	0.136	0.139	NS
Female	156	0.134	0.139	NS
Rural	145	0.124	0.139	NS
Urban	175	0.120	0.139	NS
Government	154	0.130	0.139	NS
Private	166	0.132	0.139	NS

It is inferred from the above table that there is no significant difference between Emotional Intelligence and academic achievement of Higher Secondary biology Students with reference to background variable

Recommendations:

* Seminars and workshops may be conducted for the purpose of enhancement of the self-awareness. Teachers can also provide tips whenever possible for the purpose of developing students' self-awareness. They can also bring to the notice of the biology students about the role of self-awareness.

* As students are mature enough, they can be permitted to establish social relationship with one another under the guidance and direction of the teachers concerned. Group activities inside the school and social service activities outside the school premises could definitely help in enhancing the social skills of the higher secondary biology students.

* Student should be allowed to handle their emotions with their friends, family and others independently.

* most young people will develop and assume the responsibility for their own protection and peace of mind. But during the years of learning and practice, parents, teachers and adults need to be aware of the signs and patterns that signal danger. Awareness of adolescents stress and depression opens the door for adults to begin constructive efforts.

Conclusion;

It is worthwhile to draw some conclusion in relation to the present research. The present research is definitely an eye opener for all involved with secondary level. The study definitely calls for a radical change in outlook in process of school education. Emotional

intelligence is no longer vague psychological concept but a living reality an absolute necessity for school students. A realistic framework within various curricular activities for emotional intelligence and personality development is urgently needed. Various components of emotional intelligence that will contribute substantially to quality teaching at the secondary level must be identified. Each school must strive to train their teachers by qualified psychologists for the betterment of education at the secondary level.

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Conceptual Article

Tune Your Emotions

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Abstract

The paper talks about the need for tuning emotions. It starts with definition of the behaviour emotion. Emotion is a stirred up state of an organism. Brain has two seats of power. One is rational brain and the other is emotional brain. Emotional brain is primitive over the rational brain. Therefore at times when we are in emotive stage, emotional brain swings into action and order certain activities. This is called as emotional hijackings. Emotion has physical, chemical, biological and neurobiological basis. In physical change, we do certain physical activity such as upon seeing a snake we ran from the scene. Emotion inhibits the cognition and host of mental functions. Different parts of brain control. Manage and exhibit different combinations of emotions. Neurobiological talks about neural pathways and how emotional hijacking is carried over in the brain.

Keywords: *Emotion, Emotional Brain, Rational Brain, Emotional Hijacking, Neurobiology of Emotions, Cognitive Inhibition, Behavioural Response, Brain Functions, Neural Pathways, Psychology.*

Daniel Goleman Emotional Intelligence construct is given. From the knowledge of the above mentioned structural behaviour of the emotion one can manage and exhibit good behaviour. One can bring good out of bad. This managerial activity under difficult emotive situation can be provided by what is called as Emotional Intelligence.

1.Introduction

Anyone can become angry - that is easy, but to be angry with
the right person
to the right degree at the right time
for the right purpose and
in right way - that is not easy
-----Aristotle, The Nicomachean Ethics

The word "Emotion" etymologically is derived from the Latin word "Emovero" which means to "stir- up" "agitate" or "excite". "Emotion is a 'moved' or 'stirred- up' state of an organism. It is a stirred- upstate of feeling; that is how it appears to the individual himself. It is disturbed muscular and glandular activity; that is how it appears to the external observer".

A person may become dumb with fear by seeing the thief in his house, another person on seeing the thief, strikes him with rod out of angry, a person gets joy by seeing his name in IAS selection list, a person gets surprise by seeing a friend after 10 years, a person getting sad by the loss of points in Sensex etc are the examples of emotive behaviours.

It is often treated as mentally aroused state of the organism. Which involves conscious, visceral and behavioural changes. Emotions are internal events that coordinate many psychological subsystems including physiological response, cognition and conscious awareness.

Brain research indicates that emotions can 'speed up' or inhibit the thinking process. Emotions provide information, direct attention and often facilitate the attainment of goals.

2. Evolution of Brain

The most primitive brain was just a brainstem surrounding the top of the spinal cord and had minimal nervous system. This root brain regulates basic life functions like breathing and the metabolism of the body's other organs. This primitive brain cannot think or learn; rather it does a set of preprogrammed actions.

Next comes the brain of reptiles. Emotional centres were developed during this period. Example is, a snake hissing to signal the threat of an attack. Thus emotional brain has born.

Millions of years later in evolution, from these emotional areas evolved the thinking brain or the "Neocortex". Neocortex is the great bulb of convoluted tissues that make up the

layers. The fact that the thinking brain grew from the emotional reveals much about the relationship of thought to feeling; there was an emotional brain long before there was a rational one.

The most ancient root of our emotional life is in the sense of smell. Every living entity, be it food or prey is identified through smell. In those primitive times smell commended itself as a paramount sense for survival.

With the arrival of mammals limbic system came into being. The limbic system gave two tools; learning and memory. These advances allowed the animal to be smarter in its choices for survival and to get good out of bad, which means the thinking brain has taken shape.

When Homo sapiens came into existence, the neocortex grew larger and it became distinctly human. The neocortex is the seat of thought. It has a capacity of applying in new situation, form a hypothesis and to test the hypothesis (thinking brain). It allows us to have feelings about ideas, art, symbols and imaginings (emotional brain). Humans have feelings about feelings.

3. Emotional and Rational Brains

Humans have two different minds. One is rational and the other is emotional which means the former is thinking mind and the latter is feeling mind. The rational and emotional brains can be simply put as head and heart brains. Ordinarily there is balance between rational and emotional brains.

4. Physiology of Emotion

Normally there is balance between from rational and emotional brains. But during the experience of emotion men / women do certain actions / things about which they do not know why they are doing so in that way. By seeing the thief one becomes dumb or by seeing snake one goes on for 100m sprint which they have never done in their life's time or by seeing fire in house taking water and pouring over it and many more examples.

One such example is given here which is taken from the page number 16 of Daniel Goleman's book, "Emotional Intelligence, Why it can matter more than IQ". Richard Robles, a seasoned burglar, entered into the apartment of Janice Wylie and Emily Hoffert. Robles tied both the women. When he was tying Hoffert, Janice warned him that she would remember his face and help the police track him down. Robles, who had promised himself this was his last burglary, panicked, lost control, grabbed a soda bottle and clubbed the women until they were

unconscious. Then with fear, he stabbed them over and over with a kitchen knife. Looking back on that moment twenty five years later, Robles lamented, "I just went bananas. My head just exploded."

Such emotional explosions are neural hijackings. This hijacking occurs in an instant, triggering the reaction crucial moments before the neocortex, the thinking brain, has had a chance to glimpse fully what is happening.

5. Neurobiology of Emotional Hijacking

In human brain the part 'Amygdala' is an almond shaped is present near the bottom of the limbic ring. There are two amygdala one on each side of the brain. The amygdala is the seat of passion or emotion. A person whose amygdala was surgically removed will not show any feelings.

In emotional hijacking, the signals from eye or ear travel first in the brain to the thalamus and then across a single synapse to the amygdala - the emotional brain; a second signal from the thalamus is routed to the neocortex - the thinking brain. This branching allows the amygdala to begin to respond before the neocortex, and initiates a finely tailored response.

Anatomically the emotional system can act independently of the neocortex. The amygdala can house memories and response repertoires that we enact without quite realizing why we do so because the shortcut from thalamus to amygdala completely bypasses the neocortex.

6. Emotion And Cognition

There are important links between emotions and cognition that is the way we feel and the way we think. One is affective and the other is cognitive domain. Sometimes thought process shapes feeling and some other time feeling shapes thought process. A balance has to be maintained between these two. If such equilibrium is made then men / women can lead a life with mental hygiene. **"The process of making a balance between emotional and rational brain"** is called Emotional Intelligence.

7. Emotional Intelligence

Therefore it is possible for us to shape our moods and emotions using cognition. This in essence is Emotional Intelligence. Emotional Intelligence is defined as follows.

Being emotionally intelligent involves tuning into emotions, understanding them and taking appropriate action - Geetu Bharwaney

Emotional Intelligence is the ability to use your emotions to help you solve problems and live a more effective life. Emotional intelligence without intelligence, or intelligence without emotional intelligence, is only part of a solution. The complete solution is the head working with the heart - David Caruso

Emotional intelligence is an array of emotional, personal and social abilities which influence one's overall ability to cope effectively with environmental demands and pressures' - Dr. Reuven Bar On

Emotional Intelligence is "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence." Daniel Goleman (1998)

8. Daniel Goleman's Emotional Intelligence Construct

Following table depicts Daniel Goleman's five domains of emotional intelligence along with its twenty five components.

Self awareness	Self regulation	Motivation	Empathy	Social skills
Emotional awareness	Self control	Achievement drive	Understanding others	Influence
Accurate self-assessment	Trustworthiness	Commitment	Developing others	Communication
Self confidence	Conscientiousness	Initiative	Service orientation	Conflict management
	Adaptability	Optimism	Leveraging diversity	Leadership
	Innovation		Political awareness	Change catalyst
				Building bonds
				Collaboration and cooperation
				Team capabilities

8.1. Self-Awareness

The ability to stand aside and look at self, understand what makes one tick and what does not, understand the strengths and weaknesses. The ability to recognize and understand one's own moods, emotions, drives as well as their effect on others. People who have high

degree of self-awareness easily recognize how their feelings affect them and their job performance as well as how it affects others. Self-awareness refers to the act of knowing of one's own strength and weakness. The components of this domain are emotional awareness, accurate self-assessment and self-confidence.

8.2. Self-Regulation

Self-Regulation is having the integrity to work within the strengths while focusing to improve upon weaknesses, consciously reviewing behaviours before action. Self-regulation is the ability to manage one's own impulses and moods. In simple words, it is to think calmly before acting. This requires lot of tolerance. The components of this domain are self-control, trustworthiness, conscientiousness, adaptability, and innovation.

8.3. Motivation

Motivation refers to a stimulus which satisfies the need. Motivation is the ability to pursue the goals with energy and persistence. It means the emotional tendencies that guide or facilitate reaching goals. The components of this domain are achievement drive, commitment, imitative and optimism.

8.4. Empathy

It is the ability to understand others behaviour. It is the ability to understand and accept different viewpoints, feelings, motives and behaviours without losing individuality. Empathy means reading other's feelings, needs and concerns. That is, to put oneself into other's shoes. This does not mean that one has to agree all the time with others. If a physically challenged person is on the road, the state of feeling about his inability to cross the road is known as sympathy. On the other hand, if one could understand the feelings of physically challenged person and help him to cross the road is known as empathy. The components of this domain are, understanding others, developing others, service orientation and political awareness.

8.5. Social Skills

It is the ability to manage and built upon relationships. It is building rapport with various sections of society and creates of network of people. Those who are managing their relationship with a wide spectrum of people generally turn out to be very influential. The components of this domain are influence, communication, conflict management, leadership, change catalyst and cooperation.

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Should Physical Punishment Be Abolished At Elementary Schools?

A Discussion

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Abstract

In recent years education has become widespread for mass. But in inverse association between educational level and agreement on physical punishment suggest that attitudes to this form of child disciplining are changing. Various issues regarding physical punishment in schools are coming out in Medias frequently. Physical punishment has a long history. For thousands of years the rod or its substitute was the emblem of the teacher. Yet today few educational leaders and parents support its use but reluctantly. Now a general acceptance is that physical punishment for failure or indiscipline is unacceptable due to psychological and ethical points. Its use in schools declining rapidly due to un- acceptance of public, increased litigation against school and teachers, more party politics in schools and legislative bans.

Keywords: *Physical Punishment, Child Discipline, Educational Attitudes, School Discipline, Corporal Punishment, Psychological Impact, Ethical Issues, Educational Policy, Student Rights, Classroom Management*

Punishment

The word 'punishment' literally means torture that a person undergo on account of doing a wrong, which may be analysed from religious, educational and social point of view. The religious point of view is that God, being the ruler of this world punishes those who break his laws.

Social point of view is that those who are breaking the happiness of the society are being punished by the social court of law by which the tranquillity of the society is being preserved. It is believed that, a man always acts according to his best rational judgment. If he makes a wrong by default he is to correct it by undergoing a self-imposed punishment or some times by the jurist. Here, one beautiful example is; Goddess Sita who violates the rule by crossed the Laxmanrekha and punished by the Ravan as well as by her husband. It signifies that if Goddess can be punished for her wrong did, why not the human being? Some body can argue that it is mythology but it is a moral. From educational point of view is that, guilty should be punished who is not reached at their potential. It is suggested that, punishment should be in liberal way which can help to prevent the unaccepted activities, where punishment must be accepted by the wrong-doer and that must help him to realize his wrong did.

But in some instances it has been seen that, punishment may frighten the individual, may lead some permanent injury. When other children .see punishment, they are inspired to follow narrow path of success and not dare to take any risk by which they are lacking in their real progress. Further it is true that, excessive punishments impair the child in many ways and create feeling of hatred and revenge against the teacher or on himself which has no value. It is clear that punishment is a temporary measure of preventing misconduct. But, in many cases it has been seen that, individual continuously misbehaves in spite of sympathetic advice, love and affection. In this case we can say, sometime punishment is required to prevent misbehaviour. Punishment can be only effective when teacher and students have positive relationship and can be given at the beginning of the misbehaviour in a sympathetic manner with full of understanding, because strong action against the misbehaviour at beginning is more effective, which may not allow them to repeat the same and get confidence over their misconduct. Punishment, which gives pain and suffering to the individual is because to shape the behaviour, or change the behaviour or to stop the unapproved behaviour. A man always tries to do his best for rational judgments. But it is saying that 'man is to err'. Therefore, they may do mistakes at different time and stages but some mistakes are doing knowingly or purposefully, for which he should get punishment.

In elementary schools of our country, where teaching and learning are the prime job both to the teacher and students, which depend on psychological state of both students and teachers, how could we think about punishment which is the negative re-enforcement, and is a

chance to develop negative behaviour at the child such as revengeful mood, fear, lack of courage etc. Hence, the question is coming why there is punishment in the elementary school? The answer to this question is that, teaching meant making the child to understand, memorize and reflect over the facts. To do so, he has to seat quietly on their seat until called upon by the teacher to perform. If any short comings are found out, immediate the teacher is reacting and without taking any alternative they are giving punishment. It is because of many causes, such as heavy work load. Besides the teaching duties, the teachers are expected to perform variety of duties both at outside and inside of the schools, such as prepare census report, organize health awareness programme, prepare mid-day meal, organize Parent Teacher Association, community work, total literacy programme and so and sci. Therefore, now a day teaching is not the primary job to the elementary school teacher. Besides these, they have family responsibility and other some personal works. In many cases it has seen that they have to do work for local political leaders and higher authorities, other wise there are chances to face different crisis. They have lack of patience during the time of tax (educational) collection; they do not want to follow more repetition, prompt, giving more chance to children. It is because to get less time to finish the course, lack of adequate physical facilities as children enjoying in the private schools and other problems which lead maladjustment, lack of mental health among elementary school teachers. So, they are punishing severely or slightly like, caning or showing red eyes, sometimes they are asking students to stand on his seat or a corner, forcing him to run around a field, pulling the ears, beating with a stick, slapping, pinching, punching or given severe thrashing in the presence of entire class or school, whipping against the wall, shaking, shoving, yanking, kicking, hitting objects, spanking so and so forth, because only to control the entire academic environment of the class room and the school. It is obvious that, behind the punishment there is nonsuch personal or negative aim of the teacher. With a mission, teacher develop their aspiration that to prepare good and brilliant children by which children will put them at proper places, parents will get satisfaction, teacher will get recognition and a name. Therefore, every teacher gives some form of punishment to the students for their misconduct or not to finish their educational task. But, further it has seen that many teachers are not using that instrument very judiciously for being effective which should be.

We can also see the negative side of not to give physical punishment that, if there is lack of physical punishment to the students those who are continuously doing wrong things or

misbehaving, thinking that the teacher is either fool or incapable of administering physical punishment. In such cases they become more unmanageable and develop confidence that nothing will happen to him even whatever he will do. Therefore, in that case adequate physical punishment is desirable. But the success of physical-punishment depends on teacher's intelligence and his psychological insight.

Research studies on physical punishment

Punishment is the pain and suffering caused to students with a view to improving administration and curing ills. It is two types - physical & mental. Physical punishment is given through the medium of causing pain to the body. This pain maybe mild or severe.

Now the research evidences are available and permitted us to move beyond the debate about whether physical punishment is harmful to children by which we are going for abolition or is even effective as discipline which we can practice. In present day it has been banned officially but not in practice, mainly at the elementary schools of rural areas. It is very much visible scenery that, if a student do not come to school, three or four boys are sent to bring him to school and they do so by dragging or beating him either mentally or physically. When he finally arrives he is then looked upon by the teacher who literally makes a pulp out of him. He is then forced to stand in the corner in a bent position or stand in single leg for a longer time. Further it has been seen that, some schools are teaching the students about punctuality with thick rod or cane. Usually headmaster takes a position at the gate & punishes those who arrive late. After this few students dare to be late again. These things are common in our rural country. Therefore, it can be said that how the teachers are using this instrument for suppressing the child's growth and development in the name of discipline.

Some other studies have found out that, few parents believe physical punishment is effective but most believe it is unnecessary and harmful and majority think the most common outcome is parental guilt or regret. There is strong evidence that physical punishment places children at risk for physical injury, poorer mental health, and impaired relationships with parents, and weaker internationalization of moral values, antisocial behaviour, poorer adult adjustment, and tolerance of violence on children. Parents are more likely to use physical punishment if they approve of it, experienced it themselves as children, feel anger in response

to their children's behaviour. Research findings on the association between physical punishment and immediate positive results are unclear. But, it improves their problem-solving skills. On the other side there are clear and compelling evidence that the physical punishment of children plays no useful role in their upbringing and poses only risks to their development. Parents should be strongly encouraged to develop alternative and positive approaches for discipline. Many researches have proved that physical punishment might be more likely to have positive effects on children when there are parents-child relationships because it is so common that children do not reject parent's physical punishment. Another study conducted by Holden, Thompson, Zambarano & Marshall in 1997 and Found out that 2/3rds of the mothers interviewed, reported that physical punishment is not good because their child's, negative reaction to physical punishment. 1/ 3rd mothers who in favour of physical punishment also cited child-based reasons, typically their Child's oppositional behaviour which they want to change. Haffman and Lepper in 1983 told that punishments cannot alone constitute discipline, nor can be expected long time moral internalization.

Although physical punishment is not uncommon, several studies suggest that many parents do not think that it is constructive. Only small number of parents believed that physical punishment is the most effective way to change children's behaviour, while more parents believe that physical punishment is harmful to children and unnecessary. Several factors increase the risk of use of physical punishment whereas the more of these risk factors present in the parent's life. The more anger a parent feels in response to conflict with a child, the more likely it is that physical punishment will occur. Parents who were themselves physically punished in childhood or adolescence is more likely to respond to their own children's behaviour. Parental belief systems are that parents who interpret child misbehaviour as intentional and serious as defiance are more likely to use physical punishment. Childhood experience of physical punishment is related to negative outcomes long into adulthood. Since decreased levels of moral internalization and increased levies of aggression are among these outcomes. It is not surprising that physical punishment in childhood has been linked to the development of adult antisocial behaviour. Physical punishment was consistently associated with higher levels of adult aggression, criminal and antisocial behaviour but at the same time we can see that physical punishment is a reliable method of increasing obedience, learning, or respect for the parent. A typical situation resulting in physical punishment begins with parents

whose sense of control is threatened by a child's behaviour. For example, when a child exhibits a desire for independence a parent may think that the behaviour is unacceptable and is an intentional challenge to parental authority, then the parent becomes angry. If this parent experienced physical punishment as a child, or believes that it is an appropriate means of gaining control, or feels to maintain authority, then physical punishment is a likely to outcome. On the other hand, a parent with knowledge of child development who has appropriate expectations for a child's behaviour is likely to interpret a drive for independence. This parent is less likely to become angry in response to the child's behaviour and is, likely to use less physical punishment. Rather, this parent will guide the child to understand how to behave in different situations. Therefore, when physical punishment is most likely to be used must be decided properly. We can say physical punishment has its own merits & demerits but as a teacher or care giver we may use it as civilized way if required so.

According to Bentham 'all punishment is mischief; all punishment in itself is an evil. Some other philosopher said, 'Physical punishment is quantitatively equal to the crime. Although many educationists and parents are expressed anguish about such kind of practice, but some are in favour of it because they may think that, with the lack of physical punishment the family and social values at their children are decreasing day by day. But, in other side physical punishment is creating anxiety and fear in the child's mind which negatively impact on child's creativity, thinking, social fitness etc.

Now days some parents even they went to court against the teacher those who give the physical punishment to their students, which may not be a good practice. With certain personal inspiration and aspiration, the teacher might have given physical punishment, but if that will go to the court then what will happen to the teachers self-inspiration and mental health towards his teaching activity which is very much required to the child's' academic growth? Therefore, relating to this question the paper writer organized one group discussion where participants were all from Post Graduate classes as well as their teachers. At their majority of the participants were agreed that the court should not interfere in the school's teaching-learning matter and its discipline, teacher may use physical punishment if required but with a positive understanding and in a civilized way. All so it has been asked to all the participants that, would you think that school should seek parents' permission for physical punishment. Many

participants with many views, which were not helped to draw out any suitable conclusion and all those are discussed below.

Participants Attitude and Views towards physical punishment

Physical punishment is primarily used by teachers out of frustration and despair as opposed to educational values. During discussion maximum teachers and students strongly suggested that physical punishment should be in school and if it is not in the school it should be reintroduced but in an understanding way. They responded that without punishment classes are less manageable, teachers stress increasing, teachers feel helpless and they are not getting any effective alternative by which they can reduce all those problems. This physical punishment is giving them a sense of authority with which they are managing to reduce poor behaviour of pupils, poor academic results and maintain discipline. They also suggested that if any alternative/sis/are there it must be introduced and must include in in-service and pre-service teacher training course which is not now in the syllabus. Only a few teachers suggested that teachers should be more sympathetic, be creative in their problem solving and must do hard work to reduce the use of physical punishment. If required they may use verbal punishment rather than physical punishment. Participants also suggested that positive discipline strategies may be adopted which is more constructive and help the students not to be demoralized, helps to built self-esteem, develop insight and social skills but to maintain that one is very difficult. Majority participants were against of the above views and suggested that to control the huge/over-crowded classroom teacher has to use physical punishment. They viewed that it is not possible to adopt positive discipline strategies in our country schools where every things are shortfall. They argued that it is not possible to formulate positive discipline policy for each school. Hence, they believe that physical punishment may help to improve in productivity and pupil behaviour. They also believe that it is difficult to ignore the fact that issues of discipline are associated with power and control and are directly linked to tensions within the classroom. Always the authority of the teacher is put to test in the classroom situation. Teacher who supports physical punishment is dominant over the classroom discipline. They argued that it develops character and morality within the pupils. Without that teaching is more stressful in the classroom, because of feelings of anger and powerlessness and develops conflicts in teachers mind. Teacher may stay absent from school or present with a variety of stress related illness which may result in de-motivation and dissatisfaction within the working environment.

Hence, with research analysis and group discussion It may be conclude that, teacher working in school systems could use admirable corporal punishment without excessive force, whereas majority views were that, always teacher should try to avoid that if possible. Teacher should not behave in cruelty like charged the students, throwing chalk or duster, pulling him upright by his hair or ears which are the criminal assaults. Creating safe and secure learning environments in schools teacher should decide a suitable way which must be accepted by all (parents, pupils and community). For creating safe learning environment physical punishment should not be considered as the only way and mean. It may be very difficult to change teachers' attitude with their old practice. But all must join together to establish standards and limits within the schools for appropriate behaviour of pupils. Public awareness strategies must be developed to inform all parents about the risks associated with involvement of court on physical punishment in schools. National and state government should share responsibility for shaping of policy and provision for universal teacher education on physical education. Professionals should help teachers, parents and caregivers to understand the risks and benefit of physical punishment for socializing children. Hence, it is expected that, with the shift in thinking and practice a healthy and fertile environment may be developed to build educational components to meet the academic, emotional and behavioural needs of pupils by implementing comprehensive interventions, which may provide all pupils with opportunities to grow and learn.

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