

ISSN 2277-7733

# Voice of Research

Volume 4, Issue 3, December 2015

ICV 6.19 ion



*An International Refereed Journal  
for Change and Development*

Impact  
factor  
2.875

Chief Editor  
Avdhes S Jha





# Voice of Research

*An International Refereed Journal for Change and Development*

ISSN 2277-7733

Volume 4 Issue 3, December 2015

## Advisory Committee

Dr. Varesh Sinha (IAS)  
*Ex. Chief Secretary, Gujarat.*

Dr. Jayanti Ravi (IAS)  
*Commissioner, Labour Department, Gujarat.*

Shri Vinod Kumar Mall (IPS)  
*I.G. Police, Gujarat.*

Shri U. S. Jha  
*Sr. DCM, Indian Railways*

Cao Chenrui  
*HOD, Hindi Department, YMU, China*

Dr. R. S. Patel  
*Professor and Head, Gujarat University*

Dr. Akshay Agrawal  
*Vice-Chancellor, GTU*

Dr. Sunil Shukla  
*Director, EDII Ahmedabad*

Dr. Arbind Sinha  
*Retd. Professor, MICA*

Dr. C. N. Ray  
*CEPT University, Ahmedabad*

Minesh S. Jha  
*Management Consultant*

Dr. Uma Shrivastava  
*Professor and Head, Jabalpur*

Dr. M. N. Patel  
*Vice-Chancellor, Gujarat University*

Dr. C. P. Bhatta  
*Professor, IIM, Calcutta*

Dr. Rajul Gajjar  
*Dean (Masters and Ph.D.) GTU*

Dr. G. S. Parasher  
*Ex. Pro Vice-Chancellor, RTMU, Nagpur*

Ajay Patel  
*Project Scientist, BISAG*

Dr. Rajnishsingh Patel  
*Director, T.D. Campus, Rewa*

## Chief Editor

Dr. Avdhesh S. Jha  
*Ahmedabad.*

## Issue Editors

Prof. Nilesh Jha  
Bharti Venkatesh  
Dr. Asha Thokchom

## Editorial Committee

Prof. Philip Holt  
*Washington, USA*

Prof. Pooja Kashyap  
*University of Colorado, USA*

Prof. Kim Fam  
*Victoria University New Zealand*

Kanhaiya Chaudhari  
*Deputy Secretary (Edn) ICAR*

Dr. A. K. Kulshreshtha  
*DEI Agra.*

Dr. Kalpana Modi  
*SNDT University, Mumbai*

Prof. Deepthi Tarani  
*BSSS, Bhopal*

Prof. Patthira Phonngam  
*Loei University, Thailand*

Dr. Hiren Karathia  
*University of Lleida, Spain*

Dr. S. Ahmed Khan  
*BIT, Dubai.*

Dr. Veena Jha  
*Chauban College of Education, Bhopal*

Renisha Chainani  
*Consultant & Expert, Finance*

Dr. Madhura Kesarkar  
*SNDT University, Mumbai.*

Dr. Shailendra Gupta  
*Calorx University, Ahmedabad.*

Dr. Anjana Bhattacharjee  
*Tripura University, Tripura*

Dr. Sony Kumari  
*SVYASA University, Bangalore*

Dr. Kumara Charyulu  
*D.ICRISAT, Hyderabad*

Dr. Rajshri Vaishnav  
*Education Department, RTM University*

Dr. Vivekanand Jha  
*Consultant*

Dr. Lalima Singh  
*S.S. Khanna Girls Degree College, Allahabad*

Dr. T. V. Ramana  
*Andhra University Campus, Kakinada*

**Reg. Publication Office:** E/1, Samay Apparments, Behind NID, Paldi. Ahmedabad-380007

## EDITORIAL

This issue of Voice of Research in purple with the feel of colourful life in tough environment indicates the pleasure in hardship. I am happy to acknowledge that the weather had made us strong enough to strive for excellence and thus pour the quality research. It indicates the inculcation of research attitude amongst the researchers. The current issue highlighting social interaction anxiety, self-esteem, emotional intelligence, emotional regulation and social anxiety, study habit, academic achievement, parental and social influences, social change, inclusive education, the spirit of selected female characters, sleep patterns, self worth, music therapy, family environment, mental health, marital adjustment, organizational climate, work motivation, organizational commitment, new opportunities, and the theory of characterization comes up with the issues and its solution related to education, psychology, management and technology which is likely to be helpful in education, career and life.

To do well in life, career and education Bhattacharya and Biswas develops relationship between social interaction anxiety, self-esteem vis-a-vis internet usage, Bhattacharjee and Debbarma studies emotional intelligence, Kavitha and Sony Kumari relates emotional regulation and social anxiety, Mistry studies the study habit and its effect on academic achievement, Ghosh focuses on parental and social influences on career choice, Thokchom studies teacher and social change, Gandhi and Mangrola talks of inclusive education as a mode for special children whereas Shah analyses the revolting spirit of selected female characters. Sharma and Sharma evaluates the disturbed sleep patterns and self worth with music therapy, Kaur, Kaur & Chandni Rani reviews family environment in relation to mental health and marital adjustment, Vidhu Mohan and Sharma relates organizational climate with work motivation and organizational commitment, Makhkamov discuss about new opportunities of implementation of ICT whereas Agarwal critically comes up with the theory of characterization.

On the whole this purple issue of Voice of Research presents the recent trends and issues and envisages the readers for further research in the area. Along with developing the interest in social science, humanities and technology, this issue is likely be of much help to the teachers, students, researchers and the management. I am sure, this issue will envisage the enthusiastic readers and researchers and Voice of Research is able to draw the necessary attention of the concerned departments on the related issue.

*Regards,*

**Avdhesh S. Jha**

**Chief Editor**

# LIST OF CONTENTS

1.	<b>SOCIAL INTERACTION ANXIETY, SELF-ESTEEM VIS-A-VIS INTERNET USAGE – A STUDY ON YOUNG ADULTS</b> Swaha Bhattacharya & Sona Biswas .....	1
2.	<b>INDIAN TRIBAL ADOLESCENT: A REVIEW ON THEIR EMOTIONAL INTELLIGENCE</b> Anjana Bhattacharjee & Rebeka Debbarma .....	3
3.	<b>A COMPARATIVE STUDY USING EMOTIONAL REGULATION AND SOCIAL ANXIETY AMONG TECHNICAL AND NON-TECHNICAL STUDENTS</b> Kavitha K G & Sony Kumari .....	7
4.	<b>STUDY HABIT AND ITS EFFECT ON ACADEMIC ACHIEVEMENT OF TRIBAL AND NON-TRIBAL STUDENTS AT SECONDARY LEVEL</b> Milan T. Mistry .....	9
5.	<b>PARENTAL AND SOCIAL INFLUENCES ON CAREER CHOICE AS DOCTOR</b> Antara Ghosh .....	14
6.	<b>TEACHER AND SOCIAL CHANGE: EDUCATIVE PROCESS</b> Asha Thokchom .....	18
7.	<b>INCLUSIVE EDUCATION - A WAY TO REACH OUT SPECIAL CHILDREN: AN EXPERIMENT</b> Dipali Gandhi & Bhumika Mangrola .....	22
8.	<b>THE REVOLTING SPIRIT OF SELECTED FEMALE CHARACTERS IN SELECTED SHORT STORIES</b> Mita R. Shah .....	25
9.	<b>DISTURBED SLEEP PATTERNS AND SELF WORTH IN YOUTH: A MUSIC THERAPY INTERVENTION</b> Mamta Sharma & Akankasha Sharma .....	28
10.	<b>FAMILY ENVIRONMENT IN RELATION TO MENTAL HEALTH AND MARITAL ADJUSTMENT AMONG RURAL WOMEN OF PUNJAB</b> Sukhminder Kaur, Gurbinder Kaur & Chandni Rani .....	33
11.	<b>ORGANIZATIONAL CLIMATE IN RELATION TO WORK MOTIVATION AND ORGANIZATIONAL COMMITMENT</b> Vidhu Mohan & Dharna Sharma .....	38
12.	<b>NEW OPPORTUNITIES OF IMPLEMENTATION OF ICT IN THE REPUBLIC OF UZBEKISTAN</b> Makhkamov Bakhtiyor Shukhratovich .....	43
13.	<b>THE THEORY OF CHARACTERIZATION: A CRITICAL LEGAL STUDY PERSPECTIVE</b> Prem Kumar Agarwal .....	45

## Call For Papers

Voice of Research calls for unpublished articles, research papers, book review, case study for publication.

### Guidelines to Authors

- No processing fee is charged for the review of the papers. Further, the plagiarism check is not done but the papers submitted for the Journal should be original contribution by the author or researcher. In other case, it shall be the responsibility of the author(s).
- A declaration uploaded on the website, duly filled and signed by the author along with covering letter that the paper is original and has not been published or submitted for publication elsewhere should be mailed to the editor.
- Research papers should be typed in double-space with 11 font size in Garamond and one inch margin on all sides on A4 size paper. Tables with appropriate number and title on the top in single space 9 font size and references (in APA style) in 10 font size.
- Research paper with the abstract containing tables, figures and reference should be restricted to 3000-4000 words.
- The cover page should contain the title of the paper, author's name, designation, official address and address for correspondence, contact, phone/fax number and e-mail address.
- Publication of the article or paper rests with the Editorial committee and it depends entirely on its standard and relevance. Authors may also be requested to revise their manuscript before they can be accepted for publication. Correspondence in this regard will be done with the first named author unless otherwise indicated.
- All the papers undergo double blind peer review. Minimum time taken for processing the paper 21 days. Maximum time taken for processing the paper is 45 working. Contributors are free to send the material to any other publication after this period if they don't receive any intimation from Editor, Voice of Research.

Research papers should be mailed to the editor at editor.vor11@gmail.com; editor@voiceofresearch.org

---

## Subscription Form

I Prof. /Dr. /Mr. / Mrs. /Ms. \_\_\_\_\_ wish to subscribe the journal “**VOICE OF RESEARCH**” for one year for individual/institution/library. The prescribed contribution of journal subscription is sent herewith by Demand Draft No \_\_\_\_\_ for Rs 1500 (Fifteen Hundred Only or as applicable in multiples of nos. of years) dated \_\_\_\_\_ in favour of “Editor, Voice of Research” payable at UCO Bank, Ahmedabad.

### Details of Subscriber

#### Individual/Institute/University

Name (in Block Letters):

Flat/ Bungalow no.:

Street:

City:

State:

Country:

Pin/Zip code:

Telephone / Mobile No.:

E-Mail Address:

Signature

### Note:

1. Individual Contributors and subscribers from India may pay their subscription fee in Indian Rupee amounting to Rs. 1500.00 through **Direct Deposit into Bank Account** in or through demand draft favouring **The Editor, Voice of Research** payable at **Ahmedabad. The Draft can be sent in the name of Chief Editor at E/1, Samay Apartments, Beh. NID, Paldi, Ahmedabad-380007**

### 2. Information of Bank Regarding Direct Deposit:

In the Name of: “**Editor, Voice of Research**”

Bank Name: **UCO Bank**

A/c No.: **03340210001387**

Micr Code: **380028008**

Branch Code: **334**

IFSC: **UCBA0000334**

Bank Branch: **Maninagar, Ahmedabad Gujarat (India).**

### Subscription charges

#### Period of Subscription

#### Rate of Subscription

1 year  
2 years  
3 years  
Lifetime

**Individual**  
Rs. 1500  
Rs. 2800  
Rs. 4000  
Rs.10000

**Institutional**  
Rs. 2500  
Rs. 4500  
Rs. 6000  
Rs. 20000



## SOCIAL INTERACTION ANXIETY, SELF-ESTEEM VIS-A-VIS INTERNET USAGE – A STUDY ON YOUNG ADULTS

**Swaha Bhattacharya**

Professor, Department of Applied Psychology, University of Calcutta

**Sona Biswas**

Ex-Student, Department of Applied Psychology, University of Calcutta

**Voice of Research**

Volume 4, Issue 3

December 2015

ISSN 2277-7733

### Abstract

*The aim of the present investigation is to study the social interaction anxiety and self-esteem of internet users between the ages 18 to 25 years. Accordingly, a group of 90 internet users (30 from internet user without addiction, 30 from internet user with mild addiction and 30 from internet user with moderate addiction) were selected as sample in this investigation. A General Information Schedule, Internet Addiction Test, Social Interaction Anxiety Scale and Rosenberg's Self-Esteem Scale were used as tools. The findings revealed that social interaction anxiety increases with the increase of internet usage, on the other hand, self-esteem is comparatively higher among the internet users without addiction than that of the mild and moderately addicted internet users. Besides this, there is positive correlation between internet usage and social interaction anxiety. On the contrary, there is negative correlation between internet usage and self-esteem. Considering the findings of the study, it can be said that there is a dire need to develop intervention strategies for the internet addicted people to increase their self-esteem and also to reduce their problems related to social interaction anxiety.*

**Keywords :** Social-interaction anxiety, Self-esteem and Internet usage

Internet is the new tool that is evolving into an essential part of everyday life all over the world (Nalwa & Anand, 2003). It is a global linking of computers that allows information transfer. In spite of the widely perceived merits of this tools, psychologists and educators have been aware of the negative impact of its use, especially over or misuse and the related physical and psychological problems (Greenfield, 2000). Internet addiction can be defined as a maladaptive pattern of internet usage that significantly interferes with a person's normal daily routines or activities, one's work or school environment and one's psychological well-being. In this context it can be said that social interaction anxiety refers to feelings of tension, apprehension, self-consciousness, emotional distress and increased autonomic arousal triggered in anticipated or actual social situations, particularly when a person perceives being exposed to negative evaluation by others. Research findings revealed that the higher the increase of internet usage, the higher is the social anxiety. Many studies indicate that people may develop a new lifestyle through internet activities, which may cause worsening in their actual social relationship. Chou & Hsiao (2000) indicated that internet snatches away individual from social life and limits real social relations. Suhail and Bargees (2006) identified in a study that internet use causes difficulties in maintaining interpersonal relations among the youngster. Self-esteem refers to one's sense of worth or importance and it includes both cognitive and affective elements. Murali and George (2007) mentioned that lower self-esteem triggers excessive internet use. Shotton (1991) found that internet addiction decreases self-esteem of the individuals. Considering the above, the present investigation has been designed to study the social interaction anxiety and self-esteem of a group of internet users without addiction, with mild addiction and also with moderate addiction.

### Objectives

To study the social interaction anxiety of internet users without addiction, with mild addiction and with moderate addiction between the ages 18 -25 years.

To study the self-esteem of internet users without addiction,

with mild addiction and with moderate addiction between the ages 18 -25 years.

### Hypotheses

Hypothesis – I : Internet user without addiction and mild addiction, mild addiction and moderate addiction and also moderate addiction and without addiction respectively differ among themselves in terms of social interaction anxiety.

Hypothesis – II : Internet user without addiction and mild addiction, mild addiction and moderate addiction and also moderate addiction and without addiction separately differ among themselves in terms of self-esteem.

Hypothesis – III : There is positive correlation between internet usage and social interaction anxiety.

Hypothesis – IV : There is positive correlation between internet usage and self-esteem.

### Study Area And Sample

A group of 90 internet users (30 from without addiction, 30 from mild addiction and 30 from moderate addiction) were selected as sample from different areas of Kolkata City. They are between the ages 18 to 25 years. Equal gender ratio was followed. Their educational qualification is at least Higher Secondary.

### Tools Used

General Information Schedule : It consists of items like name, address, age, gender, educational qualification etc.

Internet Addiction Test (Screening Device) : It consists of 20 items answerable in a five-point scale which measures mild, moderate and severe level of internet addiction, developed by Dr. Kimberly Young.

Social Interaction Anxiety Scale (Mattick and Clarke, 1998) : It consists of 20 items answerable in a five-point scale on which respondents rate their experiences in social situations associated with social anxiety and social phobia.

Rosenberg Self-Esteem Scale (1986) : It consists of 10 items answerable in a four-point scale which measures state self-esteem by asking the respondents to reflect on their general feelings about themselves.

### Administration, Scoring And Statistical Treatment

General Information Schedule, Internet addiction Test, Social



Interaction Anxiety and Rosenberg Self-Esteem Scale were administered to the selected group of subjects by giving proper instruction. Data were collected and properly scrutinized. Scoring was done with the help of standard scoring key. Tabulation was done for each group and for each test separately. Mean and S.D. were calculated for each test separately. Comparisons were made by applying t-test. Correlation was done between internet addiction and social interaction anxiety and also between internet addiction and self-esteem.

**Results And Interpretation**

Data inserted in Table – 1 reveals the comparative pictures between the three groups of internet user in terms of social interaction anxiety. From the mean score it can be said that social interaction anxiety is comparatively less among the internet user without addiction than those of the mild and moderate level addiction. Internet users who are under mild and moderate level of addiction are comparatively shy, facing difficulty to meet people in social situations, facing difficulty to communicate and convey their feelings and thoughts with other people directly that those of the other two groups. Further it can be said that although internet user with mild and moderate level of addiction do not exceed the cutoff score regarding social phobia and social anxiety still internet user with mild and moderate level of addiction shows comparatively high social interaction anxiety than that of those of the internet user without addiction. Thus, the Hypothesis – I is accepted for Group A vs B and Group A vs C but rejected for Group B vs C.

**Table 1 : Comparisons between the three groups (A vs B, B vs C and C vs A) in terms of social interaction anxiety**

Comparison between	Social	Interaction	Anxiety	
	N	Mean	S.D.	t-test
Internet user without addiction (A)	30	18.70	9.98	2.21* *
Internet user with mild addiction (B)	30	24.30	9.79	
Internet user with mild addiction (B)	30	24.30	9.79	0.63*
Internet user with moderate addiction (C)	30	25.97	10.73	
Internet user with moderate addiction (C)	30	25.97	10.73	2.73* **
Internet user without addiction (A)	30	18.70	9.98	

Score range : 0-60 with cutoffs of 34 or more indicative of social phobia and 43 or more indicative of social anxiety High score indicates high social interaction anxiety and vice-versa.

\* Difference is insignificant, \*\* p < 0.05, \*\*\* p < 0.01.

Comparisons were also made between the three groups of internet users separately in terms of self-esteem, no significant difference was observed between Group B vs C and Group C vs A but Group A vs B differ significantly at 0.05 level (Data inserted in Table – 2). Analysis of data further reveals that internet users without addiction have comparatively higher self-esteem than that of the other two groups but all the groups belong to the category of normal self-esteem. It can further be said that internet users without addiction have more positive attitude towards themselves in any aspects than that of the other two groups. Thus the Hypothesis – II is accepted for Group A vs B and is rejected for Group B vs C and Group C vs A.

**Table 2 : Comparisons between the three groups (A vs B, B vs C and C vs A) in terms of self-esteem**

Comparison between	Self	Esteem		
	N	Mean	S.D.	t-test
Internet user without addiction (A)	30	21.33	3.89	2.14**
Internet user with mild addiction (B)	30	18.67	5.61	
Internet user with mild addiction (B)	30	18.67	5.61	1.42*
Internet user with moderate addiction (C)	30	20.47	4.13	
Internet user with moderate addiction (C)	30	20.47	4.13	0.84*
Internet user without addiction (A)	30	21.33	3.89	

Score range : 0-30 where 15-20 : Normal self-esteem, <15 : Some self-esteem issues are present, < 10 : very low self esteem.

High score indicates high self-esteem and vice-versa

\* Difference is insignificant, \*\* p < 0.05.

Data inserted in Table – 3 reveals the correlation between internet usage and social interaction anxiety. From the findings it can be said that there is positive correlation between these two. Thus the Hypothesis – III is accepted in this investigation.

**Table 3 : Correlation between internet usage and social interaction anxiety**

Correlation between	Correlation coefficient
Internet usage	0.67*
Social Interaction Anxiety	* Positive correlation

Data inserted in Table – 4 reveals the correlation between internet usage and self esteem. From the findings it can be said that there is negative correlation between these two. Thus the Hypothesis – III is rejected in this investigation.

**Table 4 : Correlation between internet usage and self-esteem**

Correlation between	Correlation coefficient
Internet usage	- 0.58*
Self-esteem	* Negative correlation

**Concluding Remarks**

Internet addiction has begun to be an important problem with the youngsters starting to misuse internet. There are several researches in the field of psychology that examine the psychological effect of internet addiction. The present findings reveal that internet user without addiction, internet user with mild and moderate addiction differ in connection with social interaction anxiety and also with self-esteem. Not only this there is positive correlation between internet usage and social interaction anxiety, on the contrary, there is negative correlation between internet usage and self-esteem. This study can help the individuals with internet addiction to gain a better understanding of them with direction to check their compulsive internet use and seek help in time of crisis. The data based facts and the instrument used may be utilized by psychologists to develop strategies for problem management and to develop certain awareness among people regarding the internet usage and their associate variables.

**References**

Chou, C. & Hsiao, M.C. (2000) Internet addiction, usage, gratification and pleasure experience : The Taiwan college student's case, *Computer and Education*, 35, 65 – 80.  
 Greenfield, D. (1999). Psychological characteristics of compulsive internet use : a preliminary analysis, *CyberPsychology & Behaviour*, 2 (5), 403 – 412.  
 Murali, V. & George, S. (2007). Lost online : an overview of internet addiction, *Advances in Psychiatric Treatment*, 13, 24 – 30.  
 Nalwa, K. & Anand, A. (2003). Internet addiction in students : A cause of concern, *CyberPsychology & Behaviour*, 6 (6), 653 – 656.  
 Shotton, M. (1991). The cost and benefits of computer addiction, *Behaviour and Information Technology*, 10, 219 – 230.  
 Suhali, K. & Bargees, Z. (2006). Effects of excessive internet use on undergraduate students in Pakistan, *CyberPsychology & Behaviour*, 9 (3), 297 – 307.



## INDIAN TRIBAL ADOLESCENT: A REVIEW ON THEIR EMOTIONAL INTELLIGENCE

Anjana Bhattacharjee

Assistant Professor, Department of Psychology, Tripura University

Rebeka Debbarma

Research Scholar, Department of Psychology, Tripura University

Voice of Research

Volume 4, Issue 3

December 2015

ISSN 2277-7733

### Abstract

*Emotional Intelligence is the ability to identify and manage one's own emotions and the emotion of others. Adolescence is the most critical stage to the emotional problems, thus educating adolescents about emotions and helping them to deal with others as well as their actions can be very useful in their daily struggles. Adolescents who are academically brilliant may sometimes be socially inept. Thus, emotional intelligence will help an adolescent to reduce stress by decreasing conflict, improving relationships and understanding. Numerous researches had showed that emotional intelligence differs according to community differences. The scheduled tribes are economically inferior and they are routinely marginalized and deprived of their access to fundamental resources including health and educational services. Therefore, the present paper is an attempt to review the emotional intelligence of the tribal adolescent school students in India. The paper also attempted to highlight the importance of emotional intelligence on the overall development of adolescent tribal school students in India. Further, the paper also suggests some need based measures for improving emotional intelligence of different tribes of India.*

**Keywords:** Emotional Intelligence, adolescent, scheduled tribes.

Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood (age of majority). The World Health Organization identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. The process of adolescence is a period of preparation for adulthood during which time several key developmental experiences occur. Besides physical and sexual maturation, these experiences include movement toward social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract reasoning.

Adolescence has long been described as a time of emotional turmoil (Hall, 1904). In its extreme form, this view is too stereotypical because adolescents are not constantly in a state of "storm and stress". Nonetheless, early adolescence is the time when emotional highs and lows occur more frequently (Rosenberg & Lewis, 2003). Young adolescents can be top of the world in one moment and down in the dumps the next. In many instances, the intensity of their emotions seems out proportion to the events that elicit them (Steinberg & Levine, 1997). Young adolescents may sulk a lot knowing how to express their feelings adequately. With little or no provocation, they may blow up at their parents or siblings, projecting their unpleasant feelings onto another person.

Adolescence is the most crucial stage to the emotional problems, thus teaching adolescents about emotions and helping them to deal with others as well as their actions can be very helpful in their daily struggles and for that emotional intelligence is very important. Emotional intelligence is the ability to be aware of, control and recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour. According to Mayer & Salovey (1997) "Emotional intelligence

is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth". Salovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions. According to them the first step in understanding emotions is to perceive them accurately. We can understand emotions through many nonverbal signals like facial expressions, body gesture/postures etc. The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. The ability to manage emotions effectively is a crucial part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

According to Daniel Goleman, "emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them". The following steps describe the five components of emotional intelligence at work, as developed by Daniel Goleman:

**Self-awareness-** It is the ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Self-awareness includes self-confidence, realistic self-assessment, and a self-deprecating sense of humour. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.

**Self-regulation-** It is the ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. Hallmarks include trustworthiness and integrity; comfort with ambiguity; and openness to change.

**Internal motivation-** It is a passion to work for internal reasons that go beyond money and status -which are external rewards,



such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity. It is a propensity to pursue goals with energy and persistence. Internal motivation includes strong drive to achieve, optimism even in the face of failure, and organizational commitment.

Empathy-Empathy means understanding other's feelings, needs and concern. Empathy is to discern the feelings of others, understand their emotions, and utilize that understanding to relate to others more effectively.

Social skills- It is the ability to manage and build upon relationships and building rapport with various sections of society and creating network of people. Social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams. Social skills can help to manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

Emotional Intelligence is such type of attribute which is related with everyone. Emotional Intelligence is the ability of an individual to deal effectively with other people, understand one's own feelings and appropriately respond to the everyday environment. Emotional Intelligence doesn't mean being soft – it means being intelligent about emotion, a different way of being smart. It was found that in different studies people who succeed in life are not merely intellectually intelligent but their Emotional Quotient was also found to be high. Turner (2004) stated that traditional IQ contributes only 20% to one's success, whereas emotional quotient (EQ) contributes 80%.

### Objectives

The main objective of this paper is to review the overall status of the emotional intelligence of the Tribal adolescent school students in India, especially in the state of Tripura. The paper also attempted to highlight the importance of emotional intelligence on the overall development of adolescent tribal school students. Further, the paper also suggests some need based measures for improving mental health and well-being of different tribes of India.

### Indian Tribal Adolescents and Their Status of Emotional Intelligence

The tribal population of our country, as per the 2001 census, is 8.43 crore, constituting 8.2% of the total population. Almost 92% (91.7%) of them are living in rural areas and only 8.3% are living in urban areas. The population of the tribes had grown at a growth rate 24.45% during 1991-2001. More than half of the scheduled tribe population is concentrated in the state of Madhya Pradesh, Maharashtra, Orissa, Gujarat, Rajasthan and Jharkhand (Ministry of Tribal Affairs, Govt. of India, 2010) India is a home to more than 243 million adolescents aged 10-19, who account for quarter of the country's population. According to the 2001 census, the total number of Scheduled tribe adolescent population is 18578789 (22.03) out of which 9660531 are males and 8918258 are females. The tribal adolescents of our country are often deprived of basic education and other facilities which are very much essential for their all round development. Among them the situation of

rural tribal adolescents are worse. The lack of education, communication and other health services make them more prone to develop different physical and mental health problems. Among various mental health variables emotional intelligence is one of the significant factor for overall adjustment and success in life. The following literature reviews highlight the scenario of emotional intelligence among the tribal adolescents of our country:

Andrabi, A. A. (2015) conducted a study on Emotional Intelligence among tribal and nontribal adolescents of Anantnag and Kupwara districts of Kashmir and revealed that non-tribal adolescents showed a higher level of emotional intelligence than tribal students. Further the study revealed insignificant differences between the male and female adolescents on the measure of emotional intelligence in tribal group. However, significant difference was found among the non-tribal male and female adolescents.

Jamadar, J. and Sindhu, A. (2015) investigated the impact of socio-economic status on emotional intelligence and creativity among Tribal students of Hosahalli, H. D. Kote, Mysore. They found that in tribal community peoples, especially Yerava Community students had high level of emotional intelligence and creativity compared to Kaadu kuruba and Jenu Kuruba tribal communities.

Parihar, N. and Jha, M. (2015) conducted research on the role of emotional intelligence, gender and culture in depression in the area of Raipur and Bastar district of Chhattisgarh State. Their findings suggested that emotional intelligence is a significant predictor of depression in clarity and mood repair dimension. However, the result did not revealed gender and cultural differences among the adolescents.

Tripathi, I. (2015) examined the relationship between emotional intelligence and gender in tribal-non tribal adolescent group. For their study 400 adolescent children were selected from various schools of Ranchi district. Result revealed that both tribal males and females possessed similar emotional intelligence. However, non-tribal group of males and females are significantly different from each other.

Ghosh, D. (2015) explored gender differences on emotional intelligence among tribal and non-tribal adolescent school students of Tripura. Her study showed significant differences between tribal and non-tribal students on overall emotional intelligence. Further she revealed gender difference on emotional intelligence among school students. Another study conducted by Anjali, D. (2015) on the effect of gender, community culture and type of school on emotional maturity of tribal and non-tribal pre-adolescents in Gandhari area of the Nizamabad District in Telangana state and found that on the measure of emotional maturity non-tribal performed better than tribal community.

Sinha, V. K. (2014) examined the level of emotional maturity among tribal and non-tribal adolescent girls and identified the impact of socio economic status and family structure on emotional maturity. Findings showed that non-tribal adolescent girls had high level of emotional maturity in comparison to the



tribal adolescent girls. Further, data analysis concluded that emotional maturity had been affected by socio economic status and family structure. Gopal, D. V. V. et al. (2013) conducted research on the effect of ethnicity and gender on emotional and behavioural problems in young adolescents and revealed that tribal adolescents have higher emotional, aggressive and other problems than their non-tribal counterparts.

Research on the role of gender and community in aggression among adolescents was conducted by Bhattacharjee, A (2012). Her analysis revealed that tribal adolescents of Tripura possessed more aggression than non tribal adolescents. Akhtar, Z. (2012) conducted study on the anxiety and adjustment pattern among tribal and non tribal students of different schools of Jamshedpur and indicated significant difference between tribal and non-tribal students in the emotional adjustment.

Nandwana and Joshi (2010) conducted a study on emotional intelligence of tribal adolescents of the "Tidi" village of Udaipur. They found that tribal adolescent possessed low emotional intelligence. Majority of adolescents (55%) were found to have poor level of emotional intelligence followed by 35 percent of subjects in average category (Nandwana and Joshi, 2010).

#### **Importance of Emotional Intelligence among Adolescent School Students**

Adolescents have long been regarded as group of people who are searching for them to find some form of identity and meaning in their lives (Erickson, 1968). They have long been assumed as a unique group with a wide range of difficulties and problems in their transition to adulthood. In this respect Emotional Intelligence can be a boon for adolescents in adjusting with their difficult world. The adolescent's task is not simply one of dealing with the external environment and other individuals but one of seeking to discover himself/herself, his/her reaches and his/her limit and his/her role in the world in which he / she lives. In this way self awareness, self regulation, motivation, empathy and social skills all will pay a lot to adolescents if channelized in proper direction.

Adolescents who are academically brilliant may sometimes be socially and interpersonally inept. Despite possessing a high IQ, success may not automatically follow. But by increasing the emotional quotients, the adolescents can become more productive and successful at what they do and they can also help others to become more productive and successful too. High emotional intelligence will definitely help an adolescent to reduce stress by decreasing conflict, improving relationships and understanding. Many of today's young people deal with stress and pressure each day. Those who lack the skills to deal with these stresses have a higher chance of acting out due to a lack of mental well-being. Having emotional intelligence skills affects both outlook and attitude of an individual. It can also help get rid of anxiety, help to deal with mood swings and avoid depression. Following points indicates the importance of intelligence among adolescents.

**Physical Health** -The ability to take care of our bodies and especially to manage our stress, which has an incredible impact on our overall wellness, is heavily tied to our emotional

intelligence. Emotional intelligence can help adolescents to be aware of their emotional state and help them to overcome stress which will further help them to maintain good health.

**Mental Well-Being** -Emotional intelligence affects our attitude and outlook on life. It can also help to alleviate anxiety and avoid depression and mood swings. A high level of emotional intelligence directly correlates to a positive attitude and happier outlook on life. High emotional intelligence can help an adolescent to deal with life stress and help them to cope up with depression, anxiety, etc.

**Relationships**- By better understanding and managing emotions, adolescents can communicate their feelings in a more constructive way. They can understand and relate to those with whom they are in relationships. Adolescents with high emotional intelligence tend to enjoy close relationship, and are comfortable with themselves and others. Understanding the needs, feelings, and responses of other will leads to stronger and more fulfilling relationships.

**Conflict Resolution** - When we can discern people's emotions and empathize with their perspective, it's much easier to resolve conflicts or possibly avoid them before they start. Adolescents can take decisions through the emotions and resolve conflict with others. They are also better at negotiation due to the very nature of their ability to understand the needs and desires of others. It's easier to give people what they want if we can perceive what it is.

**Success**-Higher emotional intelligence helps us to be stronger internal motivators, which can reduce procrastination, increase self-confidence, and improve our ability to focus on a goal. It also allows us to create better networks of support, overcome setbacks, and persevere with a more resilient outlook. Our ability to delay gratification and see the long-term directly affects our ability to succeed.

**Leadership** - An effective leader can recognize what the needs of his people are, so that those needs can be met in a way that encourages higher performance and work satisfaction. Adolescent with emotional intelligence has good leadership qualities and can make decision effectively and wisely. An emotionally savvy and intelligent leader is also able to build stronger teams by strategically utilizing the emotional diversity of their team members to benefit the team as a whole.

#### **Role of Emotional intelligence in Academic Performance**

Research suggests that emotional health is fundamental to effective learning. The most critical element for a student's success in school is an understanding of how to learn. Some key ingredients for this understanding are- confidence, self control, capacity to communicate and ability to co-operate. These traits are all aspects of emotional intelligence. An intelligent adolescent who is self aware and intrinsically motivated will definitely have very high academic performance. Adolescents with high emotional intelligence will also have good relationship with teachers and parents which also help them to perform well in their examinations. Students with good EQ will not have conflicts with peer group and are not likely to use drugs.

## Conclusion

The present paper finally concluded that the emotional status of tribal youth differs from their non tribal counterparts. Different studies showed that tribal youths possessed low emotional intelligence which creates difficulty in their adjustment. This is because scheduled tribes in India have been for centuries; the most marginalized and exploited people. Over 95% of scheduled tribes still live in rural areas and economic exploitation remains their most acute problem. Furthermore, the paper also showed that high emotional intelligence enables the adolescent to develop very good interpersonal relationships and to have better social support. Through life skills training and scientific guidance, we can improve the emotional intelligence of adolescents and thus we can lead them towards a very successful future life.

## Need Based Measures for the Improvement of Emotional Intelligence among Adolescent School Students

On the basis of the literature review and keeping in mind the scenario of tribal adolescents in our country more particularly in North Eastern region, the following suggestions have been made for improvement of emotional intelligence:

**Reducing Negative Emotions:** To improve emotional intelligence it is important to reduce negative emotion. Negative emotion includes negative personalization and fear of rejection. One effective way to manage fear of rejection is to provide oneself with multiple options in important situations, so that no matter what happens, one has strong alternatives going forward.

**Managing Stress:** There is no doubt that life is stressful. Managing stress has a direct correlation with our level of emotional intelligence. Enhancing time-management skills may be one area where stress can be reduced. Prioritize tasks and learn how to politely refuse requests that are time-consuming but not beneficial. We should not spend time worrying about what others would do or what others think or believe about us. We must concentrate on our capabilities and be confident in every endeavor.

**Developing Open Mind:** Listening does not necessarily mean agreement. It is important to learn and enhance our own natural intellectual curiosity. This will help us to grow emotionally and intellectually. We need to develop open mind to say 'no' boldly when we desire so. We must keep in mind that no one is ever right all the time. We will also develop a means of dealing with conflict with confidence and poise.

**Developing Empathetic Tendencies:** Empathy is the ability to understand another's reactions and emotions in a given situation. This important skill is developed through thinking about how others are being treated. Volunteering skills and getting to know people can help us develop extroversion. Through getting involved with others, one can become selfless and helpful. Development of these tendencies makes a better person, more skilled toward benefiting and helping others.

**Becoming Socially Responsible:** Social responsibility is one of the highest levels of emotional experience. It demonstrates that we really care about others, especially those less fortunate. Being socially responsible isn't about personal gain -it's about what we can contribute to help other people.

## References

- Akhtar, Z. (2012). Anxiety and adjustment pattern among tribal and non tribal students. *Indian Journal of Health and Wellbeing*, 3(3), 723-725.
- Anjali, D. (2015). Emotional Maturity of Tribal and Non-Tribal Pre – Adolescents: A Study of Gandhari Region in Nizamabad District. *The International Journal of Indian Psychology*, 2(4), 143-150.
- Andrabi, A. A. (2015). A Study of Emotional Intelligence among Tribal and Nontribal Adolescents of Kashmir. *Scholarly Research Journal for Interdisciplinary Studies* 3(18), 26-32.
- Bhattacharjee, A. (2012). Role of Gender and Community in Aggression: A Study among Adolescents of Tripura. *Indian Journal of Applied Psychology*, 49, 11-16.
- Erickson, E. (1968). *Identity, Youth and Crisis*. New York: Norton
- Ghosh, D. (2015). Gender Differences in Emotional Intelligence and Self-Concept of the Tribal Higher School Students. *My Research Journal*, 3(1). Retrieved on 14/10/2015 from <http://www.myresearchjournals.com/index.php/IIJSSR/article/view/144>.
- Gopal, V. V.V., Valianmatter, G. J., Ashok, A., & Madhu, K. (2013). Effect of Ethnicity and Gender on Emotional and Behavioural Problems in Young Adolescents. *International Journal of Psychological Research*, 4. Retrieved on 14/10/2015 from <http://www.ijpsr.net/volume4.html>
- Hall, G. S. (1904). *Adolescence* (Vols. 1 & 2). Eaglewood Cliff, NJ; Prentice Hall.
- Jamadar, J. & Sindhu, A. (2015). The Impact of Socio Economic Status on Emotional Intelligence and Creativity among Tribal Adolescent Students. *The International Journal of Indian Psychology*, 3(1), 112-125.
- Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & Sluyter (Eds). *Emotional Development and Intelligence: Implications for Educators* (pp.3-31. New York: Basic Books.
- Nandwana, S. & Joshi. K. (2010). Assessment of Emotional Intelligence of Tribal Adolescents of Udaipur: An Exploratory Study. *Stud Tribes Tribals*, 8(1), 37-40.
- Parihar, N. & Jha, M. (2015). Role of Emotional Intelligence, Gender and Culture in Depression. *Journal of Humanities And Social Science*, 20(2), 33-36.
- Rosenberg, M. S. & Lewis, M. (2013). Emotional development in adolescence. In G. Adams & M. Berzonsky (Eds.), *Blackwell handbook of adolescents*. Malden, MA: Blackwell.
- Sinha, V. K. (2014). A Study of Emotional Maturity Among Tribal and Non-Tribal Adolescent Girls. *Indian Journal of Applied Research*, 4(7)393-395.
- Statistical profile of scheduled tribes in India (2010). Ministry of Tribal Affairs, Govt. of India.
- Steinberg, L. D. & Levine, A. (1997). *You and your adolescent* (2<sup>nd</sup> ed.). Newyork: Harper Perennial.
- Tipathi, I. (2015). Emotional Intelligence and Gender: Comparison Between Tribal and Non Tribal Adolescent with Special Reference to Ranchi District, Jharkhand. *Indian Journal of Research*, 5(15), 654-656.
- Turner, L. (2004). Emotional intelligence – our intangible asset. *Chartered Accountant. Journal of New Zealand*, 83(3), 29-31.



## A COMPARATIVE STUDY USING EMOTIONAL REGULATION AND SOCIAL ANXIETY AMONG TECHNICAL AND NON-TECHNICAL STUDENTS

Kavitha K G & Sony Kumari

Swami Vivekananda Yoga Anusandhāna Samsthana University, Bangalore.

Voice of Research

Volume 4, Issue 3

December 2015

ISSN 2277-7733

### Abstract

*According to the National Institute of Mental Health (NIMH), emotional and behavioral disorders affect 10-15 percent of children globally. Anxiety disorders are the most common mental illness in the U.S., affecting 40 million adults in the United States age 18 and older (18% of U.S. population). About 9 percent of people have major depression in Asian and Middle Eastern countries, such as India and Afghanistan (Posted by Vanessa Coppard-Queensland on September 5, 2012). The main objective of the present study was to find out the comparative study between Social anxiety and emotional regulation of technical and non-technical degree students (n=120) divided into technical and non-technical. To achieve this object, Social Anxiety Questionnaire (Rodebaugh et al., 2004) and 2 items from the International Consensus Group on Depression and Anxiety (Ballenger et al., 1998). The State Emotion-Regulation Questionnaire contains 8 items from the Emotion Regulation Questionnaire (Gross & John, 2003). The result showed that social anxiety is more and emotional regulation is less in technical students compare to non-technical students.*

**Keywords:** Anxiety, Emotional regulation, Stress, female student stress, male student stress.

Education, all the way through life, is based on the four key pillars: “learning to know, learning to do, learning to live together and learning to be”, which all together shape an individual as a whole (International Commission on Education for Twenty-first Century - UNESCO, 1996):

Learning to know, i.e., mastering knowledge oneself, is both a means and an end in life. This furthermore means learning to learn, throughout the life.

Learning to do, i.e., acquiring not only a vocational skill but also, more broadly, the ability to deal with numerous situations and to work within a group. It also means learning to do in the context of young people’s various social and work experiences which may be formal or informal.

Learning to be, i.e., developing one’s personality and be able to act with increasingly greater self-sufficiency, judgement and an individual responsibility. In this connection, any aspect of a person’s potential (i.e., memory, reasoning, aesthetic sense, physical capacities and communication skills) should not be disregarded in education.

Our formal educational system tends to lay emphasis on “learning to know” and to a lesser extent on “learning to do” (Sharma, 2005). i.e., on the acquisition of knowledge and skills, to the detriment of other types of learning; but an ideal educational system should be vitally conceived in a more encompassing manner. Both “learning to live together” and “learning to be” should also be stressed for the all-round development of an individual. These types of learning are the chief issues to be dealt with, in today’s educational structure. Due to the negligence of these factors, incidents such as shooting in the classroom, early dating / sex before marriage, using abusive language, etc., do occur in our schools / society. Hence, emotional and spiritual aspects should also be stressed for the complete development of an individual. Such a vision should enlighten and guide future educational reforms and policies in relation to both contents and methods.

In students’ life, especially during the adolescence period, they undergo a lot of stress and strain. It is a stage of heightened emotionality. They are swayed by many intrinsic and extrinsic pressures. It is a time of development of ideas and idealism in their mind. They are in search of role models, to be followed. Sensing, surfacing and expressing both positive and negative feelings require skill and care. The natural desire and urges are to be channelized and negative emotions such as anger, grief, fear, hatred, blame, regret, resentment, ... etc., are to be made to undergo the process of catharsis properly. Fear is one of the strongest primary emotions, which can be both conducive (to some extent) for improved learning and (at times) toxic to learning itself. Anger and aggression are often based on fear. Education in emotional and spiritual skills would be beneficial

to control these negative emotions. But Singh (2001) opines that emotions are reactions to specific situations and therefore cannot be termed as positive or negative. Hence, the process of education has to be carefully dealt with, by keeping in mind the delicate issues of emotionality and spirituality.

A Study of Stress among Students of Professional Colleges from an Urban area in India- Cross-sectional study was done from September 2011 to February 2012 among students of medical, dental and engineering colleges from the urban area of Sangli district, Maharashtra, India, using a convenience sampling technique. The calculated total sample size was 1,200. A pretested self-administered questionnaire was used for the data collection. Analysis was done using percentage, the chi-square test, binary logistic regression and multinomial logistic regression. Out of the 1,224 respondents, 299 (24.4%) experienced stress. Among them 115 (38.5%), 102 (34.1%) and 82 (27.4%) were dental, medical and engineering students, respectively. There was a statistically significant association between stress and the field of education. Conclusion: Students from all the three fields studied were exposed to stress. Academic factors were one of the most important stressors (Waghachavare VB, Dhumale GB, Kadam YR, Gore AD in 2013)

This fear of negative self-perception caused complete exercise avoidance in efforts to reduce or eliminate feelings of social anxiety (Leary, 1992). The qualitative interview portion of the study included eight total participants. Four males and four females took part in the interviews, and were chosen based upon their total SPA scale scores. This data may be used in efforts to create interventions aimed at decreasing the prevalence of SPA while increasing the prevalence of exercise-related self-efficacy and exercise adherence among college-aged students (Sara M. Rothberger 2014) Direct and indirect relationships between emotional intelligence and subjective fatigue in university students - A Correlation study done. The aim of this study was to examine the direct and indirect relationships between emotional intelligence and subjective fatigue. One hundred sixty seven university students completed questionnaires assessing subjective fatigue, emotional intelligence, and a range of other psychosocial factors.

Result: Higher emotional intelligence was associated with less fatigue. The psychosocial variables depression, anxiety, optimism, internal health locus of control, amount of social support, and satisfaction with social support each partially mediated between emotional intelligence and fatigue. Additionally, sleep quality partially mediated between emotional intelligence and fatigue (Rhonda F. Brown 2006)

Emotional intelligence and academic performance in first and final year medical students-This was a cross-sectional study using an objectively-scored measure of EI, the Mayer-Salovey-

Caruso Emotional Intelligence Test (MSCEIT). Students answered a paper-based demographic questionnaire and completed the online MSCEIT on their own. A total of 163 participants were the first- and final-year medical students 18 years old or older pursuing an undergraduate degree. Conclusion: Medical students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Therefore, it is possible that emotional skill development may enhance medical students' academic performance (Boon How Chew 2013)

**Method** - 120 participants age range was from 19-21 years both male and female. The subjects are participants from PESIT engineering college and V.V Puram degree college, Bangalore, Karnataka. In order to determine Social anxiety among technical and non-technical students which has been checked by Social anxiety questionnaire and Emotional regulation among technical and non-technical students which has been checked by Emotional regulation questionnaire?

**Measure** - The emotion regulation-social anxiety questionnaire is a self measure questionnaire for personal growth and positive emotions. A 15-item scale designed to measure respondents' tendency to regulate their emotions in two ways. A 7 item measure that uses a 5-point scale to measure social anxiety over one day (1 strongly disagree) to (5 strongly agree) 35 is the highest score.

An 8 item measure that uses a 7-point scale to assess strategic attempts to modify mood during the day (1 strongly disagree) to (7 strongly agree). Two factors were measured: emotion suppression (items 2, 4, 5, and 7) 28 is the maximum score and cognitive reappraisal (items 1, 3, 6, and 8) 28 is the maximum score. It is founded by Todd B. Kashdan & Michael F. Steger (2006).

**Result and Discussion**

**Table 1**

Gender	No. of Students	Age Mean+_SD
Male	80	19.57+_0.49
Female	40	19.57+_0.50

**Table 2 - Between groups - Mann-Whitney test**

Variable	Technical Mean +_ SD	Non-Technical Mean +_ SD	% Change of Mean	P Value
SA	21.08 +_ 3.50	17.08 +_ 2.47	18.97	.001
ES	20.6 +_ 4.38	15.68 +_ 3.61	23.88	.001
EA	15.06 +_ 4.74	22.81 +_ 3.60	51.85	.001

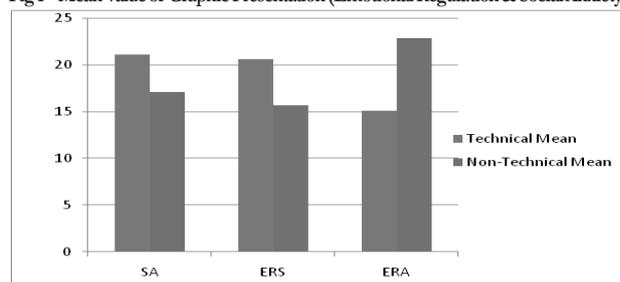
The mean value of Social Anxiety among technical students is 21.08 and the mean value of Social Anxiety among non-technical students is 17.08.

The mean value of Emotional Suppression among technical students is 20.06 and the mean value of Emotional Suppression among non technical students is 15.68.

The mean value of Emotional Appraisal among technical students is 15.06 and the mean value of Emotional Appraisal among non technical students is 22.81. Percentage change of mean for SA is 18.97, percentage change of mean for ES is 23.88 and percentage change of mean for EA is 51.85.

To see the significant value between groups, we used Mann-Whitney test group non parametric test. And result shows there is highly significant difference in pre data (P< 0.01) of all the three variables respectively Social Anxiety (SA), Emotional Regulation Suppression (ERS), Emotional Regulation Appraisal (ERA).

**Fig 1 - Mean Value of Graphic Presentation (Emotional Regulation & Social Anxiety)**



**Table 3 - Correlation Test (Between ER and SA)**

	ERS	ERA	SA
ERS Pearson	1	-0.384	.404
Correlation Sig(2-tailed)	.120	.120	.120
ERA Pearson	-.384	1	-.470
Correlation Sig(2-tailed)	.120	.120	.120
SA Pearson	.408	-.470	1
Correlation Sig(2-tailed)	.120	.120	.120

To see the correlation Karl Pearson's test used. Result shows using Karl Pearson's test there is a highly significant correlation in all the three variables (ERA, ERS, SA).

**Discussion**

A Study of Stress among Students of Professional Colleges from Cross-sectional study was done from September 2011 to February 2012 among students of medical, dental and engineering colleges from the urban area of Sangli district, Maharashtra, India, using a convenience sampling technique. The calculated total sample size was 1,200. A pretested self-administered questionnaire was used for the data collection. Analysis was done using percentage, the chi-square test, binary logistic regression and multinomial logistic regression. Out of the 1,224 respondents, 299 (24.4%) experienced stress. Among them 115 (38.5%), 102 (34.1%) and 82 (27.4%) were dental, medical and engineering students, respectively. There was a statistically significant association between stress and the field of education. Conclusion: Students from all the three fields studied were exposed to stress. Academic factors were one of the most important stressors (Waqhachavare VB, Dhumale GB, Kadam YR, Gore AD in 2013)

Emotional intelligence and academic performance in first and final year medical students

This was a cross-sectional study using an objectively-scored measure of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Students answered a paper-based demographic questionnaire and completed the online MSCEIT on their own. A total of 163 participants were the first- and final-year medical students 18 years old or older pursuing an undergraduate degree. Conclusion: Medical students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Therefore, it is possible that emotional skill development may enhance medical students' academic performance (Boon How Chew 2013)

Comparing the previous studies with current study Previous study was cross-sectional study using an objectively-scored measure of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Students answered a paper-based demographic questionnaire and completed the online MSCEIT on their own. They have taken both group students who are pursuing medical. In current study we have used two different questionnaires and we have taken huge data, we compared using social anxiety and emotional regulation among technical and non-technical students.

**Acknowledgement**

I would like to give my hearty thanks to SVYASA University for their financial and technical support in present study.

**References**

Todd B. Kashdan.,(2012) Social anxiety and emotion regulation in daily life: Spillover effects on positive and negative social events. International Commission on Education for Twenty-first Century - UNESCO, 1996.  
 Waqhachavare VB, Dhumale GB, Kadam YR, Gore AD in 2013. A Study of Stress among Students of Professional Colleges from an Urban area in India.  
 Sara M.Rothberger 2014. An Examination of Social Physique Anxiety among College Students.  
 Rhonda F. Brown 2006. Direct and indirect relationships between emotional intelligence and subjective fatigue in university students.  
 Boon How Chew 2013. Emotional intelligence and academic performance in first and final year medical students.  
 K, Srivastava, S, Joshi, A, Raichaudari, VSSR, Ryali, PS, Bhat., R. Shashikumar, J. Prakash., and D. Basannar., (2011). Emotional intelligence scale for medical students. *Publication of the Association of Industrial Psychiatry of India.* 39-44.



## STUDY HABIT AND ITS EFFECT ON ACADEMIC ACHIEVEMENT OF TRIBAL AND NON-TRIBAL STUDENTS AT SECONDARY LEVEL

Milan T. Mistry

Associate Professor, Department of Education, Gujarat University

Voice of Research

Volume 4, Issue 3

December 2015

ISSN 2277-7733

### Abstract

*The aim of the present study was to examine the effects of study habits on academic achievement of tribal and non-tribal students at secondary level. To comply with the study 500 students were selected by random sampling technique from different tribal and non-tribal secondary schools of Panchmahal district of Gujarat state. The total strength of the sample was distributed over 250 tribal and 250 non-tribal students of secondary level. Study Habit Questionnaire, constructed and standardized by Patel (2004), was used to analyze the generated data. Apart of descriptive statistics like Measures of Central Tendency, ANOVA and Pearson Correlation were used for verification of hypothesis. An analysis of the data obtained from current study shows that, the study habit is a significant impact on an academic achievements of tribal and non tribal students at secondary level.*

**Key words:** Study Habits, Academic Achievement, Education

A student's progress or failure in classroom depends upon several factors like interest in the subject, motivation to learn, study facilities, students own study habits and so on. One of the major causes of the problem is poor study habit of students. One of the objectives of teaching is to improve the study habits and skills. Elliot & Wendling (1966), 75% of students who are academic underachievers have poor study habits and examination techniques. Nneji (2002) states that study habits are learning tendencies that enable students to work privately. Field (2004) states that, good study habits helps the students in critical reflection in skills, outcomes such as selecting, analyzing and synthesizing. Alike many other countries of the world, India has a major chunk of tribal population who continuously suffer from different types of deprivation. These deprivations tell upon their health and education. It is common experience that the children belonging to non-tribal community by and large perform better than tribal community children. So, the tribal students fail to continue their study habit due to economic condition and lack of conducive atmosphere. Adolescence is the most important period of human life. So, adolescence needs guidance in the development of healthy social relations and for this purpose, school is the most appropriate place where various activities can be organized to foster self confidence among students.

The efficient and effective way of learning depends upon the study habits of the students. Study habits are important. They influence the academic achievement of students. Numbers of studies on study habits have been conducted in India to ascertain the relationship between achievement and study habit. Anameze (2002) carried out a research on study skills of secondary school students in Anambra State. He observed that respondents possessed only about half of the amount of skills required for effective study habits. Several studies (Akinboye, 1980, Adetola 1988, & Oinda 2000) have established that student's academic performance is highly influenced by their study habits. Aluede and Onolemhemen (2001) studied the effect of study habit counseling on the academic performance of secondary schools students in English language. The 108 senior secondary school class and two students of lumen chirst secondary school, Uromi, Edo State and Nigeria was targeted. The

multi stage stratified sampling method was used. The study habit inventory (Bakare, 1977) was taken. The findings of the study were counseling students on good study habits can bring about improvement in the students academic performance. Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. The total sample of the study comprised of 120 children of IX and X grade drawn purposively from private schools of Hyderabad. Milan's intelligence scale for Indian children, study habit inventory, multi dimensional assessment of personality inventory was used for data collection. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory.

Anameze (2000) noted that since education is regarded as an agent of national development factors that promote academic performance such as effective study habits should be encouraged among students. According to him, his promotion of effective study habits among students should be profound interest to all stakeholders in the field of education. Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and stud habits of high school students (N=200) from government senior secondary school of Himachala Pradesh. The scale used was self-handicapping questionnaire (Sujata, 2003) and test anxiety inventory (TAT-H, Sud & Sud 1997). Study habits inventory (Palsane & Sharma 1989) and academic performance (School marks were considered). The results revealed that boys were poorer in study habits than girls. According to the how-to-study.Com (2009), students who are very successful in their desired carrier have good study habits. It is stated in the website that students apply these habits to all of their classes. The website also suggests that the students to do too much study at a time, you will be tired and your study will not be very effective. Space the work you have to do over shorter periods of time. Taking short breaks will restore your mental energy.

Study Habits : Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study. Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and



guide one's cognitive processes during learning.

Good study habits are defined according to Manhattan College Counseling (MCCC), "Establishing routine times to study for each class, having a place to study, studying during the daytime, rather than night time, scheduling breaks every hours of study, making use of study resources on campus, working in groups, studying the hardest subject first, and being good to yourself."

Concept of Academic Achievement: Academic achievement means, accomplishment in proficiency of performances of the students in various subjects of the curriculum. It is the activity which is accomplished especially superior's ability, special efforts and great value.

Crow and Crow (1969) "Academic achievement is the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill or knowledge has been imparted to him". Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation opportunities, education and training.

Good writes "Academic achievement means accomplished or proficiency in a given skill or body knowledge."

Concept of Tribal : According to Mujumdar (1958), a tribe can be defined as " a community which has a name, endogamous in nature, lives in common territory, has a common traditional culture with an unwritten language, is structurally and culturally distinctive, relatively homogeneous, largely self-governing, with no specialization of functions, pervasively self-sufficient, and has a shared consciousness of ethnic identity and of belonging together."

Constitutional Provision : Article 46 states shall promote with special care the educational and economic interest of the weaker sections of the people and in particular of the scheduled castes and the scheduled tribes and shall protect them from social injustice and all forms of exploitation.

Secondary Education: Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitutes the secondary stage, whereas classes IX and X are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 where as it is 16-18 for higher secondary classes. The rigor of the secondary and higher stages enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

In fact, the study habit is a very important characteristic of all human beings who are being educated. The study habit is important for higher academic achievement of students and it is as much as important for their fruitful use of leisure time. It has very long reaching effects deep into the life of individuals to be cumulative and inter active in the society.

### Objectives of the Study

The objectives of the study were as follows:

To study the effect of community (Tribal and Non-tribal) on academic achievement at secondary level.

To ascertain the effect of sex (Boys and Girls) on academic achievement at secondary level belonging to tribal and non-tribal community.

To ascertain the effect of levels of study habit on academic achievement of the tribal and non-tribal students at secondary level.

To study the interaction effect of community (Tribal and Non-tribal) and sex on academic achievement at secondary level.

To study the interaction effect of community and levels of study habit on academic achievement of tribal and non-tribal students.

To study the interaction effect of sex and levels of study habit on academic achievement of tribal and non-tribal students at secondary level.

To study the interaction effect of community, gender and study habit on academic achievement of tribal and non-tribal students at secondary level.

### Hypothesis

In the present study following directional hypotheses were formulated keeping in view the nature of the topic and its objectives:

Community (Tribal and Non-tribal) has significant effect on academic achievement at secondary level.

Sex has significant independent effect on academic achievement of tribal and non-tribal secondary school children.

Study habit has significant independent effect on academic achievement of tribal and non-tribal students at secondary school children.

The interaction effect between community (Tribal and Non-tribal) and sex (Boys and Girls) has significant effect on academic achievement at secondary school children.

The interaction effect between community and study habit has significant effect on academic achievement at secondary school children.

The interaction effect between sex and study habit has significant effect on academic achievement at secondary school children.

The interaction effect of community, gender and study habit has significantly effect on academic achievement at secondary school children.

### Methodology Procedure

Design of Study - In order to achieve the objectives of the study, random sampling method and interview method were used. Apart of descriptive statistics like measures of Central Tendency and ANOVA were used for verification of hypotheses.

Sample - To comply with the study 500 students were selected from different tribal and non-tribal secondary schools of Panchmahal district of Gujarat. The total strength of the sample was distributed into 250 tribal (boys & girls) and 250 Non-tribal (boys & girls) students at Secondary level.



Variables - The variables of the study are as under :

Gender: Boys and Girls; Community : Tribal and Non-Tribal; Study Habits : High, Medium and Low

Tools - The following instruments were used for collection of data:

Study habits questionnaire developed by Dr. R. S. Patel

Academic Achievement-Examination Records

**Table 1 - Mean and Standard Deviation in achievement with respect to Community, Sex and Study Habit**

ACHIEVEMENT					
Community	Sex	Study Habit	N	MEAN	S.D.
Non-Tribal	Boys	Low	19	191.74	118.582
		Medium	104	276.96	112.228
		High	02	297	149.907
		<b>Total</b>	<b>125</b>	<b>264.33</b>	<b>116.804</b>
	Girls	Low	17	228.47	99.189
		Medium	105	252.57	111.589
		High	03	223.67	67.575
		<b>Total</b>	<b>125</b>	<b>248.60</b>	<b>108.953</b>
	Total	Low	36	209.08	109.887
		Medium	209	264.71	112.306
		High	05	253	97.542
		<b>Total</b>	<b>250</b>	<b>256.46</b>	<b>112.995</b>
	Tribal	Boys	Low	16	197
Medium			104	188.37	58.961
High			05	214.20	81.171
<b>Total</b>			<b>125</b>	<b>190.50</b>	<b>61.384</b>
Girls		Low	10	134.90	82.874
		Medium	107	140.64	61.405
		High	08	138	88.34
		<b>Total</b>	<b>125</b>	<b>140.01</b>	<b>64.537</b>
Total		Low	26	173.12	81.09
		Medium	211	164.16	64.657
		High	13	167.31	90.76
		<b>Total</b>	<b>250</b>	<b>165.26</b>	<b>67.754</b>
Total		Boys	Low	35	194.14
	Medium		208	232.66	99.844
	High		07	237.86	98.844
	<b>Total</b>		<b>250</b>	<b>227.42</b>	<b>100.192</b>
	Girls	Low	27	193.81	102.724
		Medium	212	196.08	105.73
		High	11	161.36	89.315
		<b>Total</b>	<b>250</b>	<b>194.30</b>	<b>104.621</b>
	Total	Low	62	194	99.717
		Medium	420	214.20	104.354
		High	18	191.11	98.047
		<b>Total</b>	<b>500</b>	<b>210.86</b>	<b>103.661</b>

**Table 2 - Summary of the analysis of variance in respect to community, Sex and study habit in relation to achievement**

Source of Variation	Sum of Squares (SS)	df	Mean sum of Squares (MSS)	F-Value	
Community	1039862.41	1	1039862.408	126.425**	.000
Sex	137050.568	1	137050.568	16.662	.000
Study Habit	49459.466	2	24729.733	3.007**	0.50
Community × Sex	39977.545	1	39977.545	4.860*	.028
Community × Study Habit	25685.568	2	25685.568	2.801	.565
Sex × Study Habit	16815.549	2	8407.775	1.022	.361
Community × Sex × Study Habit	207509.644	2	207509.644	1.555	.372
Error	4013860.75	488	8225.1224		
Corrected Total	5362106.20	499			

\*Significant at 0.05 Level      \*\* Significant at 0.01 Level

**Analysis and Interpretation**

From table-2 it is observed that the “F” Value of 126.425 with df 1/488 is significant at 0.01 level of significant difference in the academic achievement of tribal and Non-tribal students studying at secondary level. However from the table-1 it is further confirmed that the students from non-verbal community, (M=256.46) are exhibiting better academic performance than their counter parts (M=165.26) the tribal children. This situation might have occurred due to better facilities available to Non-tribal students either at home or at school.

From table-2 it is observed that “F” value of 16.662 with df 1/488 is significant at 0.01 level. It indicates that there exists significant difference in the academic achievement of boys and girls at secondary level. However from table-1 it is further confirmed that the boys, (M=227.42) are exhibiting better academic performance than their counterparts (M=194.30) girls. From the mean table-1 it is further confirmed that the Non-tribal boys (M=264.33), are exhibiting better academic performance than their counterparts (M=248.60) Non-Tribal Girls. From table-1 it is further confirmed that the tribal boys (M=190.50), are exhibiting better academic performance than the tribal girls (M=140.01).

From table-2 it is observed that the “F” Value of 3.007 with df 2/488 is significant at 0.05 level of significance. This indicates that there exists significant difference in the academic achievement of the secondary school students at different levels of study habit. However from table-1 it is further confirmed that the different levels of study habit have significant effect on academic achievement of secondary school children. The non- tribal students having low study habits (M=173.12). The Non –Tribal students having average study habits (M=264.71) are exhibiting better academic performance than their counterparts (M=164.16) tribal students. Again non-tribal students having high study habit (M=253.00), are exhibiting better academic performance than their counterparts (M=167.31) the tribal students.

From table-2 it is observed that the “F” value of 4.860 with df 1/488 is significant at 0.05 level of significance. This indicates that there exists significant interaction effect of community and sex on academic achievement of secondary school children. However from table-1 it is further observed that the mean value of Non-tribal boys is 264.33 and the mean value of tribal boys is 190.50 which imply that the non-tribal boys are superior in achievement than the tribal boys. Further it is observed that the mean score of the non-tribal girls (248.60) is higher than the mean score of the tribal girls (140.01) which implies that the Non-Tribal girls are having better achievement than the tribal girls.

From table-2 it is observed that the “F” value of 2.801 with



df 2/488 is not significant. This indicates that there exists no significant interaction effect of community and levels of study habits on academic achievement of secondary school children. However table-1 depicts that mean score of the Non-tribal students having low study habit is 209.08 and tribal students having low study habit is 173.12. Though there was no significant difference in the “F” ratio, but the mean score implies that the Non-tribal students having low study habit is superior in achievement than the tribal students having low study habit. The mean scores of the Non-Tribal students having medium study habit is 264.71 and tribal students having medium study habit is 164.16. This implies that the non-tribal students having medium study habit are superior in achievement than the tribal children having medium study habit. It is also evident from the same table that the mean score of the Non-tribal students having high study habit are higher (M=253.00) than the mean score of the tribal students having high study habit (M=167.31). Thorough there was no significant difference in the “F” ratio, but the mean score implies that the non-tribal students having high study habit are superior in academic achievement than the tribal students having high study habit.

From table-2 it is observed that the “F” value of 1.022 with df 2/488 is not significant. This indicates that there exists no significant interaction effect of sex and different levels of study habits on academic achievement of students studying at secondary level. From table-1, it is further observed that there does not exists much difference in the achievement mean scores of the boys having low study habit (M=194.14) and the girls are having low study habit (M=193.81). It implies that there does not exist difference in the achievement of the students having low study habit. Further the boys having medium study habit (M=232.66) are better than the girls having medium study habit (M=196.08). It implies that the boys having medium study habit are exhibiting better academic performance than girls. Again the boys having high study habit (M=237.86) are better than the girls having high study habit (M=161.36). It implies that the boys having high study habit are exhibiting better academic performance than the girls. Although there was no significant interaction effect of sex and study habit, but at the medium and high study habit level the difference is visible.

From table-2 it is observed that the “F” Value of 1.555 with df 2/488 is not significant. This indicates that there exists no significant interaction effect of community sex and levels of study habits on academic achievement of students studying at secondary level. From table-1 it is evident that the average performance of the tribal boys having low study habit (M=197.00) are superior to their counterparts (the Non-Tribal boys) having mean of 191.74. It implies that

the tribal boys having low study habits are exhibiting better academic performance than the Non-tribal boys having low study habit. The mean score of the non-tribal boys having medium study habit (M=276.96) is superior in achievement than their counterparts (the tribal boys) having the mean of 188.37. It implies that non-tribal boys having average study habits are exhibiting better performance than the tribal boys having average study habit.

Further mean score of the non-tribal boys having high study habit (297.00) is superior in achievement than their counterparts (the tribal boys) having the mean of 214.20. it implies that non-tribal boys having high study habit are exhibiting better academic performance than the tribal boys having high study habit. From table-1 it is evidence that the mean score of the non-tribal girls having low study habit (M=228.47) are superior in academic achievement than their counterparts (the tribal girls) having the mean of 138.00. It implies that non-tribal girls having high study habit are exhibiting better academic performance than the tribal girls having high study habit. Although the interaction effect of community, sex and study habit was not significant, but the average performance of the students of non-tribal community at different levels of study habits are better than the tribal students except the tribal boys at low study habit level.

#### Findings of the Study:

Significant mean difference is found between non-tribal students having low study habit and tribal students having low study habit in academic achievement. Here the non-tribal students having low study habit have better academic performance than the tribal students having low study habit.

Significant mean difference is found between non-tribal students of average study habit and tribal students having average study habit in their academic achievement. Here the non-tribal students having average study habit have better academic performance than the tribal counterparts.

Significant mean difference is found between non-tribal students having high study habit and tribal student having high study habit in academic performance. Here the non-tribal students having high study habit has better academic performance than the tribal students.

For the ANOVA result, it has been found that there is significant difference in the academic achievement among secondary school students, having different levels of study habit.

In the light of this directional hypotheses “levels of study has significant effect on academic achievement of tribal and non-tribal secondary school children” is accepted.

Significant mean difference is found between non-tribal boys. Here the non-tribal boys have better academic performance than the tribal boys.



Significant mean difference is found between non-tribal girls. Here the non-tribal girls have better academic performance than the tribal girls.

For ANOVA result it has been found that there is interaction effect of community and sex on academic achievement of secondary school children.

In the light of this directional hypothesis “the interaction effect between community (tribal and non-tribal) and sex (boys and girls) has significant effect on academic achievement at secondary school children” is accepted.

Significant mean difference is found between non-tribal students having low study habit and tribal students having low study habit. Here the non-tribal students having low study habit have better academic performance than the tribal students having average study habits.

Significant mean difference is found between non-tribal students having high study habit and tribal students having high study habit. Here the non-tribal students having high study habits have better academic performance than the tribal students.

However for the ANOVA result it has been found that there is no significant interaction effect of community and levels of study habit on academic achievement of secondary school children.

In the light of this directional hypothesis “the interaction effect between community and levels of study habit has significant effect on academic achievement at secondary school children” is accepted.

Significant mean difference is not found between the boys having low study habit and girls having low study habit. Here the boys having low study habit have no difference in the academic performance than the girls having low study habits.

Significant mean difference is found between the boys having average study habit and girls having average study habit. Here the boys having average study habit have better academic performance than the girls having average study habits.

Significant mean difference is found between non-tribal boys having high study habit and tribal boys having high study habit. Here Non-Tribal students having high study habit have better academic performance than the tribal boys having high study habit.

Significant mean difference is found between non-tribal girls having low study habit and tribal girls having low study habit. Here the non-tribal girls having low study habit have better academic performance than the tribal girls having low study habit.

Significance mean difference is found between non-tribal girls having medium study habit and tribal girls having medium study habit. Here the non tribal girls having medium study habit have better academic performance than the tribal girls having medium study habit.

Significant mean difference is found between non-tribal girls having high study habit and the tribal girls having study habit. Here the non-tribal girls having high study habit have better academic performance than the tribal girls having high study habit.

For the ANOVA result, it has been found that there is no significant interaction effect of community, sex and levels of study habit on academic achievement of students studying at secondary level.

In the light of this directional hypothesis “the interaction effect of community, gender and study habit has significant effect on academic achievement of secondary school children” is accepted.

### Bibliography

- Anne, Anastasi. (1997). *Psychological Testing (7<sup>th</sup> Edition)*, India: Pearson Education.
- Arther, Betrand. (1980). *Tests Measurement of Evaluation*, California: A-Dev Approach Addition-Wesely Publishing Company.
- Best, W. J. (1966). *Education Research*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, Walter R. & Gall M. D. (1983). *Educational Research and Introduction*, Sixth Edition, London: Longman Group Pvt. Ltd.
- Garret, Henry E. (1966). *Statistic in Psychology and Education*, London: David Mackey Company, Inc. and Longman Group Pvt. Ltd.
- Patel, R. S. (2004). *Manual for Study habits for Secondary School Students*, published by Akash Manomapan Kendra, Ahmedabad.
- Patel, R. S. (2009). *Statistics in Education*, Ahmedabad: Jay Publication.
- Patel, R. S. (2011). *Research Methodology in Education: Research Handbook*, Ahmedabad: Jay Publication.
- Siddhu, K. S. (1984). *Methodology of Educational Research*, New Delhi: Sterling Publishers Pvt. Ltd.
- Whitney, F. L. (1954). *Elements of Educational Research*, New York: Prentice Hall Inc.



## PARENTAL AND SOCIAL INFLUENCES ON CAREER CHOICE AS DOCTOR

**Antara Ghosh**

Guest Lecturer &amp; Academic Counselor of IGNOU

**Voice of Research**

Volume 4, Issue 3

December 2015

ISSN 2277-7733

**Abstract**

*Students in the modern and fast changing world are trying to choose their career in such a way which would ultimately help them to achieve their success in life. Career choice is a major life decision. Each and every individual is coping with dynamic world and its demands. The present investigation has been designed to study the impact of parental and social influence on career choice of the students who want to choose their career as Doctor. Accordingly, a group of 180 higher secondary students (under West Bengal Council of Higher Secondary Education) were selected as sample in this investigation. Three tools, viz., (a) General Information Schedule (b) Perceived Impact of Parental Influence Questionnaire and (c) Perceived Impact of Social Influence Questionnaire were used in this investigation. The overall findings reveal that those who want to choose their career as Doctor seems to be indication of moderate level of parental as well as social influence on career choice. Besides this, monthly income of the family and gender difference also have significant role in connection with career choice. Adequate measures may be taken by parents, teachers, counselors and other well-wishers who are able to help the students to choose a particular career for their future development.*

**Key words:** parental influence, social influence, career, career choice

During the twilight zone of his infancy a man learns to enjoy the presence of others and to achieve his goals with others' help and cooperation. These goals may be physical comforts, protection, survival etc. Different streams from the spectrum of knowledge – self-knowledge, knowledge from others and knowledge of the environment – all initiated and crystallized in this sacred place of him. A career is traditionally seen as a course of successive situation that make up a person's work life. Students in the modern and fast changing world are trying to seek for those careers which would ultimately led them to achieve fairly in life. Career choice is a major life decision. Career choice influence the way an individual feel about him/her, their life-style, the kind of colleagues, types of work environment and social relationship one will have. In the present scenario of competitive world everyone want to build up a solid and prosperous career which not only bring them handsome salary but also establish them in society as a worthy person, enhance their self-esteem. However, the choice of career by an individual is influenced by various factors and among them parental influence is very important. Students sometimes suffer from dilemma for choosing a particular career for their future development. In the present day scenario, not only students but also their parents are anxious and aware about the career choice of their children. Parents believe that right selection of career brings happiness and success in life. They always try to provide the requirement of their children as far as possible in spite of their limited resources. The relationship between specific parental behavior and career development of young adolescents was assessed by Keller and Whiston (2008). The findings reveal that parental behaviors tended to relate more to career decision making self-efficacy than to career maturity and also general psychosocial parenting behaviors appeared to be more salient than career focused parent behaviors. Lease *et al.* (2009) investigated the relations between the maternal/paternal attachment, parenting styles, locus of control, career decision self-efficacy and gender differences. Data analysis using hierarchical multiple regression revealed that attachment was relevant for females' career decision self-efficacy but not for men's. Authoritarian parenting styles were predictive of women's career decision self-efficacy. Another finding reveals that the role of parents

in youth career development is generally acknowledged though, often, perfunctorily. This inquiry examines youth perceptions of parental influence on their career development. One can ask young men and women about specific career development attitudes and behaviors that bear on their relations with their parents. The results confirm the trend of recent studies that report compatibility between parent and youth values, aspirations, and plans. Of all the people to whom youth can turn for help with making career plans, most look to their mothers. The findings apply across gender, to young men as well as young women; and they apply across race, to minority youth as well as majority-culture youth. The results underscore the importance of parents as allies and resources for career counselors in facilitating youth career development (Otto, 2000).

All of our career choices take place within the context of society and the economy. Events that take place in our lives may affect the choices available to us and even dictate our choices to a certain degree. Changes in the economy and resulting job market may also affect how our careers develop. Savickas *et al.* (2002) suggests that planful competence in career development related to greater realization of one's potential and a higher degree of social adjustment. The study of Smith and Betz (2000) investigated the involved development and psychometric evaluation of the Scale Perceived Social Self-Efficacy (PSSE), a measure of self-efficacy expectations with respect to a range of social behaviors. Social self-efficacy was also strongly related to shyness, which has been found to seriously hinder career development processes in young adults.

In time of career choice one cannot ignore a person's interest, aptitude, and motivation and also parental and social influences on career choice.

Socio economic status plays an important role in the life of a person. The status opens the ways for his progress. Intelligence, attitudes, aptitudes and even interests are patterned by socio economic background of the individual. The socio economic status pays rewards and punishment both to a person. Chaudhari *et al.* (1998). Socio economic status refers to the position that an individual and family occupies with reference to prevailing average standards, cultural possession and participation in group activity of



community. It is also said that socio economic status includes both the social and economic status of the individual in the group. The variations in achievement are also due to the differences in socio economic status of the children, differential treatment given by parents, parent’s educational level, and influence of the surroundings and so on. The influence of socio-cultural factors on various aspects of individual’s development has particularly caught the attention of educationists. Individual success and failure can also be judged by facilities and environment provided for his study, self-concept and study habits. As pointed out by Sawrey and Telford (1964) children belonging to higher socio economic status are not only brilliant but also are provided better opportunities for developing intellectually, physically and emotionally. The type of intellectual environment in the home will definitely have an impact on the school achievement of the child and this intellectual environment in turn is determined by intellectual level of parents, parent’s education, occupation, income, size of the family etc. The purpose of career assessment is to gather the relevant information for assisting clients in career choice and decision-making. Socio-cultural realities and their psychological concomitants are the significant factors to assess it.

Considering the above, the present investigation has been designed to study the career choice in connection with parental and social influence as well as monthly income of the family as opined by the students who want to choose their career as Doctor.

**Objectives**

To study the parental and social influence on career choice as perceived by the students who want to choose their career as doctor in the near future.

To study whether there is any impact of gender difference in connection with career choice or not.

To study whether there is any impact of family income in connection with career choice or not.

**Hypotheses**

Hypothesis – I: Parental influence on career choice as Doctor is differentially associated with gender difference.

Hypothesis – II: Social influence on career choice as Doctor is differentially associated with gender difference.

Hypothesis – III: Parental influence on career choice as Doctor is differentially associated with monthly income of the family.

Hypothesis – IV: Social influence on career choice as Doctor is differentially associated with monthly income of the family.

**Methods**

**Study Area And Sample**

A group of 180 students of class XI and XII belonging to Kolkata city, India who wants to choose their career as Doctor in future were selected as sample in this investigation.

The pertinent characteristics of the students are as follows-

- Age: 16 to 18 years.
- Gender: Equal gender ratio.
- Monthly income of the family:
  - Group – A: Rs. 10,001/- to Rs. 20,000/-
  - Group – B: Rs. 20,001/- to Rs. 30,000/-
  - Group – C: Rs. 30,001/- to Rs. 40,000/-

The students are from West Bengal Council of Higher Secondary Education (Both Bengali and English method of instructions).

**Table A - Distribution of sample who want to choose their career as Doctor**

Monthly income of the family	Doctor	
	Boys	Girls
Rs.10,001/- to Rs.20,000/-	30	30
Rs.20,001/- to Rs.30,000/-	30	30
Rs.30,001/- to Rs.40,000/-	30	30
Total	90	90

**Tools Used**

General Information Schedule: It consists of items like name, address, age, gender, class, family type, presence of siblings, father’s occupation, mother’s occupation and monthly income of the family.

Perceived Impact of Parental Influence Questionnaire: It consists of 20 statements, answerable in a 5 - point scale from “Strongly agree” to “strongly disagree” where “High score indicates maximum parental influence on career choice” and vice-versa as expressed by the students who want to choose their career as Doctor in the near future. Odd-even split -half reliability is 0.80.

Perceived Impact of Social Influence Questionnaire: It consists of 20 statements, answerable in a 5 - point scale from “Strongly agree” to “strongly disagree” where “High score indicates maximum social influence on career choice” and vice-versa as expressed by the students who want to choose their career as Doctor in the near future. Odd-even split -half reliability is 0.78.

**Administration, Scoring And Statistical Treatment**

General Information Schedule, Perceived Impact of Parental Influence Questionnaire and Perceived Impact of Social Influence Questionnaire were administered to a group of selected sample by giving proper instruction. Data were collected and properly scrutinized. Scoring was done with the help of scoring key. In order to determine the different characteristic features, frequency and percentages were calculated. Both qualitative and quantitative analyses were done. Comparisons were made by applying “t”- test.

**Result and Interpretation**

General Characteristics Data of the student inserted in Table B reveals the characteristic features of the students under study.

**Table-B: General Information of the students who want to choose their career as Doctor**

General Characteristics Features	BOYS (N=90)		GIRLS (N=90)		COMBINED (N=180)	
	f	%	f	%	f	%
1)Age (Mode Value)	18 years		17 years		17.5 years	
2)Class						
a)Class-XI	34	37.78	48	53.33	82	45.56
b)Class-XII	56	62.22	42	46.67	98	54.44
3)Father’s occupation						
a)Business	46	51.11	45	50.00	91	50.56
b)Service	44	48.89	45	50.00	89	49.44
4)Mother’s occupation						
a)Housewife	82	91.11	77	85.56	159	88.33
b)Business	00	00.00	00	00.00	00	00.00
c)Service	08	08.89	13	14.44	21	11.67

Data inserted in Table-1 reveals the parental as well as social influence on career choice as expressed by the students who want to choose their career as Doctor. From the findings, it can be said that there seems to be indication of moderate parental and social influence on career choice.



Table 1 - Parental and social influence on career choice as Doctor (Mean score)

Monthly income of the family	Parental influences						Social influences					
	BOYS			GIRLS			BOYS			GIRLS		
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D
Rs.10,001/-to Rs.20,000/-	30	61.00	8.98	30	66.53	9.20	30	59.00	9.15	30	60.23	9.46
Rs.20,001/- to Rs.30,000/-	30	61.23	9.86	30	64.43	9.11	30	56.27	11.78	30	58.87	10.63
Rs.30,001/- to Rs.40,000/-	30	68.93	9.77	30	67.37	10.51	30	57.74	9.78	30	59.53	8.94
Overall	90	63.72	9.54	90	60.11	9.61	90	57.58	10.24	90	59.54	9.68

Score Range: 20 to 100

High scores indicate maximum parental as well as social influences on career choice and vice-versa.

Data inserted in Table-2 reveals the comparative picture of parental influence upon the boys and girls in connection with career choice. It can be said from the findings that parental influence is more upon the girls than upon the boys. Analysis of data further reveals that career choice mainly depends on decision of the parents those who belong to group-A category. When comparison was made between the boys and girls in terms of parental influence on career choice (group-wise), significant difference was observed those who belong to group A category. But no significant difference was observed for other two groups. Thus, the Hypothesis-I which postulates, "Parental influence on career choice as Doctor is differentially associated with gender difference" – is accepted only for group-A and rejected for all other comparisons. Similarly, data inserted in Table-3 reveals the comparative picture of the social influence on career choice upon the boys and girls. No significant difference was observed in the comparisons. Thus, the Hypothesis-II which postulates, "Social influence on career choice as Doctor is differentially associated with gender difference" - is rejected in this investigation.

Table 2 - Comparison between the boys and girls in terms of parental influence on career choice as Doctor

Monthly income of the family (category wise)	Parental influence						t' - test
	BOYS			GIRLS			
	N	Mean	S.D	N	Mean	S.D	
Group – A	30	61.00	8.98	30	66.53	9.20	2.36**
Group – B	30	61.23	9.86	30	64.43	9.11	1.31*
Group – C	30	68.93	9.77	30	67.37	10.51	0.59*
Overall	90	63.72	9.54	90	60.11	9.61	1.67*

Score Range: 20 to 100

High scores indicate maximum parental influence on career choice and vice versa.

\*Difference is not significant, \*\* P<0.05

Table 3 - Comparison between the boys and girls in terms of social influence on career choice as Doctor

Monthly income of the family (category wise)	Social influence						t' - test
	BOYS			GIRLS			
	N	Mean	S.D	N	Mean	S.D	
Group – A	30	59.00	9.15	30	60.23	9.46	0.51 *
Group – B	30	56.27	11.78	30	58.87	10.63	0.57 *
Group – C	30	57.74	9.78	30	59.53	8.94	0.85 *
Overall	90	57.58	10.24	90	59.54	9.68	1.31 *

Score Range: 20 to 100

High scores indicate maximum social influence on career choice and vice versa.

\*Difference is not significant, \*\* P<0.05

Group-A: Rs. 10,001/- to Rs. 20,000/-

Group-B: Rs. 20,001/- to Rs. 30,000/-

Group-C: Rs. 30,001/- to Rs. 40,000/-

Data inserted in Table-4 reveals the parental influence upon the students who belongs to families of different monthly income. It can be said from the findings that parental influence

is more upon those who belong to group-C category. This is true for boys and girls also. The reasons behind this are mainly to get high profile as well as prestigious job, priority in connection with the parents and proper identity in the society. When comparison was made (only for boys) in terms of parental influence, significant difference was observed between group B vs. group C and group C vs. group A. But no significant difference was observed between groups A vs. group B. On the other hand, for girls, no significant difference was observed in connection with group-wise comparisons. Thus, the Hypothesis-III which postulates, "Parental influence on career choice as Doctor differs significantly with monthly income of the family"- is accepted only for group-B vs. group- C (boys)and group-C vs. group- A (boys) and is rejected for all other comparisons. Similarly, data inserted in Table-5 reveals the moderate level of social influence regarding career choice as Doctor. When comparison was made between the groups separately, no significant difference was observed in all the comparisons. Thus, the Hypothesis-IV, which postulates, "Social influence on career choice as Doctor differs significantly with monthly income of the family"- is rejected for all comparisons.

Table 4 - Comparison between the groups (considering monthly income of the family) in terms of parental influence on career choice as Doctor

Comparison between the monthly income of the family (category - wise)	Parental influence (BOYS)			t' - value	Parental influence (GIRLS)			t' - value
	N	Mean	S.D		N	Mean	S.D	
	Group-A Vs. Group-B	30	61.00		8.98	30	66.53	
Group-B Vs. Group-C	30	61.23	9.86	30	64.43	9.11	1.15*	
Group-C Vs. Group-A	30	68.93	9.77	30	67.37	10.51	0.33*	
Group-A Vs. Group-B	30	61.00	8.98	30	66.53	9.20	0.89*	
Group-B Vs. Group-C	30	61.23	9.86	30	64.43	9.11	1.15*	
Group-C Vs. Group-A	30	68.93	9.77	30	67.37	10.51	0.33*	

Score range: 20 to 100; \* Difference is insignificant, \*\* p< 0.01 High score indicates maximum parental influence on career choice and vice-versa.

Table 5 - Comparison between the groups (considering monthly income of the family) in terms of social influence on career choice as Doctor

Comparison between the monthly income of the family (category - wise)	Social influence (BOYS)			t' - value	Social influence (GIRLS)			t' - value
	N	Mean	S.D		N	Mean	S.D	
	Group-A Vs. Group-B	30	59.00		09.15	30	60.23	
Group-B Vs. Group-C	30	56.27	11.78	30	58.87	10.63	0.26*	
Group-C Vs. Group-A	30	57.47	09.78	30	59.53	08.94	0.29*	
Group-A Vs. Group-B	30	56.27	11.78	30	58.87	10.63	0.26*	
Group-B Vs. Group-C	30	57.47	09.78	30	59.53	08.94	0.29*	
Group-C Vs. Group-A	30	59.00	09.15	30	60.23	09.46	0.53*	

Score range: 20 to 100; \* Difference is insignificant.



High score indicates maximum social influence on career choice and vice-versa.

Group-A: Rs. 10,001/- to Rs. 20,000/-

Group-B: Rs. 20,001/- to Rs. 30,000/-

Group-C: Rs. 30,001/- to Rs. 40,000/-

#### The Major Findings of the Study are as follow

Overall findings reveal that those who want to choose their career as Doctor have maximum parental influence is upon the boys who are in the category of comparatively high income level. It can further be said that the more the income level, the more is the parental influence on career choice. The reasons behind the parental influence in connection with the career choice are mainly due to - i) prestigious profession, ii) stability of the job, iii) future benefits and iv) to fulfill the expectation of the parents. On the other hand, social influence is more upon the girls who are in the category of comparatively low income level. The reasons behind the social influence in connection with the career choice are mainly due to- i) proper identity, ii) role models, iii) opinion of teachers and seniors and iv) the present scenario of the society.

Parental influence is more upon the girls who want to choose their career as Doctor. Keller and Whiston (2008) revealed that parental behavior tended to relate more to career decision making self-efficacy than to career maturity and also general psychosocial parenting behaviour appeared to be more salient than career focused parent behaviour.

The more the income level the more is the parental influence – it is true for the students (boys) who want to choose their career as Doctor. Trusty (2002) indicated that a low socioeconomic status resulted in reduced and unrealized expectations. Additionally, socioeconomic status had a direct effect on unequal aspirations and expectations. Compared with middle and upper class individuals, lower class individuals faced more obstacles that limited their career aspiration levels (Gottfredson, 1981; Farmer, 1985).

#### Conclusion

Career choice is a vital factor in the present day scenario. Students in the fast changing life sometimes suffer from dilemma to take a proper decision regarding career choice. By the late 20th century, a wide range of choices (especially in the range of potential professions) and more widespread education had allowed it to become possible to plan (or design) a career: in this respect the careers of the career counselor and of the career advisor have grown up. It is also not uncommon for adults in the late 20th/early 21st centuries to have dual or multiple careers, either sequentially or concurrently. Thus, professional identities have become hyphenated or hybridized to reflect this shift in work ethic. Parental support and encouragement were found to influence vocational outcome. Through interactions, such as, conversations and through verbal and non-verbal reactions, parents conveyed their influence to their children, which in turn, affected the children to choose various careers. This eventually affected the children's attitudes and behaviours towards work. Undoubtedly it can be said that the parents have an important role regarding career choice. But parental and social influence sometimes may create negative impact upon them and it is not appropriate for their future development. Some significant factors like, social status, prestigious job, influence of peer group, financial benefit, advertisement etc. create impact upon the students in different ways. Proper information and knowledge about reality, social settings and job availability, future benefit etc. should be informed them properly so that they may choose a particular career according to their own choice.

#### Applicative Potentials of the Present Study

The present investigation has highlighted the impact of parental and social influence on career choice as opined by the students who want to choose their career as Doctor. Considering the findings, of the study, the applicative potentials are as follows:

In this investigation, it was also found that there seems to be indication of parental influence on career choice. Undoubtedly, it can be said that the parents have an important role regarding career choice. But influence sometimes may create negative impact upon them and it is not appropriate for their future development. Care should be taken in this regard.

Considering the social influence, it can be said that today's fast changing social scenario have an important role in connection with the career choice. Some significant factors like, social status, prestigious job, influence of peer group, financial benefit, advertisement etc. create impact upon the students in different ways. Proper information and knowledge about reality, social settings, and job availability, future benefit etc. should be informed them so that they may choose a particular career according to their own choice.

Parents, teachers, counselors and other well-wishers may help the students to choose a particular career for their future if they know the personality, interest, aptitude etc. of the students properly. Adequate measures should be taken in this regard also.

Proper guidance and counseling in connection with the career choice is required for becoming a good professional in the near future.

#### References

- Chaudhari, V.S., Vaidya S., Navalakha, N.G. and Mahapatra, B.C. (1998). Effect of teaching strategies and Socio economic Status on Self Concept of the learner. *Indian Psy.Rev*, 50(4), 216-223.
- Das, D. and Das, A. (1981). *Statistics in Biology and Psychology* (Fourth Edition); Academic publishers, Calcutta.
- Gibson, R.L. and Mitchell, M.H. (2005). *Introduction to Counseling and Guidance* (Sixth Edition), Delhi : Pearson Education.
- Hartung, P.J. and Taber, B.J. (2008). Career Construction and Subjective Well-Being. *Journal of Career Assessment*, 16(1), 75 – 85.
- Hojat, M., Glaser, K., Xu, G., Veloski, J. J. and Christian, E. B. (1999). Gender Comparison of Medical Students Psychological Profiles. *Medical Education*, 33 (5), 342-349
- Keller, B.K. and Whiston, S.C. (2008). The role of Parental Influences on Young Adolescents' Career Development. *Journal of Career Assessment*, 16(2), 198 – 217.
- Lease, S.M., and Dahlbeck, D.T. (2009). Parental Influences, Career Decision-Making Attributions and Self-Efficacy: Differences for Men and Women. *Journal of Career Development*, 36(2), 95 – 113.
- Otto, L.B. (2000). Youth Perspectives on Parental Career Influence. *Journal of Career Development*, 27(2), 111 – 118.
- Perry, Justin C., Liu, Xiongyi and Pabian, Yvona (2010). School engagement as a mediator of academic performance among urban youth: The role of career preparation, parental career support and teacher support. *The Counseling Psychologist*, 38, 269 – 295.
- Smith, H.M., and Betz, N.E. (2000). Development and Validation of a scale of perceived social self-efficacy. *Journal of Career Assessment*, 8(2), 283 – 301.
- Telford, C.W. and Sawrey, J.M. (1964). *Educational Psychology*, 2<sup>nd</sup> Edition, New Delhi, Prentice Hall of India (Private) Ltd. [www.careerchoice.com](http://www.careerchoice.com)  
[www.journalofcareerassessment.com](http://www.journalofcareerassessment.com)



## TEACHER AND SOCIAL CHANGE: EDUCATIVE PROCESS.

**Asha Thokchom**G.P. Women's College, Imphal, Manipur.  
Visiting Faculty IRE, College of Teacher Education, Wangjing.**Voice of Research**

Volume 4, Issue 3

December 2015

ISSN 2277-7733

**Abstract**

*In the fast changing world, a country, a community or an institution will not be able to keep pace with the changing times if it does not have enlightened vision for the future. There has been a qualitative change in the role of the institution as well as the role of the teacher. While the institutions are called upon to deal with production oriented society, action-oriented youth and process-oriented education. The efficacy and strength of an educational system largely depends upon the quality of its teachers. Creativity is another aspect which the teacher cannot ignore. She has to accept challenge of generating thirst for knowledge, a search for truth and a spirit for enquiring for experience. Critical thinking are good for everyone. Critical thinking an anticipation towards thinking ahead which offers intellectual tools to the teaching community. But the shift is most evident in our institutions, where Critical thinking has replaced rote learning as the central goal of education. Curriculum occupies a central place in any educational system. The realisation of educational objectives will depend on the type of curriculum that is framed and prescribed as well as on the way it is implemented. The curriculum in the future will have to be geared to the development of a new international order. This will involve, to begin with, development of national outlook which will ultimately lead to the development of global perspective. Therefore, a curriculum has to be future oriented, dynamic, relevant to social needs and balanced. Concepts having potentialities for the development of such an attitude will have to be given a prominent place in the curriculum of different disciplines. Motivation is most important factor in the learning process. Motivation is the art of stimulating interest in the students where there has been no such interest, or where it is as yet unfelt by the students, and also of cultivating the interest already present in behalf of socially approved conduct. In all types of learning there must be a goal, and hence, we can say that all learning is motivated. To improve the conditions of effective learning the teacher can do by influencing motivation. Again, the teacher is called upon to be a change agent, a facilitator sensitive to the development needs of the community. The conventional accent has been on information transmission, fact finding and skill development. The traditional wisdom is lost in the quest for dubious knowledge and knowledge is lost under mountains of information. The role of teacher has assumed special significances, since teachers today are interested with serene task of enkindling the spirit of global awareness among students. The paper in an attempt to provide necessary professional knowledge and guides the teachers to developed the required skills to make their teaching talent effective.*

**Keywords:** Creativity, Critical thinking, Curriculum, Educative process, Interest, Motivation, Professional Knowledge, Social Change, Skill development.

Education was regarded as the potential instrument of social transformation and important means of national development. It was education that would determine the levels of well-being and prosperity of the people. The success in the ground enterprise of national reconstruction would largely depend on the quality of the young people. In order to accelerate the pace of national upliftment, it was felt essential to frame an imaginative and well-defined education a policy to take action for vitalising and improving the quality as well as quantity of education. It has been widely recognized that the development of true creative personalities should be the primary concern of education. Education is conceived for the development of human resource and not as a mere welfare activity to be undertaken by the state in proportion to the availability of financial and material resources. The state has no other option than to mobilize all possible resources for education because any investment for the development of human beings ultimately turns out to be investment for the all-round growth of the society itself. To ensure all-sided growth of the nation, optimum development of human resources is a pre-requisite. The teacher is of paramount importance in any national system of education. She is the pivot in the scheme of education and the very progress of the nation depends upon the quality of its teachers. Building and equipment are important.

So are Curricula and books. Teachers are no longer mere disseminators of knowledge. It has become the teacher's main task to help young people in coping with a welter of information and putting it into some order. Teachers should know how to appraise and distinguish that which is useful to the development of individual and society, emphasising not only what is likely to be relevant in the future. Every teacher, at whatever level of education she teaches, needs to have a professional philosophy to start her work with certain convictions. Her professional philosophy enables her to understand her role better in the teaching-learning process, to relate what contribution education can make to the society. Further, a code of ethics is one of the basic characteristics of all professions. Ethics is necessary for a teacher to make the profession self-regulating and self-governing. The ethical concepts that guide the code also motivate the teacher in successfully performing her different roles.

Education plays an important role in the process of social change. It is potential instrument, a powerful medium of bringing about changes in the society. Changes brought about by invasion, revolution or any other abrupt occasion do not have permanent impact. Education effects changes slowly, but steadily. Changes brought about by education are permanent and transcendent in nature.



Teaching role assigned, tasks derived from and meant to achieve national policy goals in the changed environment-contemporary society, global trends, and specific tasks for teachers in keeping with the stage and level of learners, valid and verifiable in the light of psychology of learning and predominant values in education, guidance, women education and evaluation.

**Research Degree:**The number of research degrees (Ph.D.) awarded by various Universities increased from 19,861 in 2011-2012 to 20,275 in 2012-2013 thus registering an increase of 2.08%. Out of the total number of Ph.Ds. awarded in 2012-2013, the faculty of Science had the

highest number with 6,641 degrees, followed by the faculty of Arts with 6,298 degrees. These two faculties together accounted for 63.82 per cent of the total number of Ph.D. degrees awarded. Education faculty followed by 813 degrees.

**Table 1 - Faculty-wise no. of Ph.D. degrees Awarded in 2012-13.**

Sl. No.	Faculty	Ph.D. 2011-12	Ph.D.2012-13.
1.	Arts	6155	6298
2.	Science	6334	6641
3.	Education	717	813

Source: 60<sup>th</sup> Annual Report 2013-14. UGC.

**Enrolment of Women in Higher Education:** There had been a phenomenal growth in the no. of women students enrolled in higher education, since independence. The women enrolment which was less than 10 per cent of the total enrolment on the eve of independence had risen to 44.40 per cent in the academic year 2013-14.

**Table 2 - Women Students per Hundred Men Students.**

Year	Total Women Enrolment (000)	Women enrolment per Hundred Men
1950-51	49	14
2013-2014	10552	79.87

Source: 60<sup>th</sup> Annual Report 2013-14. UGC.

The table no. 2 clearly indicates that the growth has been faster in the last two decades. The number of women enrolled per hundred men registered more than five times in 2013-14 as compared to 1950-1951.

**Critical thinking:** Critical thinking is one of education's most central goals and one of its most valued outcomes. Critical thinking is, the enlightenment philosophers understood and not only to intellectual progress but to all forms of social progress as well. Critical thinking an anticipation towards thinking ahead which offers intellectual tools to the teaching community. But the shift is most evident in our institutions, where Critical thinking has replaced rote learning as the central goal of education. The purpose of education is to develop critical thinking abilities, then the students should be free to challenge the validity of the accepted ideology. This is possible in a very open and liberal society.

**Education for encouraging Creativity:** Often it has been seen that the expressions of creativity among children has been punished rather than rewarded. This presents a serious problem in developing the creative abilities of students in school settings. Teacher cannot simply tell students that in a given length of time they are to create something. She cannot order the class to write a poem within a few minutes. Therefore, it is essential that the teaching for creativity must follow a continuing programme. In this programme all teachers should participate.

**Whom shall we call a creative individual:** This question is important to a teacher, if she knows the answer then she may put special attention towards the education of creative students. In this way not only the teacher will help in the development of the creative individual but may serve the society and the nation because it is through the creativity of a creative individual that the nation is enriched technologically and scientifically. While creativeness is an integral part of the learning process, its development is highly dependent upon the many factors of the learning situation. It can be developed under the guidance of a skilful and understanding teacher or it can be driven from the classroom by strict adherence to a formalized course of study.

**Reward Creative Efforts:**Teaching and rewarding only one method as correct inhibits creativity in students. The creativity will occur at that time when the efforts are made by bypassing the traditional methods. Hence, the teacher should reward all such efforts which are original in nature. The teacher who expect good work from creative individual may be able to get better results. If science and Ahimsa join together in a creative synthesis of belief and action, mankind will attain a new level of purposefulness, prosperity and spiritual insight. \*Mohanty (1988).

**Creative environment removes stress:**Research studies have proved that students with high creativity becomes more successful and reduce the stress. A creative environment motivates a person to produce new ideas, patterns or relationship. Creative students express some novel idea, piece of art, some scientific principles, some material or abstract product that is unique. The quality of these types of unique expressions release the stress and associate the person to unique original expression. Teacher can say that creativity provides a framework and defines a path for our working. It actually enables us to work in a systematic and planned way, thus reducing stress.

**Selecting Appropriate Curriculum Designs:** Historically and currently, the dominant concept of the curriculum is that of subjects and subject matter therein to be taught by teachers and learned by students. Curriculum is concerned not with what students will do in the learning situation, but with what they learn as a consequence of what they do.



Curriculum is concerned with what results, not with what happens. Curriculum planning, by its very nature, constitutes choices, choices among values, social aims, social theories and psychological systems. In a study on curriculum load conducted by \*Arora (1981) in NCERT, teachers of four states Delhi, Haryana, Maharashtra and Kerala were asked to assign ranks to the objectives of teaching. The first two ranks were assigned to the objectives like enabling the students to get through the examination and to get good marks, and the last two ranks were assigned to the objectives like development of mental abilities and personality traits. The teachers are not to be wholly blamed for attaching too much importance to examination results because their efficiency is judged in terms of results shown by them. The future is bound to throw new challenges therefore, it becomes imperative that educational system should equipped itself adequately to meet the challenges by effecting appropriate modifications in the educational objectives, curriculum content and teaching learning strategies.

**Curriculum Creativity:** The idea of creativity has some very important implications for the curriculum content. What type of curricula should we have, so as to enable the students to develop their creative potential, education aspires to be imaginative is faced with the old-age curriculum question. If curriculum is to be geared to the development of creative potential, then our preference will have to be for a deeper vertical penetration by students into fewer curriculum areas in lieu of a superficial coverage of more area.

A teacher may think of hundred and one ways of stimulating independent thinking among children. By making conscious and planned efforts in this direction, the teacher will surely enable the children to cross the barrier of learning and leap into the territory of thinking.

**Curriculum Evaluative Research:** Evaluative research has to cover both student evaluation and curriculum evaluation. Curriculum evaluation will cover evaluation of objectives, curriculum organisation, curriculum materials, etc. with a view to providing feedback to the curriculum framers so as to enable them to make modifications, adjustments in the curriculum, if needed. A variety of techniques such as interview, questionnaire, evaluation workshop, Delphi technique etc. are currently in vogue for obtaining evaluation data.

**Motivation:** Learning starts with motivation. Motivation activates and directs the learning behaviour. Goal setting is another means for motivation development. Feedback strengthens the motive to achieve if it is informative and not simply evaluative. With clear, informative feedback and some help in overcoming errors, students will improve. Providing models to students may also motivate them to achieve. Real life models may be provided by the teachers

themselves. Representational models presented by television are also highly influential. Rewards and incentives such as praise, smile, and responsible positions in the class as reinforcements to desirable and desired behaviour will also motivate the students. Stressful procedures may be avoided as they are likely to demotivate the students. Stressful ways will increase anxiety and anxious persons do not concentrate well on learning tasks.

**Salient Features of skills:** Tomorrow's problems cannot be solved by today's skills. In order to function effectively, the future citizens will have to acquire new skills and develop new attitudes. Construction develops skill in the use of common tools. Construction contributes to the development of many desirable understanding, as well as to the modification of attitude and appreciations. \*Allen (1966) has indicated that the identification of representative skills and the devotion of substantial time to these relatively narrow skills, will help teachers not only to become adept in the skills themselves but also to improve their original competence as well. Teachers can purposely and systematically practise and can improve their teaching skills with peer group feedback or video feedback. The integration of teaching skills is expected to result out of continuous practice.

**Skill of Questioning:** Feedback from students is best achieved by questioning. Questioning helps the teacher to understand how far the teaching has been helpful to her students. The teacher can evaluate the effectiveness of her teaching then and there on the basis of the feedback of students answers to the questions asked. This questioning method also helps the students to know how far they have been able to grasp the idea.

#### **India Skill Reports 2014**

Survey conducted by Wheebox along with PeopleStrong in association with CII (Confederation of Indian Industry)

Test endorsed by Association of Indian Universities. Covered 1,00,000 students in different states in India. It conducted the tests in four areas –Domain Knowledge, Communication Skills, Computer Skills, Numerical and Logical Abilities.

**Results:** Only 33.95% of the students are employable. Most of the employable pool comes from Punjab, Tamil Nadu, Uttar Pradesh, Delhi, Andhra Pradesh, Haryana, Karnataka, Orissa and West Bengal. Only 19.10% of the B.A. candidates are employable. Only 26.99% of the B.Com Graduates are employable. Only 41.66% of the B.Sc. graduates are employable. Only 11.53% Polytechnic candidates are employable. Compared to male, female candidates performed well. Why students lack this skills? Indian education system is more academic oriented. Gives more thrust on bookish knowledge, less regard to understanding and



application. Silver Lining is that this concept is slowly changing, Existence of Myth – “Have a Degree, get a job”. Seldom considers what type of Degree? (No Matter, just get a degree). Seldom considers job specific skills during study. What Employers say (Industry) want? Apart from Domain Knowledge (subject specific), Communication – Both written as well as oral, Teamwork – Good social skills, Problem solving – Logical thinking, Basic Numeracy – Numerical ability, Leadership – Go get together attitude, Adaptability – For new ideas, situations, technology, Creativity – Out of the box thinking (Lateral Thinking), IT-general proficiency in MS office and computer hardware.

Educational consultants: There is an organization known as Engineers India, teachers should also weld themselves in an organization like educational consultants. This brings in a touch of specialisation, our society respect specialisation.

The teacher of the future will be expected to perform the roles of planned organizer of curricula, innovator of educational ideas, practices and systems, writer of TV and Radio lessons and programmes, resource personnel in the propagation of ever-expanding knowledge, adepts in the preparation of programmed texts and motivator to learners in many creative, unconventional ways. She should be a good communicator, efficient organiser of learning situations, and democratic group leaders.

### Conclusion

Teaching is indeed a complex process needing several skills and techniques to make it a success. The quality of education reflects, more than any other single factor, the quality of the teachers. A teacher's personal qualities, educational qualifications, her professional training, her managerial skills and the place she occupies in the institution and in the community contribute to the quality of her teaching. Every teacher needs to be aware of the rapid cultural and social changes, advancements in educational theories, methodologies and practices, increase in student enrolment and range in the interests and abilities of students and the ramification of the role of education due to changes and advancements in science and technology. A teacher could develop professional manner if she keeps in touch with the latest published materials.

It is necessary for a teacher to start her work with certain convictions. The teacher cultivates a behaviour pattern worthy of her profession. The teacher realizes and makes others realize the importance of education as significant medium of social reform.

### References

- Anand C.L. 1988; Aspects of Teacher Education, S. Chand & Company (Pvt.) Ltd. Ram Nagar, New Delhi-55.  
Anand C.L. et al. 1983; The Teacher and Education in

- Emerging Indian Society, NCERT, Aurobindo Marg, New Delhi-16.  
Arora G.L. 1988; Curriculum and Quality in Education, NCERT, Aurobindo Marg, New Delhi-16.  
Chakrabarti Mohit. 1993; Challenges in Teacher Education, Daya Publishing House Delhi-35.  
Khanna S.D. et al; 1993; Current Problems of Indian Education (Made Easy), Victor Publishers, New Delhi -3.  
Malhotra P.L. 1986; School Education in India Present Status and Future Needs, NCERT, Aurobindo Marg, New Delhi-16.  
Mohanty J. 1982; Indian Education in the Emerging Society, Sterling Publishers Private Limited, New Delhi-29.  
Macomber F.G. Principles of Teaching in the Elementary School, Eurasia Publishing House (Pvt.) New Delhi -55.  
Panigrahi Manas Ranjan. 2008; Quality Elementary Education Research and Issues, Mahamaya Publishing House, New Delhi-32.  
Padmakar M. Sapre. 2010; Rewards of Teaching, A.P.A. Prabhat Road Pune-411004.  
Pandey B.N. & Khosla D.N. 1974; Student Teaching and Evaluation, NCERT, Aurobindo Marg, New Delhi-16.  
Ram S. 1999; Current Issues in Teacher Education, Sarup & Sons New Delhi- 2.  
Rawat P.L. 1989; History of Indian Education, Ram Prasad and Sons, Bhopal -01.  
Ramchandra Padma & Ramkumar 2007; Education in India, National Book Trust, India, New Delhi- 16.  
Singh S.D. & Mishra Gargi Sharan. 2014; Knowledge Base Teacher Education, Vikas Prakashan Kanpur-12.  
Saylor Galen J. 1966; Planning Curriculum for Schools, Holt, Rinehart and Winston, INC. New York.  
Dutta Suntee & et al 1988; Teacher and Education in Emerging Indian Society, NCERT, Aurobindo Marg, New Delhi-16.  
Sterling G. Callahan; Successful Teaching in Secondary Schools, Eurasia Publishing House (Pvt.) New Delhi -55.  
Telesra Hemlata et al. 2003; Challenges of Education Technology Trends Globalization, Authorspress Delhi-92 .  
Vedanayagam E.G. 1989; Teaching Technology for College Teachers, Sterling Publishers Private Limited, New Delhi-16.  
Statistical Year Book of Manipur -2015.  
Economic Survey, 2014-15, Vol. I & II.  
Sangai Express (English).  
WWW. UGC web-side. Wheelbox Web-side.  
3- Sigma Statistical Consultants, Proactive Academy Building, www.google.com.



## INCLUSIVE EDUCATION - A WAY TO REACH OUT SPECIAL CHILDREN: AN EXPERIMENT

**Dipali Gandhi**

Assistant Professor, Waymade College of Education, VallabhVidyanagar, Anand

**Bhumika Mangrola**

Lecturer, Waymade College of Education, VallabhVidyanagar, Anand

**Voice of Research**

Volume 4, Issue 3

December 2015

ISSN 2277-7733

**Abstract**

*The classroom is a laboratory for the teachers to experiment on behaviors of an individual and mould their personality. Some individuals find it harder to learn with other individuals of the same age needs to get support from their teachers, or some extra help in the schools. A few individuals have more complicated learning difficulties, and may need extra help or equipment in school to help them access an appropriate education. Owing to lack of knowledge, educational access and technology, such individuals are initially treated as unwanted and segregated from other individuals and their education is carried out in special schools. The concept of Inclusive Education has changed the outlook for the children having all those deformities and differences. To touch the emotional domain of pre service teachers, an experiment was carried out with special children. The present paper reflects the views of pre service teachers towards special children.*

**Keywords:** *Inclusive Education, Pre service Teachers, Special Children*

Individual differences are always found in society. People are of different caste, creed color, disabilities and deformities are present in society. It was found that students are of lower caste, creed, having deformities and disabilities are neglected and specially disabled children are considered as a separate part of the society which has given rise to the new concept in education field Inclusive Education. Inclusive Education includes all those parts of society under one roof. Every individual is eligible to complete his/her educational needs which make them socialized being. According to the Children with Disabilities Act, children with special needs have the right to be educated with nondisabled children their own age. The Children with Disabilities Act also states that children should have access to the same general curriculum taught to students without disabilities. With this view there has been a shift towards having individual with disabilities attend the same schools as non-disabled individual. Thus each individual should be allowed to learn in his own way.

**Inclusive Education**

Individual with special needs should be accepted without any restrictions in all the educational programmes meant for other individual. It denotes equality, and accepts every individual with his own unique capabilities. Inclusive education denotes the ways in which the system makes itself welcoming to all individuals with special needs to get education. UNESCO (1994) states that, 'All children learn together, whatever possible, regardless of any difficulties or differences they may have.' Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuing quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities'. It promotes individual -to-individual learning. Inclusion of disabled individual means the shift in services from 'care of the disabled individual' to his 'education and personal development'. It is one step further by defining these

individual as 'Individual with special needs' who need special attention, rather than individual who are 'impaired' or 'handicapped'. Inclusive education is nothing but 'Making the programme for disabled individual as an integral part of the general educational system rather than a system within general education'.

**Rationale of the Study**

The idea behind inclusive education is that individual with special needs will be placed in the same classroom environment as other individual their age who do not have special needs. Within the contemporary inclusive classrooms, teachers face increased pressure as their roles diversify, compared to previous generations (Avramidis, Bayliss, & Burden, 2000; Clayton, 1996; Forlin, 1997; Long, 1995; McKinnon & Gordon, 1999; Paterson & Graham, 2000; Schloss, 1992). Teachers have varied in their responses to these challenges (Westwood & Graham, 2003). Teachers need to be more sensitive towards children with special needs. Mainstream teachers are now called upon to be sensitive to the variety of modern classrooms and to be able to rise to the challenge by adjusting their teaching styles in accordance with the multiplicity of learning styles they face (Peterson & Beloin, 1992). Their role as an inclusive educator has vital importance dealing with special children. They are further required to be psychologically and practically prepared to take on the dynamic role of inclusive educator (Mullen, 2001), while being aware that making physical provision for students with disabilities is not as important as making attitudinal changes resulting in the removal of barriers to physical and educational access (Beattie, Anderson, & Antonak, 1997). Researches show that individual with special needs thrive in standard classroom environments for a variety of different reasons. Inclusive education allows individual to develop friendships with their peers and feel less social tension about their disabilities and needs. It is believed that children who are placed in standard classroom environments generally have higher self-esteem than children who are isolated to



different classrooms simply because they have special needs. Students with disabilities in inclusive classrooms show academic gains in a number of areas, including improved performance on standardized tests, mastery of IEP goals, grades, on-task behavior and motivation to learn (National Center for Education Restructuring and Inclusion, 1995). Special children learn better if placed with normal children. Few studies reveal that children with special needs actually learn more in regular classroom environments, provided they get the help and support they need in and out of the classroom when it comes to academic subjects. Quality inclusive education doesn't just happen. Educating children with disabilities in general education settings with access to the general education curriculum requires careful planning and preparation (Deno, 1997; King-Spears, 1997; Scott, Vitale, & Masten, 1998). Teacher education institutions if emphasize on preparation of materials and experimentation on special children will help pre-service teachers to cater to special children needs. Research shows that principals, special education directors, superintendents, teachers, parents and community members must all be involved and invested in the successful outcome of inclusive education (Villa, 1997; Walther-Thomas, 1997). Teachers - both general and special education - must collaborate to create learning strategies and environments that work for all students. Moreover results of studies on students' academic outcomes revealed that students with severe disabilities have higher levels of academic responses and lower levels of competing behaviors when they are in general education classroom settings compared with the special education setting (Mortweet, Utley, Walker, Dawson, Delquadri, Reddy, Greenwood, Hamilton, & Ledford, 1999). The need to feel included or to belong to a group is strong in most individual. Children that are relegated to special classes or schools because they have special needs may develop self-esteem and image issues that could stay with them the rest of their life. To avoid this situation of an individual the teacher training institutions should give exposure about inclusive education / Children with special needs to the pre-service teachers.

### **Objective of the Study**

To sensitize pre-service teachers towards the challenges faced by special children

To make pre service teachers understand about the needs of special children in classroom

### **Research Methodology**

The present study is survey cum experimental in nature. The aim of the present study is to sensitize pre service student teachers of Waymade College of Education towards the needs of Special children. The data was collected through survey method and them experiment was planned.

### **Sample of the Study**

The sample of the present study comprised of 100 Pre-service teachers of Waymade College of Education and

100 special children of Andhjan Apangjan Vikas Mandal school, Mogri.

### **Tools of the Study**

The researchers used following tools for the study.

- 1) Interview
- 2) Tasks and activities
- 3) Open Ended Questionnaire

### **Data Analysis Technique**

The data was analyzed through percentage analysis and content analysis method.

**Experiment:** The researcher carried out survey about number of partially as well as totally blinds students, the total strength of students and their needs for co-curricular activities. The data reveals that the total strength of students were 110 in which 60% students were partially blind, 30% students were totally blind and 10% of them were physically handicapped. They were engaged throughout the day in scholastic as well as in non-scholastic activities like Cricket, Chess, Music and many more. With the given information, guidance was provided to the pre service teachers for preparation of tasks and activities such as .Songs, Games, Alphabet Recognition, Taste and Tell, Sense identification, Flavor identification, Clay modeling etc..

After preparing tasks and activities the researchers along with pre-service teachers carried out activities at the blind school (NAME). The researchers formed 10 groups of special students. Each group comprises of 10 special students along with 10 pre-service teachers. The activities were carried out and tasks were given to the students taking care of their emotions. At the end of the implementation of activities and tasks, pre service teachers interacted with the teachers of blind school and discuss about the problems and challenges they faced in the class.

The open ended questionnaire was given to collect the feedback from the pre service teachers. The responses were analyzed through percentage analysis.

### **Data Analysis**

For the present research, questions were given to reflect over after the implementation of programme to check the reactions of pre-service teachers towards special children. The responses of pre-service teachers were collected online through mail and were analyzed by percentage analysis. The analysis is as below:

- 1) What was your fear before implementation of the activities and tasks?

60 percent pre-service teachers said that they were afraid of the behavior of special children. 30 percentage pre-service teachers were not sure about the participation of students in the activities and 10 percent pre-service teachers were confused with initiation of activities with them.

- 2) What difficulties they faced during implementation of activities and tasks?

70 percent pre service teacher said that special children were unable to follow the instructions so they have to repeat the instructions twice or thrice to make them understand. 60 percent pre-service teachers said that special children were not sharing their personal interest and also they were not ready to participate. So to convince them in participating activities and tasks was the major challenge. Even they hesitate and feel shy to mingle with new person. 40 percent pre service teacher said that they feel difficulty in understanding English language as they have not got exposure of English.

3) How was the participation of school students in activities planned by pre service teachers?

60 percent pre service teacher said that in the beginning special children were hesitated but then with the continuous efforts of pre service teachers they participated in activities and did well. They participated with full enthusiasm. 40 percent pre service teachers said that special children were very curious for some activities which are unknown to them. They also added that they were very supportive and cooperative to them.

4) How did they overcome the challenges faced during implementation?

60 percent pre service teachers tried to elevate special children mood by saying stories and jokes to them. 50 percent pre service teachers said that they took help of their peers to tackle the behavior of special children. 40 percent pre service teacher said that they gave related examples to make special children understand difficult concepts through activities and also enriched their response by showing love and care towards them. 30 percent pre service teachers followed simple to complex maxim of teaching. They started from the simple activity of rapport building and then with the complex ones.

5) What are your personal views about the visit of special children school?

Majority of pre service teachers said that it was a very wonderful experience for them to interact with those special children. They said that all teachers should be given training to understand and how to satisfy needs of special children. They developed positive attitude towards special children. They also said that physical resources should be provided to help them in academics. They said that more training programmes, workshops and seminars should be organized for pre service teachers to make them sensitize towards special children.

### Findings of the Study

The findings of the study revealed that pre-service teachers found the visit at the special children school and the activities carried out very fruitful. They were sensitized towards the issues of special children. They understand the problems and challenges of special children with interaction during the experiment. They also come to know about the problems of teachers faced in dealing special children. It was really a

heart touching experience for all of them.

### Future Perspectives of the Study

The following are the suggestions from present study

The Teacher Education Institution should arrange visit to special schools for pre service teachers to make them aware about needs and problems of special students.

The training should be imparted to the pre-service teachers for special children.

Instructional package should be prepared with integrated Information and communication technology for effective delivery of content for special children.

A research based exercise is needed to frame and finalize nationwide curriculum of Teacher Education Programme.

### Conclusion

In a nutshell it is very important to identify the needs of special children and to cater it with love and affection. To support the given statement the pre-service teachers should provided opportunities to interact with special children and develop sensitivity toward the problems and challenges of special children. This helps them in real classroom practice where they have to understand individual differences and plan their teaching learning process to cater individual differences.

### References

- Adelman, H.S. & Taylor, L. (1998). Involving teachers in collaborative efforts to better address the barriers to student learning. *Preventing School Failure*, 42(2), 55-60.
- Ainscow, M. (1995). Special needs through school improvement: school improvement through special needs. In C. Clark, A. Dyson & Millward (eds.), *Towards inclusive schools?* (pp.63-77). London: David Fulton.
- Arthaud, T.J., Aram, R.J., Breck, S.E., Doelling, J.E. & Bushrow, K.M. (2007). Developing collaborative skills in pre-service teachers: A partnership between general and special education. *Teacher Education and Special Education*, 30(1), 1-12.
- Davis, P. & Hopwood, V. (2002). Including children with a visual impairment in the mainstream primary school classroom. *Journal of Research in Special Educational Needs*, 2(3), 139-147.
- manuelsson, I., Haug, P. & Persson, B. (2005). Inclusive education in some Western European countries. In D. Mitchell (ed.), *Contextualizing inclusive education: Evaluating old and new international perspectives*. Abingdon, Oxfordshire: Routledge.
- Hegarty, S. (2001). Inclusive education:- a case to answer. *Journal of Moral Education*
- Subban, P. (2005). Understanding Educator Attitudes Toward the Implementation of Inclusive Education. Published in the journal Disability Studies Quarterly, Volume 25, No. 2



## THE REVOLTING SPIRIT OF SELECTED FEMALE CHARACTERS IN SELECTED SHORT STORIES

**Mita R. Shah**

Head and Associate Professor, English Department,  
Uma Arts & Nathiba Commerce Mahila College, Gandhinagar.

**Voice of Research**

Volume 4, Issue 3  
December 2015  
ISSN 2277-7733

### Abstract

*In this research paper, the researcher tries to say about the revolting spirit of two women characters of two short stories written by two prominent women writers of Indo-English literature. These two characters named Woman and Sita belong to different classes of society-lower class and upper class respectively. But their plight and problems are same. Their qualities like courage and firmness and suggestion of revolting spirit in stories impart immortal effect on the mind of the readers.*

**Keywords:** *Revolting Spirit, Female Characters, Short Stories*

Women in India occupy a significant place since ancient times. Of course they suffered a lot in medieval period on various fields. At present in the field of wit & wisdom & literary activities, women had made great contribution.

P Christina writes, "If we have Gargi and Maitreyi of Vedic era, Habba Khatun of Kashmir, Mira Bai of Rajputana and other literary figures, we have had a great legacy of women writers. In the modern day context, women writers have achieved tremendous success and excellence. They include poetess, essayists, novelists, dramatists, journalists etc. mastering all literary genres." (1)

In the age of computer and internet, mobile and SMS, when the people of the world link with each other, literature has its own importance. The sky of English literature is ever twinkling through the luminous stars like essay, drama-tragedy comedy, novel, epic, lyric and latest developed forms like one act play, haiku and short story. (2) The fast life of man can't spare time to enjoy long plays and novels to read long literary works. As we are lover of instant food and 20 overs cricket match, such short and sweet informative expression is likable to us.

The Indo-English writers have given their praiseworthy contribution

for the development of short story as a form of literature. The modern writer Khushwant Singh says, "The Indian short story is extraordinary in its ability to stick to the traditional rules of the craft and still demonstrate remarkable originality ....With a traditional framework what emerges is a story that is marked with freshness and imagination." (3)

The researcher has selected the two stories from the volume named 'Best Indian short stories- Khushwant Singh selects'. One short story is 'A Home near the sky' by Kamala Das and the second short story is 'Decent from the Rooftop' by Anita Desai. Both are famous women writers of India who have taken literature as the instrument to express the state of Indian women. Their writing make us think for the plight of woman and woman's place in the family and society. Helen Cixon says, "Woman must write herself, must write about women and bring to writing..." (4)

Kamala Das adorns Indian literature with her outstanding writing as a poet, novelist, short story writer, dramatist, essayist and also the writer of autobiography. She won the prestigious awards and becomes immortal through her female writing. Her collection of short stories are translated into English as. 'Padmvatt the harot' and 'The Sandle tree'. Anita Desai is the famous Indian writer and also winner of awards in five times. She has been short listed for the booker prize three times. She has enriched with her novels, short stories, the stories for children and also screen play. Her collection of short stories is 'Games and twilight and other stories' and 'Diamond Dust and other stories'. Her sensitive portrayal of the inner life of her female characters is her outstanding contribution to literature.

'A home near the sky' is an interesting story of Kamala Das which narrates the way of living of lower middle class people. It depicts how Arumugham lives with his wife named Woman in pavement near the sea. Her husband lost his job due to his habit of drinking wine. From the beginning of the story Kamala Das has shown Woman's revolting spirit who doesn't like husband's bad habit of taking wine. She hits him to show her dissatisfaction. He has accepted her changed attitude as he says, "She had every right to express her dissatisfaction..." (5) But he disagrees if she hits him in the presence of others. The entry of young man changes the atmosphere of short story. The couple's talk with that young man provides a chance to the writer to express the past life of couple and also routine life at present. As a child the young man had collected coins through singing a song in a train. At present he has been working as an assistant to smugglers and has stayed in jail often. The couple is homeless for nearly a year. The husband is fond of wine, hooch and tobacco. He is spending his money in all these bad habits. The Woman argues, "We would have been living in our Kholi at Sewri if you had not got drunk and insulted the supervisor of the factory." (6) They suffer economical crisis to buy commodities like oil. The young man who suggests the qualities of a Woman is the turning point of short story. Otherwise her impression in the mind of reader is a cruel, tyrant woman who hits her

husband. The young man addresses her as 'Amma'. He praises her beauty and recalls his memory of seeing her first to prepare chapatis under the tree. He felt that she looks like a Grihalashmi. He suggests the job of Ayah for her. The woman takes interest in him and also likes the pride of man. The talk of couple highlights the life of poor class people. The couple sleeps under the awnings of shops and gets food like pickles, samosas, chapatis from Rasana Hotel. Arumugham taunts her as she gives offer to young man for sharing food and pavement. She also tells the bitter reality of life openly as she lost her ornaments and pushed from hut due to the bad habit of husband. She doesn't receive even sari at Diwali from him. She bravely expresses her plight: "I suffered in silence. But now I have turned bitter. I talk back to him. I even hit him when he irritates me." (7) The angry husband threatens her to give thrashing of life. She challenges him to complain at police station and feels better to live in jail. The young man pretends Woman to stay near the sea and also has compromising attitude. He explains that the home near the sea is the better place as you see the flowers of the park, blue sea water at day and stars of the sky at night. He recollects his memory of singing at train and tells that he knows few songs of sea. The Woman shares her childhood days with him as she had listened Bhagavata's song at Tanjore. The young man praises her and tells that you have the soul of an artist and enriches her with her inherent abilities. The Youngman says that she is capable of wealthy house and adorns her as Goddess Laxshmi who plays Veena, wears white Jasmine in hair and also golden ornaments. His such talk makes wife sad and she starts sobbing. It disturbs the husband and he orders him to go away. The young man imparts his goodwill to Woman. The Woman presents him a blanket to warm him in winter. He says that he will always remember her with love. The husband's anger for presenting their only blanket for a winter to a stranger does not disturb Woman. She replies "He is nobody but he spoke of music to me..."(8).

Thus this story highlights the agony of wife whose husband is drunkard. The Youngman's praise of Woman— shows the qualities of the poor Woman e.g. beautiful in outlook, expert as a cook, lover of art & good listener. She told boldly "what a good for nothing dog, I married! I have lost both ...my youth & my beauty" (9). Her agony, frustration, inner craving are well expressed here. As a wife, in the beginning of their married life, she was dutiful, submissive, faithful & sincere to her husband. She differs with other women of her area who slept around with other men. But gradually she revolts against her husband through her action, speech & tries to realize about his mistakes. She is open minded to praise her husband who cares for her and convinces shopkeepers for sleeping at night and arranging food. Thus Kamala Das has shown her as such a woman who can be

an ideal Indian wife but if her respect is hurt. She can argue with her husband and even revolt for her right.

'Descent from the rooftop' of Anita Desai narrates the way of living of aristocratic class society. The title is quite appropriate as the life of such people is decent from the roof top of building but there is darkness of moral in inner side. The story sets at Bombay which expresses the cocktail party in which Vivek went there with his new bride named Sita. Sita is a young, beautiful, educated woman with full of moral quality. She comes from cultured family of Saurashtra. She feels a fish out of water in this atmosphere. Her agony is the base of this story.

The story opens with Vivek's arrival to cocktail party with his wife. He used to come there when he was a student. Sita accompanies her husband with full of curiosity but totally unaware of the way of living of Bombay. In the beginning, the writer has shown her fear of lift when she entered with her husband. The total atmosphere of that building in which the party is arranged is quite different e.g. mirrored hall, black marble of the floor, decoration of the room. Sita is full of astonishment, curiosity and also fear. She becomes upset due to night-blooming voices as they have entered at terrace. The hostess introduces Sita to other guests of that area and also arranges her seat. One lady participant visits this party often who is a typical character of short story. "... A woman with a broad creamy face like a bowl of a cream in which the two gold fishes of her orange lips were half-sunk." (10) She openly declares Saurashtra – Sita's native place as the desert and she doesn't take care of Sita's feeling. Sita is firm in her decision and not taking whisky. Her poetic observation of Bombay from rooftop shows her artistic vision. She observes the party with subdued spirit but also admires whatever she likes. She notices the dressing of men and women. The women dressed in gold, black, blue, silver and men dressed in white. She doesn't expect any one to bend down and speak to her here. She has fascination surprise and also confusion after hearing one repeated name 'Laeq' who is like a beauty queen. All the members of the party are very much fascinated by her. The writer has taken the opportunity to depict the features of her. She is beautiful, best dancer of Bharat Natyam, giving lectures on India, wearing luxurious clothes and ornaments, who lives at Paris. The writer has shown the gossiping nature of human mind while discussing the character of Laeq. Sita listens the talk and sometimes asks questions to clarify her thoughts. Her thinking of future about her marriage life is here "it was as though the conductor had suddenly abandoned them so that no one knew what to do next" (11). Her dislike to Vivek's act of going to party is well suggested through her simile to him as 'purple rings tiredness'. (12).

The story ends with couple's return to home after completing the party. Sita realizes showing world with pain



and she feels that all those smiling creamy faces of party turned into pulp and sour curds. She asks her husband bravely about Laeeq and he replied 'Laeq looked like a vast tart to me'. (13). This is the touching news for Sita. Her depression, dismal of life is well explained in the ending of short story. "... her own life married over here in Bombay was to be a series of illusions and hopes that would quietly stumble into or toper down to the dullness of repeated disappointments. One was not to live, she saw always on a roof top.... Would descend always to the street". (14)

Thus, these two stories are touching stories of the lives of women. The character of Woman in 'A home near the sea' and the character of Sita in 'Descent from the roof top' are symbolic characters of our society. They express the reality of Indian society. They make us think for the rights of women. Both characters belong to different classes of society. But the fact is such that the earth is round for women either she is Sita of higher class or Woman of lower class. Both writers have depicted the pain and plight of women. The Woman whose home is only land explains through dialogues to her drunkard husband about their past life who lost his job. He is unable to realize his wife's qualities and doesn't understand his weak point like not to take drinks and waste money. The Woman can't bear all and now she started to show her anger and opposition through her physical hit and angry dialoguers to him. The young man's appreciation to her as 'Grihalakshmi', 'Goddess Laxmi' and lover of art make her think to know about her inner qualities. Her revolutionary attitude is well expressed in her action when she gives blanket as a gift to the young man which she and her husband needed more to protect in cold. She considered the young man as the person who has lost her senses and cast a spell over her with his talk of the sea and stars. As compared to this character, Sita's character in 'Descent from the roof' is different. Her agony, dislike and revolting spirit are not shown through her action and speech all the time but through her thinking and behaviour. She is the educated wife of sophisticated, educated, rich husband who lives in cosmopolitan city like Bombay. In the words of Sita, "It was a city of lies, filth, noise, double-dealing in which all fantasy, all grace came to a hideous end as soon as it descended from the roof top to the lighted street. (15) The party is the means of vanity shown by rich people., There is realistic depiction of cocktail party, pompous dressing and dancing in 'Descent from the rooftop'. Sita's culture is totally different as she comes from well to do, cultured family of Saurashtra. The educated Sita has many confusions and questions in her mind while observing the party. She is successful and bold in not drinking whisky, not dancing and trying to be aloof though she is physically present there. She is stern in her decision and her attitude is in such a way that nobody has courage to disturb her again. But Mrs. Desai

has not shown her to argue with her husband or to teach him moral for not to visit such party. Her revolting spirit and her right as a wife are more suggested by writer with her facial expression and body language and less with her solid dialogues to him e.g. when she came to know that Vivek met Laeeq as a student, Mrs. Desai has narrated her feeling: "She sighed and turned away to the window not seeing (to her husband)" (16). Her agony is different from the agony of Woman of earlier story. She can't hit her husband. Her education and culture prevent her to do so. Her mental strife and psychological state are well expressed in the short story. While the first short story depicts the character of woman as it is. Suryanath Pandey rightly says "Desai's protagonists curiously enough do not assert in a pragmatic manner. They suffer in silence, perceive the agonies of existence and quietly withdraw into their own worlds." (17) Thus these two woman characters – Woman and Sita are well expressed by the writers. They are symbolic and suggest the way of living of female world of poor class and rich class respectively in the two short stories.

#### References :

- Christina P, 'Indian women writing', Omage publication, New Delhi, 2007, preface.
- Webster's Dictionary defines short story as – 'A kind of story shorter than the novel or novelette, characteristically developing a single theme limited in scope and number of characters.'
- H.G.Wells says 'A short story aims at producing one single vivid effect.'
- Singh Khushwant, 'Best Indian short stories', Vol. 1, Harper Publishers India, New Delhi, 2005, P. 273.
- Pandey Suryanath, 'Contemporary Indian women writers in English', Atlantic Publishers, 1999, P. 226.
- Singh Khushwant, 'Best Indian short stories', Vol. 1, Harper Publishers India, New Delhi, 2005, P. 121.
- Ibid, P. 122.
- Ibid, P. 124.
- Ibid, P. 126.
- Ibid, P. 122.
- Ibid, P. 140.
- Ibid, P. 146.
- Ibid, P. 146.
- Ibid, P. 147.
- Ibid. P. 147.
- Ibid146.
- Ibid, P. 147.
- Pandey Suryanath, 'Contemporary Indian women writers in English', Atlantic Publishers, 1999, P. 33.



## DISTURBED SLEEP PATTERNS AND SELF WORTH IN YOUTH: A MUSIC THERAPY INTERVENTION

**Mamta Sharma**

Assistant Professor, Dept. of Psychology, Punjabi University, Patiala

**Akankasha Sharma**

PGDCP Student, Dept. of Psychology, Punjabi Uni. Patiala

**Voice of Research**

Volume 4, Issue 3

December 2015

ISSN 2277-7733

**Abstract**

*Sleep, a vital ingredient in life, is an active and complex rhythmic state that may get disturbed by a variety of reasons. Daytime sleepiness, sleep deprivation, and irregular sleep schedules are highly prevalent among college students, as 50% report daytime sleepiness and 70% attain insufficient sleep. The study aims to evaluate the efficacy of music therapy in improving disturbed sleep patterns and low self-worth of university students. It was hypothesized that Post-intervention sleep quality scores in experimental group would be significantly better than pre-intervention scores; and Music therapy would enhance self-worth of university students. Participants in the experimental group would show improved self-worth relative to the participants in the control group. A pre-post experimental-control assessment design was adopted. The Pittsburgh Sleep Quality Index (Buysse DJ et al 1989) and Contingencies of Self Worth (Crocker & Lubtanen, 2002) were administered to identify university students having faulty sleep patterns and low self-worth. Music therapy was given for consecutive three weeks for half an hour daily. After intervention, sleep quality index and contingencies of self-worth were re-administered to see the efficacy of music therapy. Results revealed that music therapy made a significant improvement in students' sleep patterns as significant difference was observed between both experimental and control groups on Subjective sleep quality ( $t=1.21^*$ ), Sleep latency ( $t=2.63^*$ ), Sleep duration ( $t=2.24^*$ ), Habitual sleep efficiency ( $t=4.64^{**}$ ), Sleep disturbances ( $t=10.46^{**}$ ), and Daytime dysfunction ( $t=3.97^*$ ). The effect of intervention was also found to be significant for self-worth domains for subjects of experimental group on physical appearance ( $t=2.42^*$ ), Outdoing others in competition ( $t=1.39^*$ ), Academic competence ( $t=2.16^*$ ), Being a virtuous or moral person ( $t=2.09^*$ ), and God's love ( $t=1.64^*$ ) as the difference between experimental and control group came out to be statistically significant.*

**Keywords:** sleep patterns, self worth, music, music therapy

Young adults are often being considered as ready to launch easily into college, universities, career and dynamic social scenes, yet this transition from a supportive and protected home and school environment to independent living is a bridge to adulthood that may young adults find fraught with great difficulty, confusion & profound loneliness, as a consequence youth are afflicted by challenges like identity crisis; lack of self-confidence; low self-esteem; a sense of hopelessness; confusion and ambiguity concerning moral issues; and competitiveness in education leading to stress.. This struggle for existence leads to many behavioral problems such as disturbed sleep patterns, general restlessness & lack of energy, fatigue, depression, agitated behavior and aggression. During the past few decades, the average sleep duration among adults (Bonnet & Arand, 1995, Rajaratnam & Arendt, 2001) has decreased substantially, and complaints about poor sleep quality are frequent (Heath et al., 1998; Sateia et al., 2000). The changes in sleep patterns are reflected in the common sleep related complaints of young adults, such as taking longer to fall asleep, awakening more often, and being sleepy in the day time. In 2011, two thirds of adolescents reported insufficient sleep, as did one third of young adults (Bakotic, M. et al. 2009). Insufficient sleep, inadequate sleep quality, and irregular sleep patterns are associated with daytime sleepiness, negative moods, increased likelihood of stimulant use, risk taking behaviors, poor academic performance (Steptoe, A. et al. 2006), anxiety, depression, hopelessness, low self-esteem and social inhibitions (Sadeh et al. 1995; Morrison et al. 1992).

Poor sleep quality is considered as a significant predictor of poor self-esteem (Boryana S., 2015). The academic challenges faced by students with disturbed sleep patterns put them at risk for low self-worth (Kim & Sunderman, 2005). Moreover,

longer sleep duration prospectively predicted higher self-esteem in adolescents (Fredriksen K, Rhodes J, Reddy R, Way N, 2004), and adequate sleep duration and short sleep onset latency related to higher optimism in children (Lemola S, Räikkönen K, Scheier MF, et al, 2011). Haack & Mullington (2005) demonstrated that sleep deprivation resulted in a gradual reduction of self-reported optimism and sociability in young adults, which suggests a causal relation between sleep and positive personality characteristics. It is of great importance to identify the individuals at risk, since recognition and adequate treatment of their sleep problems may enhance self-worth and optimism. A variety of non-pharmaceutical interventions such as lifestyle modifications such as a regular sleep routine, decreasing caffeine intake, and making modifications to the sleep environment (Solet 2014); cognitive behavior therapy, drama therapy, music therapy, art therapy and dance therapy (Smeijsters H, 2006) are being used for improving sleep patterns and self-worth.

While music as a whole is well recognized for its entertainment value, the Indian civilization had gone a step forward to attribute the curative aspect to music (Aurora, S. & Kaur, G, 2011). The methods for applying music listening to improve sleep quality vary across studies. Generally, the intervention involves the use of pre-recorded music in relation to sleep initiation. Studies show that listening to music is often used by adults as a self-help intervention to improve sleep (Urponen 1988; Morin 2006; Aritake-Okada 2009). Participating in musical groups promotes friendships with like-minded people; self-confidence; social skills; social networking; a sense of belonging; team work; self-discipline; a sense of accomplishment; co-operation; responsibility; commitment; mutual support; bonding to meet group goals; increased concentration and provides an outlet for



relaxation (Hernandez-Ruiz, E., 2005). Music intervention also has effects on the brain function resulting in neural network activation, and ultimately leads to activation of different regions of the brain if performed regularly (Choi AN, et al. 2009). Music relaxation has been found to influence mood, stimulate memories and accelerate associations, and has been used as treatment for quite some time in a variety of medical disciplines (Marwick C., 2000). Music relaxation was efficient in improving sleep (Ziv N et al. 2008). The use of music decreased time to sleep onset and the number of nighttime awakenings (Johnson JE., 2003). Music can reduce sympathetic nervous system activity, decrease anxiety, blood pressure, heart and respiratory rate and may have positive effects on sleep via muscle relaxation and distraction from thoughts (HarmatL, et al. 2008).

Music therapy has been highly effective with individuals who typically lack crucial self-esteem and self-concept (Henderson, 1983; Johnson, 1981; Kivland, 1986). Disclosure and awareness of self has been precipitated through the music as the relationship with music, therapist and self has developed. Music provides opportunities for enhancing a sense of control over emotions through emotional catharsis (Lippin RA et al. 2006; Wiesenthal DL et al. 2003). Sausser and Waller (2006) concluded that music enhances self-expression and self-esteem. Moreno (1995) described music therapy as similar to traditional healing methods in its ability to support positive belief systems, enhance feelings of group support and individual self-esteem. Henderson (1983) found increase in self-esteem following a music therapy intervention with thirteen hospitalized patients diagnosed with 'adjustment reaction to adolescence'. Within a population of autistic children, Brunk (1999) argued that music therapy and adapted music lessons may both influence self-esteem. Music therapy can help to establish relationships and offer successful experiences that improve self-esteem (Wilson, 1964).

Using music to aid sleep transition is inexpensive, easy to implement and has potential to be beneficial for a variety of populations (deNeit et al., 2013). Most of the available research on Music Therapy in dealing with disturbed sleep pattern and self-worth has been carried out in western countries but are rarely addressed by psychologists in India despite its large toll on society. The present study has focused upon a simple, cost effective and reasonable Music Therapy intervention to improve sleep patterns and self-worth of university students. The following hypotheses were verified: Music therapy would improve the quality of sleep. Individuals in experimental group would show better sleep quality as compared to individuals in control group. Post-intervention sleep quality scores in experimental group would be significantly better than pre-intervention scores.

Music therapy would enhance self-worth of university students. Participants in the experimental group would show improved self-worth relative to the participants in the control group. Post intervention self-worth scores of experimental group would be better as compared to the control group.

## Methodology

**Sample:** The sample comprised of 44 university students between the age group of 18 to 25 yrs was screened on the basis of their scores on sleep quality and self-worth measures. All the screened participants were randomly assigned to experimental & control groups.

## Tools Used

**Independent Measure:** Cassette player with head phones & a cassette having instrumental flute music in Raga 'Asavari' to build up confidence and Raga 'Darbari' for disturbed sleep patterns played by Hari Parsad Chaurasia was used.

**Dependent Measures:** The Pittsburgh Sleep Quality Index (PSQI) (Buysse DJ et al. 1989) is an effective instrument used to measure the quality and patterns of sleep. It differentiates "poor" from "good" sleep by measuring seven domains. Contingencies of Self Worth (Crocker & Luhtanen, 2002) is a 35-item measure assesses seven domains. Cronbach alpha for subscales were found between .82 and .91 & the test retest reliability coefficient range from .76 to .89.

## Design and Procedure

An experimental and control assessment design was used in this study to assess the efficacy of music therapy intervention on sleep patterns and self-worth of university students. All the participants were briefed about the aim and procedure of study. The participants were screened on the basis of their scores on The Pittsburgh Sleep Quality Index and Contingencies of Self Worth scale. Then, they were randomly assigned to experimental and control groups. Experimental group was given music therapy intervention for three weeks. These participants were subjected to the instrumental flute music for half an hour daily. After intervention period, the same scales were re-administered to study the efficacy of music therapy. For Pre-post intervention comparison for both control and experimental group, t-test was applied.

## Results and Discussion

**Table 1 - Pre-Intervention comparison for means scores on subscales of Sleep Patterns and Self-Worth among individuals in Control and Experimental Group**

Variables	Means scores		t-ratio
	Control	Experimental	
<b>Sleep Patterns</b>			
Subjective sleep quality	1.05	0.95	0.49 (ns)
Sleep latency	1.85	1.94	3.72(ns)
Sleep duration	1.52	1.35	0.43(ns)
Habitual sleep efficiency	1.85	1.83	0.22(ns)
Sleep disturbances	1.35	1.42	-2.09(ns)
Use of sleep medication	0.00	0.00	0.00(ns)
Daytime dysfunction	1.74	1.91	-0.58(ns)
<b>Self-Worth</b>			
Others' approval	20.81	20.90	-0.05(ns)
Physical appearance	26.41	24.32	1.35(ns)
Outdoing others in competition	23.59	29.54	-4.65(ns)
Academic competence	27.90	28.09	-0.14(ns)
Family love and support	28.77	27.63	0.97(ns)
Being a virtuous or moral person	26.14	26.95	-0.52(ns)
God's love	27.91	27.86	0.03(ns)



**Table 2 - Comparison of Pre and Post-Intervention means scores on Dimensions of Sleep Patterns for Control and Experimental Group**

Groups	Variables	Mean Scores		t-ratio
		Pre Intervention	Post Intervention	
Control Group	Subjective sleep quality	1.05	1.03	0.23(ns)
	Sleep latency	1.85	1.82	0.16(ns)
	Sleep duration	1.52	1.35	0.38(ns)
	Habitual sleep efficiency	1.85	1.74	0.67(ns)
	Sleep disturbances	1.35	1.44	-0.27(ns)
	Use of sleep medication	0.00	0.00	0.00(ns)
Experimental Group	Daytime dysfunction	1.74	1.81	-0.23(ns)
	Subjective sleep quality	0.95	0.75	0.73*
	Sleep latency	1.94	1.13	3.08**
	Sleep duration	1.35	1.82	2.46**
	Habitual sleep efficiency	1.83	1.35	1.17*
	Sleep disturbances	1.42	1.74	3.58**
	Use of sleep medication	0.00	0.00	0.00
Daytime dysfunction	1.91	0.05	4.75**	

**Table 3 - Comparison of Pre and Post-Intervention means scores on Dimensions of self-worth for Control and Experimental Group**

Groups	Variables	Means scores		t-ratio
		Pre-Intervention	Post-Intervention	
Control Group	Others' approval	20.81	20.22	0.28
	Physical appearance	20.90	20.41	0.27
	Outdoing others in competition	28.77	27.90	0.68
	Academic competence	28.01	27.49	0.46
	Family love and support	26.63	25.82	0.76
	Being a virtuous or moral person	26.14	25.14	0.69
	God's love	26.41	25.73	0.44
Experimental Group	Others' approval	20.90	17.09	2.16**
	Physical appearance	24.32	20.94	2.41**
	Outdoing others in competition	29.54	28.09	1.39*
	Academic competence	28.09	26.05	2.16**
	Family love and support	27.63	27.76	0.31(ns)
	Being a virtuous or moral person	26.95	23.32	2.09**
	God's love	27.86	25.05	1.63*

**Table 4 - Control & Experimental group comparison of Post-Intervention scores on Dimensions of Sleep Patterns and Self Worth**

Variables	Control Group (N=22)		Experimental Group (N=22)		t-ratio
	Means	SD	Means	SD	
Sleep Patterns					
Subjective sleep quality	1.03	0.71	0.75	1.07	1.21*
Sleep latency	1.82	1.01	1.13	0.64	2.63*
Sleep duration	1.35	1.22	1.82	0.67	2.24*
Habitual sleep efficiency	1.74	0.73	1.35	0.37	4.64**
Sleep disturbances	1.44	0.59	1.74	0.64	10.46**
Use of sleep medication	0.00	0.00	0.00	0.00	0.00
Daytime dysfunction	1.81	1.51	0.05	0.58	3.97*
Self-Worth					
Others' approval	20.22	5.14	19.09	6.05	0.51
Physical appearance	20.41	5.95	20.94	4.07	2.42*
Outdoing others in competition	27.90	4.31	28.09	2.86	1.39*
Academic competence	27.49	4.39	26.05	3.56	2.16*
Family love and support	25.82	3.14	27.76	3.37	0.31
Being a virtuous or moral person	25.14	4.39	23.32	6.11	2.09*
God's love	25.73	5.06	25.05	4.37	1.64*

Individuals in experimental group scored better on all dimensions of sleep patterns sleep as compared to individuals in control group. Significant difference was observed between both groups on Subjective sleep quality (t=1.21\*), Sleep latency (t=2.63\*), Sleep duration, (t=2.24\*), Habitual sleep efficiency (t=4.64\*\*), Sleep disturbances (t=10.46\*\*), and Daytime dysfunction (t=3.97\*). These finding show that the intervention was effective enough in improving faulty patterns of sleep among university students. A similar trend was observed for self-worth scores. The effect of intervention was found to be significant for subjects of experimental group on physical appearance (t=2.42\*), Outdoing others in competition (t=1.39\*), Academic competence (t=2.16\*), Being a virtuous or moral person (t=2.09\*), and God's love (t=1.64\*) domains of self-worth as the difference between experimental and control group came out to be statistically significant.

It can be observed that in control group no significant difference was observed between pre and post score on sleep patterns and self-worth. However, Post intervention scores on subjective sleep quality (M=0.75), Sleep latency (M=1.13), Sleep duration, (M=1.82), Habitual sleep efficiency (M=1.35), Sleep disturbances (M=1.74), and Daytime dysfunction (M=0.05) in experimental group showed marked improvement as compared to pre intervention scores on subjective sleep quality (M=0.95), Sleep latency (M=1.94), Sleep duration, (M=1.35), Habitual sleep efficiency (M=1.83), Sleep disturbances (M=1.42), and Daytime dysfunction (M=1.91) and this difference was found to be highly significant. Similar findings were observed for sub-dimensions of self-worth. It can be stated that intervention had significant effect on participants' self-worth.

**Discussion**

The results of this research provide support for the efficacy of music therapy in bringing about significant changes in specific sleeping patterns of students with low self-worth. After receiving music therapy intervention, individuals in experimental group have shown significant improvement in their sleeping patterns than those in control group. It highlights the success and significance of music therapy intervention in dealing with quality of sleep. The results are in line with previous findings that music intervention is beneficial for reducing anxiety and improving mood under different conditions (Saarikallio, S., 2007). The use of sedative music for transitioning to sleep has positive effects on sleep quality (i.e., duration, perceived restfulness), however, how this music directly impacts human physiology and the sleep cycle is poorly understood (deNeit et al., 2009; Chang, Lai, Chen, Hsieh, & Lee, 2012). It is suggested that mental arousals related to stress and anxiety prior to sleep onset are largely responsible for sleep disturbances. Thus, music acts



as a tool for relaxation and distraction (deNeit et al., 2013; Chan, 2011). Relaxing classical music is an effective intervention in reducing sleeping problems (Harmat L, Takács J, Bódizs R, 2008).

The precise mechanisms underlying these influences are not fully understood (Behrens, 1988; Hodges, 1980) but the possible mechanism includes relaxation effect (Lindblad F, Hogmark A, Theorell T., 2007), which may modulate the endocrinal responses and stabilize autonomic nervous systems (Freeman LW, 2001; Suzuki M et al., 2004; Watkins GR, 1997). Music may impact neural pathways in the brain and associated brain centers, affecting emotions, cognition and physiological processes, which influence sleep (Watkins, 1997). These effects also produce better physical and psychological function, and therefore have beneficial effects on stress responses; reducing anxiety, improving mood and lessening pain perception and improving sleep cycle (Hillecke T, Nickel A, Bolay HV, 2005; Sacks O. 2006).

Montello and Coons (1998) findings also support the second hypothesis that music therapy can facilitate self-expression and provide a channel for transforming frustration, anger, and aggression into the experience of creativity and self-mastery. Music therapy has also been highly effective with clients who typically lack crucial self-esteem and self-concept (i.e., Henderson, 1983; Johnson, 1981; Kivland, 1986; etc.). The results are supported by previous researches that music therapy can help to establish relationships and offer successful experiences that improve self-esteem (Crocker, 1957; Wilson, 1964; Gaston, 1968). A community choir program aimed at recognizing and rechanneling disturbed behavior patterns was found to foster the development of decision-making skills and to increase self-esteem (Ragland & Apprey, 1974). Private music lessons were found to increase self-esteem in a cottage treatment center (Singer, 1962).

The process of acquiring a self-concept can be full of confusion and uncertainty resulting in the display of negative attitudes. Music therapy facilitates in aiding this process and in enhancing self-concept and self-esteem. Johnson (1981) found that structured, successful experiences, clear and specific reinforcement, and dealing with concrete subject matter through involvement in music-related activities enhanced the self-concept of juvenile delinquents. Kivland (1986) found music therapy to be an effective tool in increasing self-esteem of a 12-year-old boy with conduct disorder. Through learning communication techniques and new skills (i.e., piano playing) the subject displayed fewer negative self-statements and was highly motivated to achieve as his musical accomplishments continued. Clendenon-Wallen (1991) also found music therapy to have an empowering effect on children and adolescents in promoting their self-confidence & self-esteem. Gaining musical skills, working toward a

group music performance, and participating in listening and writing activities aimed at greater self-awareness can all contribute to increased self-esteem. They can transfer these more desirable behaviors to other areas of their lives. The results of the present research clearly indicate that music therapy has an ultimate and magical effect on the university students suffering from disturbed sleep patterns and poor perceived self-worth.

## References

- Aritake-Okada et al. (2009). Non-pharmacological self-management of sleep among the Japanese general population. *J Clin Sleep Med.* 5:464–469.
- Aurora, S. & Kaur, G. (2011). *Music Therapy for Anxiety Disorders. DAV's Ayurveda for Holistic Health. Vol. 1, Issue 20.*
- Bakotic MR-VB, Koscec A (2009). Educating adolescents about healthy sleep: experimental study of effectiveness of educational leaflet. *Public Health* ;50:174–181.
- Behrens, G. A. (1988). An objective approach to the expression of feelings. *Music Therapy Perspectives*, 5, 16-22.
- Bonnet MH et al. (1995). We are chronically sleep deprived. *Sleep*, 18: 908–911.
- Boryana S., (2015). Associations between poor sleep quality and insomnia symptoms in relation to self-esteem and self-efficacy. *BPS Scottish Branch Undergraduate Conference.*
- Brunk, B. K. (1999). Music therapy: Another path to learning and communication for children in the autism spectrum. *Arlington, TX:Future Horizons.*
- Chan, M. F. (2011). A randomized controlled study of the effects of music on sleep quality in older people. *Journal of Clinical Nursing*, 20, 979-987.
- Choi AN et al. (2009). Effect of group music intervention on behavioral and psychological symptoms in patients with dementia: a pilot-controlled trial. *The International Journal of neurosciences* 119: 471-81.
- Clendenon-Wallen (1991). Music Therapy for Children and Adolescents with Emotional Disorders. *Music Therapy Association for British Columbia.*
- deNeit et al. (2013). A meta-analysis on the effect of music-assisted relaxation on sleep quality across the lifespan. *Journal of Sleep Disorders: Treatment & Care*, 2(3).
- Dinges D. et al. (2005). Chronic sleep deprivation. In: Kryger MH, Roth T, Dement WC, editors. *Principles and Practice of Sleep Medicine. 4th ed.* Philadelphia: Elsevier/Saunders; 2005. pp. 67–76.
- Fredriksen K et al. (2004). Sleepless in Chicago: tracking the effects of adolescent sleep loss during the middle school years. *Child development* 75(1):84-95.
- Freeman LW (2001). Physiologic pathways of mind-body



- communication. In: Freeman LW, Lawlis GF, editors. *Mosby's Complementary & Alternative Medicine: A Research-based Approach*. St. Louis, Missouri: Mosby; pp. 2–33.
- Gaston E.T. (Ed.) (1964). *Music in therapy*. New York: Macmillan Publishing Company
- Haack M, Mullington JM (2005). Sustained sleep restriction reduces emotional and physical well-being. *Pain*; 119(1-3):56-64. Epub 2005 Nov 16.
- Harmat L et al. (2008). Music improves sleep quality in students. *J Adv Nurs*; 62(3):327-35.
- Heath AC et al. (1998). Effects of lifestyle, personality, symptoms of anxiety and depression, and genetic predisposition on subjective sleep disturbance and sleep pattern. *Twin Res* 1:176–188.
- Henderson, S. (1983). Effect of amusic therapy program upon awareness of mood in music, group cohesion and self-esteem among hospitalized adolescent patients. *Journal of Music Therapy*, 20(1), 14-20.
- Hernandez-Ruiz, E., (2005). Effect of music therapy on the anxiety level and sleep patterns of abused women in shelters. *J Music Therapy*, 40(20):140 – 158.
- Hilliard RE (2005). *Music therapy in hospice and palliative care: a review of the empirical data. Evid Based Complement Alternat Med*; 2:173–78.
- Hillecke T et al. (2005). Scientific perspectives on music therapy. *Ann N Y Acad Sci*. 1060:271–82.
- Hodges, D. A. (Ed.) (1980). *Handbook of music psychology*. (Washington, DC: National Association for Music Therapy).
- Johnson EO et al. (2006). The association of insomnia with anxiety disorders and depression: exploration of the direction of risk. *J Psychiatry Res*. 4:700–8.
- Jones, C et al. (2004). From healing rituals to music therapy: bridging the cultural divide between therapist and young Sudanese refugees, *Arts in Psychotherapy*, 31, 89–100.
- Kim & Sunderman, (2005). Mindfulness for Children and Youth: A Review of the Literature with an Argument for School-Based Implementation. *Canadian Journal of Counselling and Psychotherapy*, Pg: 201–220.
- Kivland, M. J. (1986) The use of music to increase self-esteem in a conduct disordered adolescent, *Journal of Music Therapy*, 23, 25–29.
- Lemola S et al. (2011). Sleep quantity, quality and optimism in children. *Journal of Sleep Research* 20:12-20.
- Lindblad F et al.** (2007) Music intervention for 5th and 6th graders - effects on development and cortisol secretion. *Stress and Health*, 23(1):9-14 – P2587.
- Marwick, C. (2000). Music therapists chime in with data on medical results. *JAMA*. 6:731–3.
- Montello, L., & Coons, E. E. (1998). Effects of active versus passive group music therapy on preadolescents with emotional, learning, and behavioral disorders. *Journal of Music Therapy*, 35, 49-67.
- Morin CM et al. (2006). .Epidemiology of insomnia: prevalence, self-help treatments, consultations, and determinants of help-seeking behaviors. *Sleep Medicine*, 7(2):123–30.
- Ragland, Z. & Apprey, M. (1974). Community music therapy with adolescents. *Journal of Music Therapy*, 11(3), 147-155.
- Rajaratnam SMW, Arendt (2000). *J. Health in a 24-h society*. *Lancet*; 358:999–1005.
- Saarikallio, S. (2008). Music in mood regulation: Initial scale development. *Musicae Scientiae*, 12, 291–309.
- Sacks O (2006). The power of music. *Brain*. 129:2528–32.
- Sateia MJ et al. (2000). Evaluation of Chronic Insomnia.
- Sausser, S., & Waller, R. J. (2006). A model for music therapy with students with emotional and behavioral disorders. *Arts in Psychotherapy*, 33(1), 1-10.
- Singer, S. (1962). Music therapy: Its application to emotionally disturbed children in a cottage treatment center. *Bulletin of the National Association for Music Therapy*, II (3), 19–22.
- Smeijsters, H. (2006). Research in practice. *Music Therapy Today*, 7(4), 781-838.
- Standley, J. M. & Prickett, C. A. (1994). Research in music therapy: A tradition of excellence. Silver Spring, MD: *National Association of Music Therapy*.
- Steptoe A et al. (2006). Sleep duration and health in young adults. *Arch Intern Med*, Sep 18; 166(16):1689-92.
- Solet, J. M. (2014). Sleep and rest. In B. A. Boyt Schell, G. Gillen, M. E. Scaffa, & E. S. Cohn (Eds.), *Willard & Spackman's Occupational Therapy*. Philadelphia: Lippincott Williams & Wilkins.
- Suzuki M et al. (2004). Behavioral and endocrinological evaluation of music therapy for elderly patients with dementia. *Nurs Health Sci*; 6:11–8.
- Urponen H et al. (1988). Self-evaluations of factors promoting and disturbing sleep: an epidemiological survey in Finland. *Social Science & Medicine*; 26(4):443–50.
- Wiesenthal D L et al. (2003). *The influence of music on mild driver aggression*. *Transport Res F: Traffic Psychol Behav* 2003; 6:125–34.
- Wilson, S. (1991). Music therapy in education. *British Journal of Music Therapy*, 5(2), 14-17.
- Ziv N et al. (2008). The effect of music and progressive muscle relaxation on insomnia in older people and their relationship to personality traits. *J Music Ther*; 45:360–80.



## FAMILY ENVIRONMENT IN RELATION TO MENTAL HEALTH AND MARITAL ADJUSTMENT AMONG RURAL WOMEN OF PUNJAB

**Sukhminder Kaur**

Assistant Professor, Department of Psychology, Punjabi University, Patiala.

**Gurbinder Kaur**

Research Scholar, Department of Psychology, Punjabi University, Patiala.

**Chandni Rani**

Senior Research Fellow, Department of Psychology, Punjabi University, Patiala.

**Voice of Research**

Volume 4, Issue 3

December 2015

ISSN 2277-7733

### Abstract

*The objective of the present study was to see the role of family environment in mental health and marital adjustment among rural women. It was hypothesized that cohesiveness and expressiveness in the family would be positively correlated with general health and marital adjustment of women whereas conflicting family environment would be negatively correlated with general health and marital adjustment of women. For this purpose 122 married females in the age range 30-45 years were assessed on Family Environment Scale (FES, Form-R; Moos & Moos, 1986); General Health Questionnaire (GHQ; D.P. Goldberg & V. F. Hiller, 1979) and Marriage Adjustment Inventory (MAI; C. G. Deshpande, 1997). Obtained scores were subjected to correlational analysis. Findings of the study suggest that cohesiveness and expressiveness in family lead to the good psychological or mental health of the rural females whereas conflicting family environment had negative impact on general health of females. It was also revealed that females from cohesive and expressive family environment had better adjustment in their families while conflict becomes hurdle in the better adjustment with the spouse and other family members. Overall findings were in line with the hypotheses formulated.*

**Keywords:** Family Environment, Marital Adjustment, General or Mental Health.

Family is a valuable setting where the members in a group are tied emotionally, share their feelings of commitment, togetherness and act as a support system for each other. These feelings of connectedness with each other are vital for building healthy relations within and outside the family. Healthy relationships are the foundation for healthy environment that assures the feelings of security and protection among all the members in the family; and further fortifies them from social evils and problems. It also develops the abilities such as self-esteem, self-efficacy, confidence and the capacity to deal with the adversities of life. On the other hand, poor family environment reflects in unhealthy relationships of family members, parental hostility and inconsistencies. This all gives rise to psychological problems such as anxiety, stress, depression and many others (Sharma et al., 2008). Overall well-being and healthy functioning of the members in the family depends on the sound mental health of the women as they are possessed with the caring and nurturing responsibilities of their families. They act as a binder in harmonizing the relationships and provide social and emotional support to their loved ones. Researches indicate that women are core originator of a congenial, peaceful and lovely relationship among the members of the family (Oyerinde, 2001). In cultural context, they are socialized to give priority to family welfare and to take the nurturing responsibilities for their close ones (Verbrugge, 1983). They are considered as those home-makers and also the strong pillar of their families who undertake the responsibility of inculcating the traditional and modern values in bringing up and socializing their children. Intimacy, love, support and secure attachment with family members provide mental peace and satisfaction to them. This in turn promotes the functioning of all members in the family. Thus, a healthy environment in the family contributes to the sound mental health of women.

In the changing scenario of present world, every woman, whether working or non-working, urban or rural, young or old, has to play similar roles in maintaining the healthy functioning of her family with or without any favourable conditions. Other than, taking care and nurturing their families, women have other multiple roles which determine their ability to become more efficient (Beutell & Greenhaus, 1983). Women, in rural and urban areas of developing countries such as in India, contribute in the form of economic support to their husbands. Furthermore, they also contribute through their social emotional and cultural roles for prosperity of their families as well as the society. But in some rural areas, specifically in Punjab, their efficiency to play the multiple roles is underrated. They are even deprived of taking decisions or putting suggestions in any family matter. They also lack control over their own earned money; and harassed and abused by their husbands and other family members which gives rise to the domestic violence (Agarwal, 1994).

In spite of these negative practices in the rural families, there is another evil i.e. the drug abuse by husband or son that passively affects the health of woman being wife or mother of the substance user. They are blamed of being responsible for their substance use as they hide these issues from other members in the family and not getting the timely treatment for the drug abuser. In a survey by Health Department of Punjab, the highest consumption of alcohol was found in Punjab only and more than 40% youth, about 48% farmers and labourers were found drug addicted which may contribute in 70% household problems (Misra, 1998). These evils in the family develop the feelings of guilt, depression, anxiety, isolation, frequent suicidal thoughts or insomnia (McBride, 1990) which further disrupts the psychological functioning of family members (Weiss, 1972). In addition to this, other factors such as financial hardships and lesser



opportunities to get education, to go out for jobs and to express their emotions (Rao et al., 2003) also make the rural women more distressed due to which they suffer from poorer mental as well as physical health status (Simon, 2002).

World Health Organisation (2013) defined health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. It has also been stated that good mental health of the individual indicates her or his ability to think rationally, effective decision-making and to work productively (Baron & Byrne, 2000). A mentally healthy individual or group can promote subjective well-being, optimal development and use of intellectual abilities by interacting and building strong relationships with others within as well as outside the family. S/he also becomes more able to handle the life’s inevitable challenges; and develops a sense of contentment, a zest for living (Waldron & Jacobs, 1989), the ability to laugh (Bhargava, 2008) and deals with stress effectively (Singh & Singh, 2005). The negative social, personal, and occupational circumstances affect the health of the individual and give rise to mental malfunctioning. In women, those who lack medical assistance to cure physical illness; have unpleasant feelings of fear and apprehensions (Joshi & Tomar, 2006); less access to avail the educational, financial and health care resources (Holzer et al., 1998); face poverty and unemployment and also lack intimacy in the relationship with their spouse (Wolf, 1987; Belle, 1990), suffer from various mental health problems such as insomnia, depression, and negative emotionality (Patel et al., 1999). This affects their ability to play a healthy role in the development of their family.

Research evidence indicates that a healthy environment in the family does not have an impact on the individual’s health only rather on the better adjustment in relationships with the family members also (Qadir et al., 2005; Niaz, 2004). A family provides a web of relationship to support each other and for this, the web demands enormous adjustment of two pillars i.e. husband and wife. In the present scenario, the healthy functioning of nuclear families depends on the good marital adjustment between both the spouses. According to Spanier (1976) marital adjustment can be conceptualized as a process and the outcome which is determined by the amount of troublesome dyadic differences, interpersonal tensions and personal anxieties, dyadic satisfaction, cohesion and consensus on matters of importance to dyadic functioning of both the husband and wife. As marital adjustment brings the effective and healthy functioning of every member in the family, specifically on the women’s part, this makes her to acquire certain level of mental maturity and psychological strength to tackle the responsibilities of their marital life independently and efficiently. But marital adjustment among women seems complex when they undergo transformation to accommodate the changes in their in-laws’ family (Kerns & Turk, 1985). They are supposed to make adjustments simultaneously with their spouses, total new environment, new household

and other members of the family. If one side, marital adjustment of women depends on the successful and peaceful marital relationships with their husbands as well as with other members of family, on the other hand, conflicts and tensions in the families lead them to possess marital maladjustment (Fonseca, 1966). In Punjab’s rural areas various factors such as interpersonal conflict, educational and occupational differences between both spouses lead to psychological disturbances and maladjustment in married life among women (Joshi, 1999). Consequently, this marital maladjustment enhances the severity of divorce, suicide, separation; conflicts throughout the life etc. (Singh, 2005). Thus, it can be observed that unhealthy functioning of the member in the family disturbs the environment of family and has a negative impact on the well-being and adjustment of the women who nurture their families and relationships as a core responsibility. Keeping these adverse consequences of the interactive factors in mind, the present study was designed to study the role of family environment in mental health and marital adjustment among rural women.

### Hypotheses

On the basis of review of literature the following hypotheses were formulated: Cohesiveness and expressiveness in the family would be positively correlated with general health of women. Conflicting family environment would be negatively correlated with general health of women. Cohesiveness and expressiveness in the family would be positively correlated whereas conflicting family environment would be negatively correlated with marital adjustment.

### Sample

A total of 122 married non-working females in the age range of 30-45 years were taken from various villages of Punjab. All of them were living in the joint families. The educational qualification of each participant was matriculation and above.

### Tools

Following measures were used:

Family Environment Scale (FES; Form-R) by *Moos & Moos (1986)*: The scale was used to measure the family climate. It comprises of 10 subscales which assess the three domains or dimensions viz., the relationship dimension, personal-growth dimension and system maintenance dimension. The relationship dimension is assessed by 3 subscales – cohesion (Coh), expressiveness (Exp) and conflict (Con), the personal-growth dimension is assessed by 5 sub-scales – independence (Ind), achievement orientation (AO) Intellectual-Cultural Orientation (ICO), Active-Recreational Orientation (ARO) and moral-religious emphasis (MRE); and the system-maintenance dimension is assessed by 2 Sub-scales - Organization (Org) and Control (Ctl). The scale consists of 90 items i.e. 9 items per each subscale. The scale measures the respondents’ perceptions of emphasis placed on different dimensions of family climate. Each item in the scale has two responses (true or false) against it. Correct response according to the scoring sheet is given ‘1’ mark. The high scores reflect a good family



environment. The test-retest reliabilities are all in the acceptable range varying from a low of 0.68 to a high of 0.86. Internal consistency is also satisfactory, ranging from .61 to .78. For the present study only the relationship dimension was considered for further statistical analysis.

General Health Questionnaire (GHQ) by D. P. Goldberg & V. F. Hiller (1979): The scale was used to measure the general health status of women. It consists of 4 dimensions: Somatic symptoms (SS), Anxiety and Insomnia (AI), Social Dysfunction (Social Dys), Severe Depression (Severe Dep). Every dimension comprises of 7 items with 4 responses (0, 0, 1, and 1 respectively) against each. Though the questionnaire assesses the negative aspects of health, the lower scores show a good mental as well as physical health of the individual. The reliability of the scale varies on its dimensions i.e. 0.32 for somatic symptoms, 0.67 for anxiety and insomnia, 0.73 for social dysfunction and 0.76 for severe depression.

Marriage Adjustment Inventory (MAI) by C.G. Deshpande (1997): The MAI is a 25 items' inventory measuring the marital adjustment. 15 items are with rated statements on a 5-point likert scale and the remaining 10 items are to be checked by the subject on 5-point likert scale of agreement – disagreement. Responses ranges from 25 to 125 and norms suggests that best adjustment would be low on scores and worst would be high on scores. The reliability of the inventory is 0.83 and validity is 0.49.

**Design and Procedure**

To achieve the objectives of the research, 140 females were approached from the rural areas of Bathinda and Muktsar in Punjab. All females were married and ranged from 35 to 45 years. A good rapport was built with the participants. The participants were contacted individually at their homes. To collect the data three questionnaires (Family Environment Scale, General Health Questionnaire and Marital Adjustment Inventory) were administered individually. Before administration a rapport was built with them and the instructions for each test were given as per their respective manuals. Though the participant being rural women hesitated in answering some personal questions yet they were made comfortable and frank to respond by providing a friendly environment to them. After collecting the data, it was scored according to the scoring directions provided in the respective manuals. Out of 140, eighteen were listed out as they did not respond to maximum items in the questionnaires. Finally, the scores of 122 females were considered for further correlational analysis.

**Results and Discussion**

**Table 1 - Correlation Coefficient of Family Environment with General Health and Marital Adjustment (n = 122)**

Variables	Family Environment		
	Cohesion	Expressiveness	Conflict
Somatic Symptoms	-.33**	-.34**	0.15
Anxiety	-.34**	-.36**	.30**
Social Dysfunction	-.34**	-.36**	.31**
Severe Depression	-.23*	-.32**	.28**
General Health (Total Score)	-.37**	-.41**	.31**
Marital Adjustment	-.33**	-.24*	.31**

\*\* p < 0.01; \*p < 0.05 level

Results in Table 1 show a significant negative relationship of cohesion with somatic symptoms (r = -.33; p < 0.01); anxiety (r = -.34; p < 0.01); social dysfunction (r = -.34; p < 0.01); severe depression (r = -.23; p < 0.01) and overall general health (r = -.37; p < 0.01). The obtained results depicted that lower scores on the domains of general health and higher scores on family cohesiveness reflects the good health of the females. Therefore, the negative association signifies that families, wherein the cohesiveness has been found, were having a healthy functioning of the female members. The females in this kind of environment found to have a sound physical and mental health. It means that cohesion in family environment leads to a good health. Various researches also supported that cohesion in family enhances the capacity to deal with stressful situations (Baer, 2002), increases the protective effects to overcome the depressive symptoms and to be psychologically healthy (Herman et al., 2007). Similarly, the negative association of cohesion with marital adjustment (r = -.33; p < 0.01) among women reveals that healthy relationships and support from other members in the family provide a better adjustment with the relationships. The findings get support from previous researches (Ray and Jackson, 1997; Chipperfield & Havens, 2001) that indicate family cohesion as a significant determinant in enhancement of overall marital adjustment of women i.e. with the spouse as well as with other members of family. Moreover, cohesive family environment caters the social, emotional and material needs of the women which enhance their physical as well as psychological well-being. This further helps them to achieve their day-to-day tasks to nurture their families satisfactorily.

Furthermore, in Table I, expressiveness in family environment was depicted to possess a significant negative correlation with somatic symptoms (r = -.34; p < 0.01); anxiety (r = -.36; p < 0.01); social dysfunction (r = -.36; p < 0.01); severe depression (r = -.32; p < 0.01) and overall general health (r = -.41; p < 0.01). This association also reflect the lower scores on domains of general health and higher score on expressiveness and the obtained results indicate that if the females are being given the opportunity to express their emotions, they feel like to have less negative affects as they can express themselves as well as resolve their problems in a good manner. Researches also indicated that expression of both negative or positive emotions and feelings in the family alters communications and helps in sustaining relationships (Olson et al., 1983; Russo, 1985) which further decrease the negative psychological as well as physical symptoms among women (Weisman et al., 1974). Moreover, the adverse aspects of health such as depression, anxiety, aggression, insomnia, insecurity also reduced by experiencing the expression of their feelings of sadness or happiness

openly (Calhoun & Tedeschi, 2001). In addition to this, expressiveness was found to be significantly and negatively associated with marital adjustment ( $r = -.24$ ;  $p < 0.05$ ) among women which means that sharing emotions with spouse and other family members add relaxation to their distress feelings which contribute in their healthy functioning. This finding gets support from previous researches (Spanier, 1976; Hood, 1983) which have shown that interpersonal interaction and expression of interests increase the understanding of each other's emotions and needs. Consequently, a better adjustment among couples occurs. Therefore, it can be observed that more shared feelings, expressing the ideas in decisions taken by the husbands and accepting each other's view points or expressions leads to a good marital adjustment among women.

On the other hand, positive association of conflict dimension of family environment with components of general health i.e. anxiety ( $r = .30$ ;  $p < 0.01$ ), social dysfunction ( $r = .31$ ;  $p < 0.01$ ), severe depression ( $r = .28$ ;  $p < 0.01$ ) and general health ( $r = .31$ ;  $p < 0.01$ ) reveals that the conflicting behaviour of family members results in various psychological or physical health problems in women. Empirical evidences provide support to the present finding and stated that conflict in family environment contribute 85% in possessing negative emotionality and anxiety disorders among women (Chauhan, 2006). Other past studies (Fromuth, 1986; Harter, Alexander & Neimeyer, 1988; Johnson et al., 2001) revealed that interpersonal misunderstanding and distress situations hamper the women's ability to tackle adverse circumstances in their lives which further leads to develop unpleasant feelings of loneliness and depression, psychological maladjustment and social dysfunction. Result of the present study also depicted a significant positive relationship between conflict and marital adjustment ( $r = .31$ ;  $p < 0.01$ ) which shows that conflict ridden family environment give rise to the disability of marital adjustment in the family among women. Various research studies (Vanfossen, 1986; Aneshensel, 1986; Nathawat & Mathur, 1993) reported that less supportive behaviours and conflict with partners as well as with other members in the family results in greater marital stress and role conflict in women. This causes maladjustment among them. So, on the basis of previous researches and present findings it can be inferred that conflict in family environment adds more to the negative emotions, poor mental as well as physical health and poor marital adjustment among females.

Thus, it can be concluded that the closeness and expression in family boost psychological well-being of the members within the family. In this type of family environment, healthy adjustment of married women influences the psychosocial functioning of all the family members. This in turn provides opportunities for growth and learning.

## References

- Agarwal, V. (1994). Stress and multiple role of women. *Indian journal of social science*, 7 (3-4), 319-333.
- Aneshensel, C. S. (1986). Marital and employment role-strain, social support and depression among adult women. In S. E. Hobfoll (ed.), *Stress, Social Support and Women*. Washington, D. C.: Hemisphere.
- Baer, J. (2002). Is family cohesion a risk or protective factor during adolescent Development? *Journal of Marriage and Family*, 64, 668-675.
- Baron, R. A. & Byrne, D. (2000). *Social Psychology* (9th Edition). Boston: Allyn and Bacon.
- Belle, D. (1990). Poverty and Women's Mental Health. *American Psychologist*, 45, 385-389.
- Beutell, N. J., & Greenhaus, J. H. (1983). Integration of home and non-home roles: Women's conflict and coping behavior. *Journal of Applied Psychology*, 68(1), 43-48.
- Bhargava, S. (2008). *Entrepreneurial Management*. New Delhi: SAGE Publications.
- Calhoun, L. G., & Tedeschi, R. G. (2001). Post-traumatic growth: The positive lessons of loss. In R. A. Neimeyer (Ed.), *Meaning reconstruction & the experience of loss* (pp. 157-172). Washington, DC: American Psychological Association.
- Chauhan, S. (2006). *The role of family environment in the development of neurotic tendencies and coping skills*. Unpublished Doctoral Thesis, Himachal Pradesh University, Shimla, India.
- Chipperfield, J. G., & Havens, B. (2001). Gender differences in the relationship between marital status transitions and life satisfaction in later life. *Journal of Gerontology: Psychological Sciences*, 56 B, 176-186.
- Deshpande, C. G. (1997). Marriage Adjustment Inventory. *Department of Applied Psychology*, University of Mumbai.
- Fonseca, Aa. (1966). *Transferencia Condicionadas, Estrategias de Combate al Hambreyla desnutrición en América Latina y el Caribe*, Roma: FAO.
- Fromuth, M. E. (1986). The relationship of child sexual abuse with later psychological and sexual adjustment in a sample of college women. *Child Abuse and Neglect*, 10, 5-15.
- Goldberg, D. P., & Hiller, V. F. (1979). A scaled version of the General Health Questionnaire. *Psychological Medicine*, 9, 139-145.
- Harter, S., Alexander, P. C., & Neimeyer, R. A. (1988). Long-term effects of incestuous child abuse in college women: Social adjustment, social cognition, and family characteristics. *Journal of Consulting and Clinical Psychology*, 56, 5-8.



- Herman, K. C., Ostrander, R., & Tucker, C. M. (2007). Do family environments and negative cognitions of adolescents with depressive symptoms vary by ethnic group? *Journal of Family Psychology, 21*, 325–330.
- Holzer, D., Scott, D., & Bixler, R. D. (1998). Socialization influences on adult zoo visitation. *Journal of Applied Recreation Research 23* (1), 43–62.
- Hood, J. C. (1983). *Becoming a Two-Job Family*. Praeger, New York.
- Johnson, S. M., Makinen, J. A., & Millikin, J. W. (2001). Attachment injuries in couple relationships: A new perspective on impasses in couple therapy. *Journal of Marital and Family Therapy, 27*, 145-155.
- Joshi, S. T. (1999). *Women and Development-The Changing Scenario*. New Delhi: Mittal Publications.
- Joshi, R., & Tomar, A. K. (2006). Effect of family environment on behavioural problems and family dynamics. *Journal of Research and Applications in Clinical Psychology, 9*, 51-56.
- Kerns, R. D., & Turk, D. C. (1985). *Health, Illness and Families*. New York: Wiley.
- McBride, A. B. (1990). Mental health effects of women's multiple roles. *Am. Psychol. 45*, 381-384.
- Misra, P. (1998). Predictors of work-family conflict among Indian women. *Indian J. Clinical Psychol. 25*, 13-19.
- Moos, R. H., & Moos, B. S. (1986). *Family environment scale manual*. Polo Alto, C.A.: Consulting Psychologists Press.
- Nathawat, S. S., & Mathur, A. (1993). Marital Adjustment and Subjective Well-Being in India Educated Housewives and Working Women. *The Journal of Psychology, 127* (3), 353-358.
- Niaz, U. (2004). Women's Mental Health in Pakistan. *World Psychiatry, 3* (1), 60.
- Olson, D. H., Russell, C. S., & Sprenkle, D. H. (1983). Circumplex model of marital and family systems: VI. Theoretical update. *Family Process, 22*, 69-83.
- Oyerinde, O. O. (2001). The impacts of family structure, parental practices and family size on children's academic performance. *Nigerian School Health Journal, 13* (1), 160-168.
- Patel, V., Araya, R., de Lima, M., et al. (1999). Women, poverty and common mental disorders in four restructuring societies. *Social Science and Medicine, 49*, 1461 -1471.
- Qadir, F., Stewart, R., Khan, M., & Prince, M. (2005). The validity of the Parental Bonding Instrument as a measure of maternal bonding among young Pakistani women. *Social Psychiatry & Psychiatric Epidemiology, 40*, 276-82.
- Rao, K., Apte, M., & Subbakrishna, D. K. (2003). Coping and subjective wellbeing in women with multiple roles. *J. Soc. Psychiat. 49* (3): 175-184.
- Ray, K. C., & Jackson, J. L. (1997). Family environment and childhood sexual victimization: A test of the buffering hypothesis. *Journal of Interpersonal Violence, 12*, 3-17.
- Russo, N. F. (1985). *A woman's mental health agenda*. Washington DC: American Psychological Association.
- Sharma, A., Verma, R., & Malhotra, D. K. (2008). The role of pathogenic family patterns in the development of generalized anxiety in the urban and rural women. *Journal of Personality and Clinical Studies, 24*, 183-92.
- Simon, R. W. (2002). Revisiting the relationships among gender, marital status, and mental health. *American Journal of Sociology, 107*, 1065–1096.
- Singh, M., & Singh, G. (2005). A Study on Family and Psychosocial Health Status of Middle-Aged Working Women of Varanasi City. *The Internet Journal of Third World Medicine, 3*(2). Retrieved from <http://ispub.com/IJTWM/3/2/8426>
- Singh, R. (2005). *Impact of Marital Adjustment and Parent-Child Relationship on Urban Family Environment*. Ph.D. Thesis (Unpublished), Punjab Agricultural University, Ludhiana.
- Spanier, G. B. (1976). Measuring diadic adjustment: New scales for assessing the quality of marriage and similar dyads. *J Marriage and the Family 38*, 15-28.
- Vanfossen, B. E. (1986). Sex differences in depression: The role of spouse support. In S. E. Hobfoll (Ed.), *Stress, social support, and women*. New York: Hemisphere Publishing Corporation.
- Verbrugge, L. M. (1983). *Multiple roles and physical health of women and men*.
- Waldron, I., & Jacobs, J. A. (1989). Effects of multiple roles on women's health – evidence from a national longitudinal study. *Women's Health, 15*, 3-19.
- Weissman, M. M., & Paykel, E. S. (1974). *The depressed woman: A study of social relationships*. University of Chicago Press; Chicago.
- Wolf, M. A. (1987). How children negotiate television. In T.R. Lindlof, ed. *Natural audiences: qualitative research of media uses and effects*, 58-94. Norwood, NJ: Ablex.
- World Health Organization (2013). *Mental Health: a state of well-being*. [http://www.who.int/features/factfiles/mental\\_health/en/](http://www.who.int/features/factfiles/mental_health/en/)



## ORGANIZATIONAL CLIMATE IN RELATION TO WORK MOTIVATION AND ORGANIZATIONAL COMMITMENT

**Vidhu Mohan**

Assistant Professor, Department of Psychology, Punjabi University, Patiala.

**Dharna Sharma**

Research Scholar, Department of Psychology, Punjabi University, Patiala.

**Voice of Research**

Volume 4, Issue 3

December 2015

ISSN 2277-7733

### Abstract

*The purpose of the present study was to examine the relationship of organizational climate with work motivation and organizational commitment of employees. The sample consisted of 313 middle and high rank managers from different private sector organizations (manufacturing and IT service) located in Punjab, Delhi, Gurgaon and Noida. Organizational climate measure (Patterson et al., 2005), Work motivation questionnaire (Dr. K.G. Aggarwal, 1988) and Organizational commitment questionnaire (Meyer and Allen, 1993) were used to measure organizational climate, work motivation and organizational commitment respectively. It was hypothesized that organizational climate (human relation model and open system model) would be positively associated with work motivation and organizational commitment. Both Pearson product moment correlation coefficient and multiple regression analysis were used to analyze the data. The results of correlation revealed that there is a positive relationship between organizational climate (human relation model and open system model) and work motivation & organizational commitment. Multiple regression also proved that organizational climate (human relation model and open system model) plays an important role in work motivation and organizational commitment. Implications of the findings have been discussed.*

**Keywords:** Organizational climate, work motivation, organizational commitment, employees.

Organizations are constantly changing and so are the factors influencing them. In such an ever-changing scenario, maintaining and enhancing employee's motivation and commitment become a challenging task for organizations. It becomes imperative for the organizations to provide healthy and congenial climate to its employees. Organizational Climate has been found play a significant role in employee performance, innovativeness, productivity, organizational commitment, work motivation and job satisfaction (Patterson, War and West, 2004; Kopelman, Guzzo, 1990). A sound and healthy organizational climate promotes productivity. On the contrary, when employees don't feel comfortable, productivity is affected inversely. To predict organizational success and organizational effectiveness one can study the climate of the organization. Organizational success depends upon the organizational climate. Organizational climate is the key factor to explain the motivation level and commitment level of the employees.

### Organizational climate

Organizational climate is composed of shared actions, beliefs and values which develop within the organization that further helps to guide the employee's behavior. It refers to how the employees feel about their environment in which they work. There are some common practices, shared beliefs and value systems that are followed by organization (Chen and Huwang, 2007; Jang et al, 1997). Organizational climate is essentially how an employee perceive their working conditions to be. Its primary role is as a mediating factor between the context of an organization and the behavior of an organization's employees. According to Desler (1997), "Organizational climate is employee's perceptions of the climate of the company in which they work." For the deeper understanding of the concept of organizational climate, Schneider & Reichers (1983) have proposed the four approaches that are the structural approach, the perceptual approach, the interactive approach and the cultural approach.

The approaches, according to the Schneider & Reichers (1983), are also an answer to the question as to how it happens that individuals who are presented with numerous stimuli at work develop relatively homogenous perceptions of these stimuli, and in addition, attach similar meanings to aspects of organizational life.

Patterson (2005) gave the four quadrants of organizational climate:

Human relations model- It lays emphasis on internal focus and flexible orientation. It includes autonomy, integration, supervisory support and training.

Open system model- It lays emphasis on external focus and flexible orientation. It includes innovation, flexibility, outward focus and reflexivity.

Rational goal model- It lays emphasis on external focus and control orientation. It includes clarity of organizational goals, efficiency, effort, performance feedback and pressure to produce quality.

Internal process model- It lays emphasis on internal focus and control orientation. It includes welfare, formation and tradition.

### Work motivation

Work motivation is one of the most frequently studied concept in industrial, organizational psychology and organizational behavior. It is considered to be an important determinant of organizational effectiveness. Motivation can be defined as the emotional forces, needs, wants, urges or drive within us which influence our behavior. Motivation, especially the work motivation, is used in the organizational settings. Motivation is an umbrella term which captures the psychological forces that direct energize and maintain action (Grant, 2008). According to Greenberg and Baron (2003), Work motivation can be defined as "the set of processes that arouse, direct and maintain human behavior towards attaining some goal. It can be intrinsic and extrinsic. Intrinsic motivation implies internal rewards. The motivation to engage in a behavior arises from within the individual.



Extrinsic motivation implies external rewards includes material possessions, salary, additional bonuses, positive feedback etc. Content and Process theories help to understand the employee motivation, its causes and consequences. Content theories of motivation are concerned with the types of needs that people had and the way these could be satisfied so that people would be motivated. Process theories are concerned with the cognitive factors that go into motivation or effort and with the way they affect each other.

### **Organizational commitment**

Organizational commitment has been found to be an important factor which leads to organizational productivity and organizational success. Organizational commitment is the extent to which an employee recognizes with the organization and desires to carry on. Miller (2003), defined Organizational Commitment as “a state in which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.” Meyer and Allen (1991) identified following three types of organizational commitment. Affective commitment- It is defined as the emotional attachment, identification and involvement which an employee has with his organization (Meyer and Allen 1993; O’Reilly and Chatman 1987). Continuance Commitment- It is an awareness of costs associated with leaving the organization. It can be defined as an instrumental attachment with the organization where an employee is associated by the economic benefits given by the organization. Normative Commitment- It is the one in which an employee believe that they have to stay in the organization (Bolon, 1993). It is a feeling of obligation to continue employment.

Several studies have established a significant relationship between different dimensions of organizational climate and work motivation. Campbell et al., (1970) found reward as a dimension of organizational climate is positively and significantly associated with work motivation. James et al., (1977) identified relationship between psychological climate and components of valence- instrumentality-expectancy model of motivation and concluded that psychological climate is meaningfully and considerably related to various important aspects of instrumentality and valence. On the basis of above evidences we can say that work motivation do vary according to the how the employees perceive their organizational climate.

Various researchers have assessed the relationship between the dimensions of organizational climate and organizational commitment. For instance, Varona (2002) found that there is a strong relationship between organizational commitment and organizational commitment in terms of feedback and responses from co-workers, subordinates and supervisors. Vitell & Hidalgo (2006) who reported that organizational ethical climate is also have a positive effect on organizational commitment. Kirmizi & Deniz (2009) also found in their study that job security as an important dimension of organizational climate increase employee’s level of commitment toward his organization.

### **Need of the study**

In today’s dynamic and ever-changing scenario, Organizational climate is considered to be an important factor affecting the growth and development of an organization. Research conducted across the globe indicates that Organizational climate has shown a tremendous positive effect on various work related factors such as Work Motivation, Organizational Commitment, Absenteeism, Turnover and so on. Development of an organization depends on the organizational behavior and organizational behavior is affected by the behavior of employee. Employee’s behavior is influenced by organizational climate. Climate influences each and every endeavor of the organization either directly or indirectly. Endurance and progress of the organization is directly related to the favorable climate in it. Organizational climate can bring and influence the sense of belongingness among the members of the organization. Furthermore, it is also very important in determining organizational effectiveness and helps in achieving organizational goals and success. Thus, it is crucial to understand the importance of organizational climate (Litwin, Humphrey and Wilson, 1978). Employee Motivation and Commitment towards organization result in work efficiency and effective goal attainment. Therefore, the present study was carried out to assess the relationship between Organizational Climate and Work Motivation & Organizational Commitment. So that inferences about organizational effectiveness and personal growth could be drawn.

### **Objectives**

To assess the relationship between two dimensions (human relation model and open system model) of organizational climate with work motivation.

To assess the relationship between two dimensions (human relation model and open system model) of organizational climate with organizational commitment.

To study the two dimensions (human relation model and open system model) of organizational climate as predictor of work motivation.

To study the two dimensions (human relation model and open system model) of organizational climate as predictor of organizational commitment.

### **Hypotheses**

Organizational climate (human relation model and open system model) would be positively correlated with work motivation.

Organizational climate (human relation model and open system model) would be positively correlated with organizational commitment.

Organizational climate (human relation model and open system model) would significantly predict work motivation.

Organizational climate (human relation model and open system model) would significantly predict organizational commitment.

### **Method**

Design: The present study aimed at assessing the relationship between Organizational Climate (Human relation model & Open system model) and Work Motivation & Organizational



Commitment, where Organizational Climate is predictor and Work motivation and Organizational Commitment are the predicted variables. Correlation and Multiple regression were used to analyze the data.

Sample: The sample for the present study consisted 313 middle and high rank managers selected on the basis of availability. All the participants were employees of private sector organizations (manufacturing and IT service) located in Punjab, Delhi, Noida and Gurgaon. 420 questionnaires were distributed out of which 350 were received. 37 questionnaires were incomplete and could not be used for data analysis, leaving a total of 313 questionnaires available for analysis. Thus, response rate was 74.52%. The age range of the participants was 25-40 years with a minimum job tenure of 5 years. Mean age was 32.5 years. A prior consent was sought from human resource department and from participants of the concerned organizations.

Measures: Following measures were used for the present study: Organizational Climate Measure (OSM): Organizational climate was assessed by using Organizational Climate Measure developed by Patterson, et al (2005). It is a 46 item questionnaire, assessing climate across four dimensions, namely Human Relation Model, Open Relation Model, Rational Goal Model and Internal Process Model. (For the present study, two dimensions namely Human Relation Model and Open System Model were assessed). It is a four point Likert type scale with response ranging from 1 for definitely false to 4 for definitely true. The reliability of the scale is above 0.73.

Work Motivation Questionnaire (WMQ): Work Motivation Questionnaire (WMO) was developed by Aggarwal (1988). It was used to measure the motivation of the employees towards their work. It is a five point Likert scale. It consists of 26 statements consisting of six underlying factors namely, Dependence, Organizational Orientation, Work Group Relation, Intrinsic Motivation, Material Incentives and Job Involvement and to be answered on 5 point Likert scale. The reliability co-efficient by Spearman Brown Formula is .994.

Organizational Commitment Questionnaire (OCQ): Employee's commitment toward his organization was assessed with the help of OCQ developed by Meyer & Allen (1993). This is a 24 item scale with three dimensions namely affective, continuance and normative commitment. The OCS is a seven point Likert scale with response ranging from 1 for 'Strongly Disagree' to 7 for 'Strongly Agree'. The reliability

of affective, continuance and normative commitment are .87, .75 and .79 respectively. The first factor constitutes 29.385%, second factor constitutes 19.052%, and third factor constitutes 8.450% of total variance. Total item correlation is between .41 and .86. Total reliability co-efficient of the questionnaire is .74.

**Results:**

In order to analyze the relationship of dimensions of organizational climate (Human relation model and open system model) with work motivation and organizational commitment, Pearson Product Moment and Multiple Regression Analyses were applied. The results obtained are as follows.

**Table 1 - Correlation between Organizational Climate (HRM & OSM), Work Motivation and Organizational Commitment.**

	HRM	OSM	WM	OC
HRM	1.00			
OSM	0.81**	1.00		
WM	0.60**	0.59**	1.00	
OC	0.60**	0.64**	0.66**	1.00

The results of the present study have been shown in Table No. 1. It is the correlation matrix depicting correlation between the dimensions of organizational climate and two dependent variables namely work motivation and organizational commitment. There was a significant positive correlation between the two dimensions of organizational climate (human relation model & open system model) and work motivation. The correlation between HRM and work motivation was .60 (p<0.01) & between OSM and work motivation was .59 (p<0.01). Thus, the more the climate was favorable, the higher was the work motivation. The more the autonomy, integration, supervisory support, innovation and flexibility in the organization, the higher was the work motivation. Thus, the first hypothesis framed for the present has been proved. The next finding of the study was that there is a significant positive correlation between the two dimensions of organizational climate (human relation model & open system model) and organizational commitment. The correlation between HRM & Organizational Commitment was 0.60 (p<0.01) and correlation between OSM & Organizational Commitment was 0.64 (p<0.01). Thus more the climate was functional or smooth, the more was the commitment among the employees. The more the autonomy, training, innovation and supervisory support, the more was the organizational commitment. The second hypothesis framed for the present study has also been proved.

**Table 2 - Summary of Multiple Regression analysis of Work Motivation in relation to two dimensions (Human relation model Open system model) of Organizational Climate.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
HRM,OSM	.624	.390	.386	12.805	.390	98.960	2	310	.000

a. Predictors: (Constant), Human relation model, Open system model

Table No 2 shows the Multiple Regression Analysis of work motivation. Findings depict that human relation model and open system model have positive predictive value in work motivation among employees. Also the combined contribution (39 %) of human relation model and open system model was seen in work motivation among employees.



Table 3 - Summary of Regression analysis of Organizational Commitment in relation to two dimensions (Human relation model Open system model) of Organizational Climate.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
HRM,OSM	.658	.434	.430	12.532	.434	111.617	2	310	.000

a.Predictors: (Constant), Human relation model, Open system model

Table No. 3 shows the Multiple Regression Analysis of organizational commitment. Findings depict that human relation model and open system model have positive predictive value in organizational commitment among employees. Also the combined contribution (43%) of human relation model and open system model was seen in predicting organizational commitment among employees.

**Discussion**

The present study assessed the relationship between two dimensions (Human relation and Open system model) of organizational climate with work motivation and organizational commitment. The first objective was to assess the relationship between two dimensions (Human relation model and Open system model) with work motivation. It was hypothesized that organizational climate (Human relation model and open system model) would be positively correlated with work motivation. As shown in Table No. 1, the first hypothesis has been proved. It has been found that there is a positive correlation between the two dimensions (Human relation model and Open system model) of organizational climate and work motivation. The finding gets support from the previous researchers. James et al., (1977) reported that cooperation and motivation are positively correlated. It has shown that when organizational members receive proper and desirable cooperation from their supervisors, subordinates and coworkers within the organization, they are more motivated towards their work. The finding is also in line with research done by James et al., (1977) who found supervisor support is also related with work motivation. It implies that the employees get high motivation through challenging work environment and support of top management. If the employees are competitive and want to do work with full efficiency as it will utilize all their capabilities then the challenging work is the best motivator. It is also predicted that many of the employees like to make relationship and those need to contact more and more to the higher authorities, so making more regular contacts make them feel that they are been observed and work with more motivation.

The second objective was to assess the relationship between two dimensions (Human relation model and Open system model) of organizational climate with organizational commitment. It was hypothesized that organizational climate (Human relation model and open system model) would be positively correlated with organizational commitment. As depicted in Table No. 1, the second hypothesis has been proved. It has been found that there is a positive correlation between the two dimensions (Human relation model and Open system model) of organizational climate and organizational commitment. Previous researches support the finding. Angle and Perry (1981) reported that proper and

suitable leadership and motivation influences commitment which further leads to the organizational effectiveness. Therefore, it implies when the employees receive suitable leadership approach, they are more committed towards their work. Brown and Leigh (1996) argued that there is a link between the supportive management and organizational commitment. It indicates a climate where subordinates try and fail without fear. Hence, subordinates who have faith in their management showed more organizational commitment.

The third objective was to study two dimensions (Human relation model and Open system model) of organizational climate as predictors of work motivation. It was hypothesized that organizational climate (Human relation model and open system model) would significantly predict work motivation. As shown in Table No.2, the combined contribution (39%) of Human relation model and Open system model was seen in in work motivation among employees. Thus, third hypothesis has been proved.The finding shows that an open, supportive climate where management is genuinely concerned about employee’s welfare, together with fair and competitive reward system does have a positive impact on employee’s motivation. Researchers carried out in the past lend support to the present finding. Bhattacharya & Mukherjee (2013) found that there is a positive relationship between organizational climate and work motivation of employees engaged in private sector organizations. It can be said that better the perception of organizational climate, the better the work motivation. Numerous researchers concluded that some specific factors have a positive effect on employee’s motivation. For instance, Hackman & Lawler (1971) found in their study that there is a considerable relationship between important job dimensions such as task identity, autonomy, feedback, skill variety and motivation.

The fourth objective was to study two dimensions (Human relation model and Open system model) of organizational climate as predictors of organizational commitment. It was hypothesized that organizational climate (Human relation model and open system model) would significantly predict organizational commitment. As shown in Table No.3, the combined contribution (43%) of Human relation model and Open system model was seen in predicting organizational commitment among employees. Thus, fourth hypothesis has been proved. In support of the fourth hypothesis, there are also some studies which show that there is a significant relationship between organizational climate and organizational commitment. Eisenberger, Huntington & Sowa (1986) showed that as a result of supportive leadership approach and a generally facilitative organizational climate, employee feels the need to reciprocate favorable organizational climate with positive attitudes and behaviors. Therefore, it implies that employees with higher level of perceived organizational support are more likely to be committed toward their work as well as their respective organizations



than are employees who feel that their organization does not value them. The finding is also in line with research done by Puri & Saxena (2014) who found that there is a significant and positive relationship between organizational climate and organizational commitment.

### Conclusion

The present study has significant implications in the area of Organizational Behavior. The findings suggest that organizational climate is significantly related to motivation and commitment level of the employees. Organizational climate influences the performance of the employees because it determines the work environment in which the employees feel motivated or demotivated. Since motivation determines the efficiency of the employees, we can say that organizational climate is directly related to the effectiveness of an organization. Along with the work motivation, organizational commitment is also very crucial for organizational success. Organizational climate can affect the human behavior in the organization through an impact on their performance, satisfaction and attitudes. So organizations should know how to manage organizational climate. If the organization feels that because of organizational climate employees are suffering, less motivated, less committed and their productivity is decreasing they should change and modify the work environment. Thus, by enhancing Organizational Climate, employee motivation and commitment can be enhanced.

### References

- Aggarwal, K.G. (1998). Manual for Work Motivation Questionnaire, Agra National Psychological Corporation.
- Bhattacharya, S.B. & Mukherjee, M. (2013). Organizational Climate and Work Motivation- A Study on Private Sector Organization. PARIPEX- Indian Journal of Research. Vol.2, Issue 3.
- Bolon, D.S. (1997). "Organizational Citizenship Behavior Among Hospitals Employees: A Multidimensional Analysis Involving Job Satisfaction and Organizational commitment." *Hospital & Health Services Administrative*, 42(2) 221-241.
- Brown, S.P., Leigh, T.W. (1996). A new look at psychological & its relationship to job involvement, effort and performance. *Journal of Applied Psychology*, 81, 358-368.
- Campbell, J.P., Dunnette, M.D., Lawler, E.E., & Weick, K.E. (1970). Managerial behavior, performance and effectiveness. New York: McGraw-Hill.
- Chen, C., Huang, J. (2007). "How organizational climate & structure affect knowledge management- The social interaction perspectives." *International Journal of Information Management*, 27, 104-108.
- Desler, G. (1977). Management fundamentals, Reston Publications.
- Eisenberger, R., Huntington, R., Hutchison, S., and Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71, 500-507.
- Grant, A. M. (2008). The Significance: Job performance effects, relational mechanism & boundary conditions. *Journal of Applied Psychology*, 93, 108-124.
- Greenberg, J. & Baron, R.A. (2003). Behavior in organization: understanding and managing the human side of work. Prentice Hall.
- Hackman, J.R., & Lawler, E.E. (1971). Employee reactions to job characteristics. *Journal of Applied Psychology Monograph* 55; 259-286.
- James, L.R., Hartman, A., Stebbins, M.W., & Jones, A.P. (1977). Relationships between psychological climate & a VIE model for work motivation. *Personnel psychology*. 30: 229-254.
- Kirmizi, A., and Deniz, O. (2009). The organizational commitment of IT professionals in private banks. European & Mediterranean Conference on Information systems, July 13-14, 2009.
- Kopeland, R.E., Brief, A.P., & Guzzo, R.A. (1990). The role of climate and culture in productivity. In B. Schneider (Ed), Organizational climate and Culture. (pp. 282-318). San Francisco, CA: Jossey-Bass.
- Litwin, G. H., Humphrey, J. W., & Wilson, T. B. (1978). Organizational climate: A proven tool for improving performance. In W. W. Burke (Ed.), The cutting edge: Current theory and practice in organization development (187-205). La Jolla, California: University Associate.
- Meyer, J.P. & Allen, N.J. (1993). A Three- component conceptualization of organizational commitment. *Human Resource Review*, 1, 61-89.
- Miller, J. (2003). Critical incident stress debriefing & social work: Expanding the frame. *Journal of Social Service Research*, 30 (2), 7-25.
- Moran, E. T., & Volkwin, J. F. (1992). The Cultural Approach to the formation of Organizational climate. *Human Relations*, 45 (1), 19-47.
- O'Reilly III, C., and Chatman, J. (1986), "Organizational Commitment and Psychological Attachment: The Effects of Compliance, Identification and Internalization on Prosocial Behavior." *Journal of Applied Psychology*, 71, 3, 492-499.
- Patterson, M. G., West, M.A., Shackleton, V.J., Dawson, J.F., Lawthom, R., Maitlis, S., Robinson, D.L. & Wallace, A.M. (2005). Validating the organizational climate measure: links to managerial practices, productivity & innovation. *Journal of Organizational Behavior*, 26, 379-408.
- Puri, P., & Saxena, N. (2014). Organizational Commitment in Relation to Organizational Climate: A Study on Government Employees. RNI NO. UPBIL/2012/55435 Vol- III, Issue-II, November-2014.
- Schneider, J. B., & Reichers, A. E. (1983). On the etiology of climates. *Personnel Psychology*, 36(1), 19-39.
- Varona, F. (2002). Conceptualization and management of communication satisfaction and organizational commitment in three Guatemalan organizations. *American Communication Journal*, Vol 5, Issue 3.
- Vitell, S.J. and Hidalgo, E.R. (2006). "The impact of corporate Ethical values & Enforcement of Ethical codes on the Perceived Importance of Ethics in Business". *Journal of Business Ethics*, 64(1):31-34.



## NEW OPPORTUNITIES OF IMPLEMENTATION OF ICT IN THE REPUBLIC OF UZBEKISTAN

**Makhkamov Bakhtiyor Shukhratovich**

Tashkent State Technical University, Uzbekistan

**Voice of Research**

Volume 4, Issue 3

December 2015

ISSN 2277-7733

### Abstract

*In article the role and value of information and communication technologies in Uzbekistan, as engine of all economy, investments promoting attraction to the country, to creation of new workplaces, introduction of progressive technologies in production and management, that is finally – to the stable economic growth and increase of a standard of living are researched. Questions of formation and development of National information system which main objectives is development of telecommunication technologies, networks and infrastructure of communication, creation of information systems of automation of activity of government bodies and the centralized databases in the republic are also considered.*

**Keywords:** *information and communication technologies (ICT), legislative base of ICT, National information system*

Today around the world awareness of those advantages which brings with itself by development and distribution of the information and communication technologies (ICT) grows. Their revolutionary influence concerns activity of government institutions and institutes of civil society, economic and social spheres, science and education, culture and a way of life of people. They give to people opportunity of wide use of the potential and serve for achievement of the complementary purposes of ensuring sustained economic growth, increase of welfare, strengthening of democracy, the peace and stability.

Uzbekistan doesn't stay away from these processes, takes more and more active part in formation of global information society. Strategy of social and economic development of Uzbekistan in the long-term plan is also focused on the movement to information society, creation and implementation of prerequisites and conditions of its formation. Such strategy allows Uzbekistan to be integrated into world economic space as the equal partner.

Development and broad application of the information communication technologies (ICT) in the last decades became a global tendency of world progress. In the modern dynamically developing world ICT play a role of the engine of all economy, promotes attraction of investments to the country, creates of new workplaces, applications of progressive technologies in production and management that is finally brings to the stable economic growth and increase of a standard of living. In the conditions of the going deep globalization ICT become the prevailing communication tool which sharply reducing transaction expenses at exchange of information and commission of commercial transactions between participants of the market.

The large-scale reforms which are carried out in our country in all spheres of life, including in the field of using information and communication technologies give powerful results. Among hi-tech services in recent years most intensively developing communication and informatizations services which for the last five years increased by 3, 3 times, and for financial year for 24,5% .

Realizing a special and important role of ICT in economy and society, in 2013 the Complex program of development

of National information and communication system of the Republic of Uzbekistan for 2013-2020 was accepted. The projects realized within this program allowed to finish in 2014 transfer of all automatic telephone exchanges of the republic from analog system on use of a digital signal that considerably increased the speed of use of the international information networks.

These documents clearly identified the development of computerization and information and communication technologies in the country in the near future that allows making confident steps on the formation of the national information space.

An increasing number of ministries, departments and various government organizations create their own specialized information systems, which later become part of the uniform of the National Information System (NIS).

What is the National information system, what its structure, prospects and the directions of further development?

In article 15 of the Law of the Republic of Uzbekistan "About informatization" the National information system is defined as set of information systems of government bodies, branch and territorial information systems, and also information systems of legal entities and individuals.

If we describe it in more detail, the NIS - is not just a set of information systems, it is the tool and a technological basis for creation of the information space providing effective information exchange between citizens, economic entities and public authorities, satisfaction of their social and personal needs for information products and services. The purpose of formation of National information system in Uzbekistan is creation of uniform scientific and technical policy on ensuring integration of the information systems, resources and databases used in government bodies, and also the uniform technological decision on providing interactive state services online) for implementation of "The electronic government" (e-government).

The main objectives of formation of National information system is development of telecommunication technologies, networks and infrastructure of communication, creation of information systems of automation of activity of government bodies and the centralized databases. One of



its major functions - ensuring integration of information systems of government bodies as well as individuals and legal entities, improvement of system of regulation in the sphere of ICT taking into account a condition of development of information resources, technologies and systems, including systems of ensuring information security. Today in the republic 32 complexes of information systems which include 84 different information systems, are parts of NIS. All of them have to be integrated during 2012-2014.

Today the National information system is a technological basis for realization of "The electronic government". For its stage-by-stage formation by the Decree of the President of the Republic of Uzbekistan Islam Karimov "About measures for further implementation and development of modern information and communication technologies" of March 21, 2012 years were approved "The program of further implementation and development of information and communication technologies in the Republic of Uzbekistan for 2012-2014" and "The list of information systems of bodies of the public and economic board, public authorities on the places integrated into National information system during 2012 - 2014 years". Also were approved "The program of development of telecommunication technologies, networks and infrastructure of communication in the Republic of Uzbekistan for 2013-2020" and "The list of projects and actions for creation of complexes of information systems and databases of Electronic Government system in which measures for creation and development of NIS are defined.

In the conditions of informatization of society each state organization seeks to acquire the electronic or information system. For what it becomes also what forecasts of further development of this process? It is known that during activity of any organization accumulates a lot of different information.

Today in our country, similar data in many organizations are stored in paper form, and when processing information it is necessary to lift all documents from archives and storages. It takes a lot of time and work, also happens that some documents are lost. The main objectives of informational systems are the collection, processing, storage and analysis of data and information. Implementation of information systems allows reducing considerably the volume of documents in paper form, and also significantly reduces time expenses. And their further development will help in future to create interdepartmental information systems which will be available at once to several (networks) organizations. Development of such systems will significantly reduce expenses of time for receiving and sending information between the organizations, considerably will save paper consumption, will give the opportunity to receive the government services in electronic form to citizens and legal entities.

Today the organization that wants to create their own information system must first correctly identify its purpose and basic tasks. It is necessary to study carefully process which is planned to be automated, and to specify all desirable characteristics in the specification. An important aspect is also technical features of future system.

In 2013 the State inspection of communication of the Republic of Uzbekistan was reorganized into the State Inspectorate for Supervision of Communications, Information and communication technologies, in this regard additional tasks were assigned to it - implementation of the state supervision of efficiency of automation of working and administrative processes, implementation and usage of the integrated information systems, interdepartmental networks of transfer and data exchange, integration of the state information resources, including providing interactive state services. According to the assigned tasks inspection in accordance with the established procedure carries out control, monitoring and studying of processes of implementation and development of information and communication technologies in bodies of the public and economic board, public authorities, and also at the enterprises and in the organizations of the sphere of communication, informatization and telecommunication technologies. Besides, carries out the analysis and an assessment of a condition of automation of working and administrative processes, implementations and usage of the integrated information systems, interdepartmental networks of transfer and data exchange, integration of the state information resources.

At the end it is possible to draw conclusions that today in the Republic of Uzbekistan the National information system is actively developing, the object and purpose of which is the development of telecommunication technologies, networks and infrastructure of communication, creation of information systems of automation of activity of government bodies and the centralized databases, and also ensuring integration of information systems of government bodies, legal entities and individuals, improvement of system of regulation in the sphere of ICT taking into account a condition of development of information resources, technologies and systems, including systems of information security.

#### References:

- Law of the Republic of Uzbekistan dated 20.08.1999 of '822-I «About Telecommunications» to changes in accordance with the Law of the Republic of Uzbekistan from 27.08.2004, <sup>1</sup> 671-II, Law of the RUz from 22.09.2005 <sup>1</sup>ZRU-7 Law of the RUz from 06.04.2006, the <sup>1</sup>ZRU-31, Law of the RUz 05.09.2007 <sup>1</sup>LRU 107.
- The national program of reconstruction and development of telecommunication network of the Republic of Uzbekistan for the period till 2010. Amended in accordance with the Resolution of the CM of Uzbekistan dated 23.09.2002 <sup>1</sup>328.
- Trends in the development of information and communication technologies in Uzbekistan. - *Federalbook.ru//files/SVYAZ*. A.N.Aripov
- Uzbekistan is determined to go to the information society*. Results of the National Summit on ICT // InfokomUz <sup>1</sup>10, -Tashkent: IPAK "Shark", 2007, E. Erzvin
- The condition and prospects of development of information and communication technologies in Uzbekistan // - Tashkent: IPAK "Shark", InfokomUz 2014, <sup>1</sup>2.
- [www.ccitt.uz](http://www.ccitt.uz), [www.infocom.uz](http://www.infocom.uz), [www.lex.uz](http://www.lex.uz)



## THE THEORY OF CHARACTERIZATION: A CRITICAL LEGAL STUDY PERSPECTIVE

**Prem Kumar Agarwal**

HOD and Assistant Professor of Law, Hooghly Mohsin College, Hooghly, West Bengal

**Voice of Research**

Volume 4, Issue 3

December 2015

ISSN 2277-7733

### Abstract

*Characterization or classification of a given factual situation is one of the necessary steps in the decision of a case having some foreign elements. Yet, despite a capacious literature existing on the subject, the problem of characterization is one of the most complicated problems of the private international law. Such is the diversity in the laws of various countries of the world. In modern era, characterization appears to be an impenetrable problem.*

**Keywords:** Characterization, theory of characterization, legal perspective

The concept of characterization is in itself a problem in the context of the private international law. So far the study relating to private international law is concerned, it is the established rules thereof that any court which assumes jurisdiction over a case that involves certain foreign element, has, at the first instance, to determine whether a given factual situation gives rise to rights, or imposes obligation, or creates a legal relations or an institutions or an interest in a thing<sup>1</sup>.

Any Court, which assumes jurisdiction over a case involving some foreign element, has, at the first instance, to determine whether a given factual situation gives rise to rights, or imposes obligations, or creates a legal relation or an institution or an interest in a thing. The basic question is: in reference to which law the court is going to characterize the factual situation so that it is able to reach a socially desirable and just result? This is the cardinal question as without answering this question the court can precede no further. For instance, the following are some of the well-recognized rules or private international law: capacity is governed by the *lex domicilii* (this is the predominant view in the common law countries); the formalities are governed by the *lex loci celebrationis* or *lex loci contractus*<sup>2</sup> and immovable are governed by the *lex situs*.<sup>3</sup> Unless the court determines what is meant by capacity, formalities or immovable property, it would be almost impossible for the court to proceed with the case.

The problem of characterization may be understood with the help of a few examples: (i) An Indian court is called upon to adjudicate the question of inheritance to the immovable property situated in India of a married woman domiciled in Tibet. The female had married in polyandrous form of marriage- polyandry being recognized in the Tibetan tribe to which she belonged. The property is claimed by her two husbands and three children on the one side, and by her two brothers on the other. Much will depend the way the Indian court characterizes the polyandrous union of the deceased woman. If this union is characterized as valid marriage her husbands and children would inherit the property. (ii) An Indian domiciled Muslim goes to England and marries there in a registry office a German domiciled woman. Later on the German wife files a petition for a declaration that her marriage is null and void, her

husband being already a married person.

Suppose the petition is filed in an England or German court. Much will depend on the question whether the English or the German court will recognize the polygamous marriage performed in India. If they do so, the declaration will be made, otherwise not. But if the petition is filed in India, the petition will not succeed, since in India polygamous unions are recognized as valid marriages under Muslim law.

Theories of Characterization : While explaining about the theories of characterization, it can be said that there are four theories of characterization have been propounded : (I) Characterization should be governed by the *lex fori*, (II) characterization should be made under the *lex causae*, (III) characterization should be made in two stages: primary characterization and the secondary characterization; the former should be governed by the *lex fori* and the latter by the *lex causae*; and (IV) characterization should be based on comparative law and analytical jurisprudence. Now, these theories can be discussed in the following manner:-

I. Characterization on the basis of the *lex fori*: When Bartin wrote his famous monograph it was the heyday of law of nations theory in private international law. After elaborately discussing the problem, he came to the conclusion that in this field it is almost impossible to arrive at any conclusion on the basis of law of nations for the simple reason that there are no such rules, and, therefore, in all cases (he recognized only a few exceptions) characterization is to be made in the basis of the *lex fori*. Bartins formulation not only gave a heavy blow to internationalists in private international law, but also brought the problem of characterization to the fore.

Bartin suggests that the problem of characterization can be solved on the basis of the following two rules:

(i) A court dealing with the question of characterization, must invariably (subject to a few exceptions) apply and decide the issue on the basis of internal law. When a court is called upon to characterize a rule of foreign law, an institution, a legal relationship or some factual situation of a foreign country, it must determine it on the basis of characterization made in its internal law, provided there exists a corresponding rule, institution, legal relationship in the internal law. In case no such corresponding rule, legal relationship or institution exists in the domestic law, it

should be determined on the basis of the closest analogy available in its internal law.

(ii) Once the court has determined that the law applicable is of a particular country or place, then the court should apply that law as it is applied in that country or place, and it should also adopt any subsidiary characterization as might be suggested by the law of that country or place.<sup>4</sup>

Bartin supports his theory on practical reason also. He says, when a judge is called upon to determine a particular issue, he, being trained in the laws of the forum, cannot but decide the issue on the basis of the rules of the forum; for him determination of the issue on the basis of some other law would mean grouping in darkness. Therefore, he says that before the determination of the question as to which foreign law is applicable, the question of characterization has to be answered, by its very nature, in reference to the law of the forum.

However, to the rule that characterization is to be made in the basis of *lex fori*, Martin admits two exceptions:

(a) Whether the property is movable or immovable is to be characterized on the basis of the *lex situs*: this is because, he says, this rule would best sub serve the security of transactions affecting property. This should not mean, he asserts, that the law of *situs* is given sovereign authority.

(b) When a contract is entered into by correspondence the governing law would be determined by reference to that law which postpones its formation longest.

A universal application of this theory would result in the application of neither the law of the forum nor of *lex causae*, but of the law which is of neither. "A logical application of the theory would result in an English court, through classifying a French rule in a manner different from that in which it is classified in its country of origin, not merely refusing to apply French law when according to French ideas it should be applied, but also applying French law in cases where, according to French ideas, that law is not applicable at all."<sup>5</sup> This is supportable on the basis of pure logic, otherwise it is so repugnant to common sense that few courts have ever consistently applied it. Whenever courts have applied it, they have, to avoid the absurd position to which it leads, fallen back on the doctrine of *renvoi*. But the application of *renvoi* goes against the logical basis of the theory.

II. Characterization on the basis of *lex causae*:~ In opposition to Martin's theory, Despagnet and Martin Wolff have propounded the theory of *lex causae*. According to Wolff "... every legal rule takes its classification from the legal system to which it belongs. French law classifies French legal rules, Italian law Italian rules, and an English court examining the applicability of French rules will have to take the French classification into consideration. Of course, of English rule on conflict of law can either expressly or implicitly forbid the court to accept the foreign classification. Such exclusion may be based, for example, on principles of justice of morality. But this will be a rare exception. To examine the applicability

of foreign law without reference to its classification is to fail to look at foreign law at all. Martin and his followers shut their eyes to good portraits and rest satisfied with a collection of caricatures."<sup>6</sup>

Despagnet says that when a judge, drawing inspiration from his own law and the principles of private international law, decides that a foreign law should be applied to a particular judicial relationship, he must be understood as applying such law so far as it organizes and regulates such relationship. The first thing that attracts the legislator and the first thing determined by him is the nature or qualification of the relationship which he regulates. To disregard his decision in this respect will tantamount to non-application of the law to which the judicial relationship in question was, on principal, subject. If the national law has made a certain question one of capacity, can it be said that if the question is covered into one form by the law of the forum, the law which should govern the capacity of the individual has been applied? Obviously not, the very principle has been violated. What is of capital importance and which produces all subsequent juridical consequences is precisely the qualification to be given to a judicial relationship and it would be flagrant contradiction to import the qualification of the forum and at the same time to pretend that one is following the foreign law. This theory has been adopted by some other writers also with some modification.

This theory also bristles with difficulties. Cheshire, speaking of this theory, says: "If the law which is finally to regulate the matter (i.e. the *lex causae*) depends upon classification, how can a classification be made according to that law?"<sup>7</sup> Wolff has thus answered the criticism: "In my opinion the criticism does not hold good, but is based merely on the peculiar way in which conflict rules are framed. To give examples: „The effect of marriage on the property of spouses is governed by the law of their matrimonial domicile . More correctly phrased this rule will run thus: "If two persons are married to each other the court has to apply all those rules operative at their first matrimonial domicile which according to the law there prevailing regulate the effect of marriage on the property of spouses. This is true in so far as it goes, but still it does not refute the criticism that characterization on the basis of *lex causae* leads into a vicious circle, and that in many cases on the basis of this theory one cannot arrive at a socially just result. Then, in those cases where two foreign laws are equally applicable, the theory fails to explain why one law should be preferred over the other. Lorenzen rightly says: "It (Despagnet's theory) manifestly begs the entire question. The qualification of a legal transaction cannot, in the nature of things, be determined by the law governing the transaction itself, inasmuch as the problem of qualifications,.....is limited to cases where the application of the foreign law depends upon determination of the preliminary question. Under these circumstances it is impossible.....to decide the preliminary question by the law governing the transaction itself."<sup>8</sup>



Some writers mention that problem of characterization can be best solved by dividing the process of characterization into primary characterization and secondary characterization. The former is for the *lex fori* and latter for the *lex causae*.

The protagonist of this theory recognize two exceptions to the rule that primary characterization is to be governed by the *lex fori*, viz., (a) whether things or interest in things are movable or immovable is a question for the *lex situs*, and (b) where there are two potentially applicable foreign laws and their characterization is the same, then the forum should adopt their common characterization.

The secondary characterization is the, delimitation and application of the proper law, as Robertson puts it.<sup>9</sup> According to Cheshire the difference between the primary characterization and the secondary characterization is that the former precedes and the latter follows.<sup>10</sup> This theory maintains that secondary characterization is governed by the *lex causae*. However, the conflict of procedural rules is governed by the *lex fori*. At the secondary stage of characterization whether a matter is procedural or not, according to Cheshire, is to be governed by the *lex causae*, though, as in the case of primary characterization so here, it is not necessary that the domestic characterization should be followed, rather it should be the classification or private international law.<sup>11</sup>

III. Characterization on the basis of Competitive Law:~ Rabel and Beckett have propounded the view that characterization should be governed by the analytical jurisprudence on the basis of comparative study of laws. Starting on the assumption that “rules of private international law” are rules to enable the judges to decide questions as between different systems of international law—either between his own internal law and a given foreign law or between two foreign systems of law,” and therefore these rules “if they are to perform the function for which they are designed, must be such, and must be applied in such a manner, as to render them suitable for appreciating the character of rules and institutions of all legal systems” and as the “classification is simply an interpretation or application of the rules of private international law in a concrete case and the conception of these rules must, therefore, be conception of an absolutely general character”. Thus, “these conceptions are borrowed from analytical jurisprudence that general science of law based on the results of the study of comparative law which extracts from this essential general principles of professedly universal application, not principles based on, or applicable to the legal system of one country only. Beckett thus asserts that characterization must be based on analytical jurisprudence.

For the purpose of characterization, Beckett divides the cases into the following three classes: (i) cases not involving characterization of a rule or institution of internal law, (ii) cases involving characterization of rules or institutes of internal law, and (iii) cases involving characterization of rules or institutions of foreign internal law.

The characterization of the first class of cases, according to Beckett is governed by the *lex fori*. “The only exception which can be made is where it is clear that upon the application of any conception the courts of law of one of two foreign countries must be competent and the two foreign countries must be competent and the two foreign laws are in agreement in following a conception different from that of the *lex fori*, and in these circumstances a court might in effect, if not in form, adopt foreign conception by the application of a principle analogous to that of the *renvoi*.”

As regards to the second class of cases, he says, “In most cases the court will simply by applying the rule-statutory or common law – of its internal law, in order to determine its application, its ordinary principles of private international law which can in this connection only be interpreted in the light of general jurisprudence.”

In respect of the third class of cases he observes that it is essential that the court should not merely ascertain the purport of this rule as a rule of internal law, but also that it should ascertain in what circumstances it is applied by the courts of the country of whose legal system it forms part.... It is only when in possession of this information that a court is in a position to classify the foreign rules or institutions. On the basis of this information the court should classify it according to the conception of analytical jurisprudence.

Criticism:- This theory has been criticised by many. The most apt criticism of the theory is that it is impracticable. Morris rightly says that, “This view is superficially attractive, because judicial technique in conflict cases should be more cosmopolitan and less insular than in domestic cases.” The criticism of the theory may be summarized as follows:

(i) This theory is vague and impracticable, as “there are very few principles of universal application, and very little measure agreement as what they are.”<sup>12</sup> Thus is more a theoretical than a practical basis of characterization:

(ii) “Characterization on the basis of comparative law would seem to require a supernatural class of judges, deeply learned in comparative law, capable of dissociating problems before them from the law of the forum, and willing to adopt in conflict problems a technique which is entirely foreign to the technique applied by them to other problems.”<sup>13</sup>

(iii) The study of comparative law is capable of revealing differences between domestic laws, but of hardly of resolving them.<sup>14</sup> There are acute differences in certain areas in the laws of many countries. Then “how the most could learned analysing jurists remove such differences of classification without thereby alerting the law?” For such divergence of classifications is not jurisprudential in character, it connotes a difference in the law.<sup>15</sup>

Process of Characterization in Practice:~ Before proceeding with the process of characterization in practice, it would help in grasping the problem, if we look into a few decided cases which have posed the problem in most acute form : Two English cases, a German case and a French case are examined here.

Ogden v. Ogden; amply illustrates the complications involved in characterization. In September, 1898, an English domiciled woman and a Frenchman domiciled in France married in London without the knowledge of their parents. At this time the Frenchman was below the age of twenty-five. When the father of the Frenchman came to know of the marriage he took him to France and got his marriage annulled from a French court as under French law the marriage of a person below the age of twenty-five without the consent of the parent is null and void. Subsequently, the Frenchman contracted another marriage in France. Upon hearing this, the Englishwoman brought proceedings in the High Court of England for the dissolution of her marriage on the ground of husband's desertion and adultery. The petition was dismissed for want of jurisdiction. In October 1906 she married an Englishman, William Ogden with whom she lived for some time. Then Ogden filed a suit asking for a decree of nullity on the ground that at the time of marriage she was already a married woman. The court passed a decree annulling the marriage. The English court said that her marriage with the Frenchman was valid as the court would not recognize the nullity decree pronounced by the French court and therefore it held that her marriage with William Ogden was a nullity. The result of the decision is obvious. The parental consent was characterized by the English Court as a matter relating to formalities and as formalities are governed by the *lex loci celebrationis*, i.e. the English law, the first marriage was valid under the law and since the first marriage was valid the second marriage was invalid being a bigamous union. In the result, this Englishwoman remained a married woman in the eyes of English law, but unmarried in the eyes of French law.

In *Re Cohn, Mrs. Cohn and Mrs. Oppenheimer*, mother and daughter, who were German nationals domiciled in Germany though resident in England, died in air-raid in London. It could not be established who survived the other, or who died first. Mrs. Oppenheimer was entitled to the property of Mrs. Cohn, provided she survived her. The English and German laws differ as to the presumption in such a case. Under the former the presumption is that the junior in age survives the senior, while under the latter the presumption is that they died simultaneously. Upon counsel for the persons interested in Mrs. Oppenheimer's property arguing that the first question to be determined by the court was whether or not Mrs. Oppenheimer survived Mrs. Cohn and that since that was not certain and since matter of proof. Mrs. Justice Uthwatt said that the question was not "did or did not Mrs. Oppenheimer survive Mrs. Cohn but was the administration to Mrs. Cohn's estate to proceed on the footing that she did not?" On this basis the learned judge said that the law of the domicile applied, under which Mrs. Cohn's relatives were entitled to her estate.

In a German case a Tunisian promissory note was sued upon in a German court. At the time of the suit the German period of limitation had expired, though the Tunisian period had not. The Reichsgericht held that neither

of the period was applicable: the Tunisian period was held not applicable because the Tunisian law characterizes limitation as procedural and since under the German private international law no rule of procedural law can be applied by the German law, the Tunisian law was applicable. The German period of limitation was not held applicable as the limitation was characterized by the German law as substantive law-the substantive law applicable to the case was the Tunisian law. In the result the promissory note escaped from the application of the law of the limitation of both countries.

In the *French case*, commonly known as *Maltese Marriage case*, a widow claimed a share in her husband's property situated in Algiers. The husband also died domiciled there. The husband and wife, at the time of their marriage were domiciled in Malta. Under the French private international law succession to immovable is governed by the *lex rei situs*; and the right of husband and wife to property arising out of what is known as "regime des biens entre epoux" is governed by the matrimonial domicile, i.e., in the absence of a contract, the law of the country where the couple intended to establish themselves at the time of marriage. Under the French Municipal law, as then existing, the wife was not entitled to any share in her husband's property, though she was, under it, entitled to half a share in the property acquired in common by husband and wife, i.e. *regime des biens*. In this case *regime des biens* was governed by the Maltese law. Under the Maltese law the widow was entitled to half of the *regime des biens*, and a right of survivorship in one quarter of the assets left by the husband. It should be noticed that the difference of characterization between the two laws was: that according to the succession, while under the Maltese law it raised the question of matrimonial property. The question before the court was whether the widow was entitled to a quarter share in the immovable and movable assets left by her husband. The French court held that Maltese law applied and therefore the widow's claim was upheld.

Stages of Characterization:~ These cases bring to the fore the complications involved in characterization. It is submitted that usually characterization in its practical application is made in three stages:

(i) The first stage is the stage of characterization of the factual situation, (ii) The second stage is characterization of conflicting factor, and

(iii) in the third stage the characterization of proper law is made.

These stages can be explained in the following manner:-

I. Characterization of Factual Situation :- When a court has determined that it has jurisdiction to entertain the case, it has to decide, before it can select proper law applicable to the situation, whether the factual situation before it constitutes a contract, tort, succession to property, etc. Sometimes it is very easy to place the factual situation in a proper category, but sometimes it is not easy at all. The difficulty arises on account of the fact that different systems of law characterize the same factual situation, institution or legal relationship



differently. Thus the main question at this stage that arises before the court is: categorization of which system it should accept. On what basis it should accept one categorization and reject the other.

Different suggestions have been made by different writers and theorists. Ugner holds the view that it is sufficient if the case falls within the analytical framework of the legal system of the forum: this he illustrates from two English decisions, *Re Bonacina* and *Nachimson v. Nachimson*.<sup>16</sup> In the former case a contract unsupported by consideration was held enforceable, while in the latter a Russian marriage, not falling within the definition of English marriage as it was dissoluble at will, was given recognition.<sup>17</sup> Robertson considers Ugner's formulation rather too narrow, as under it those institutions which are not known to English law would not receive recognition. This, he illustrates by citing *De Nicols v. Curlilier*,<sup>18</sup> where a French institution unknown to English law was recognized and held enforceable by the House of Lords. Therefore according to Robertson, in so far as the characterization of foreign legal situation is determined by the *lex fori*, the term does not mean strictly the internal law of the forum, but a wider concept which needs to be worked out for the purpose of conflict of laws.<sup>19</sup> Lorenzen also holds similar view.<sup>20</sup>

This aspect of the problem has been more fully discussed by Falconbridge. After elaborately discussing the controversial case, *Ogden v. Ogden*,<sup>22</sup> Falconbridge said that the English courts might have held that the requirement of English law should be characterized as part of the formalities, and that it was, therefore, inapplicable to marriage of English persons celebrated they might have held that a requirement of French law as to parental consent should be characterized as a matter of capacity, and that it was, therefore, to a marriage celebrated in England of persons therefore, applicable to a marriage celebrated in England of persons domiciled in France.<sup>21</sup> He thinks that the failure of English Courts to maintain this distinction has resulted in arriving at wrong calculations in *Ogden v. Ogden*<sup>22</sup> and *Simonin v. Mallac*.<sup>23</sup> A marriage in order to be valid must be extrinsically valid according to the property law governing formalities and must be a marriage between parties who are capable of marrying each other and must be in other respects intrinsically valid according to proper law governing capacity and other matters of intrinsic validity. He maintains that if this formulation is applied to Bartin's hypothetical problem of Hollander's will, a socially desirable result would have been arrived at.<sup>24</sup> After discussing cases relating to distinction between formalities of contract and capacity, between substance (right or obligation) and proceed (remedy), between proprietary rights acquired by the parties marriage on the occasion of marriage or as a result of the marriage and the right of surviving party on the death of the other and between administration of the property of a deceased person and succession to his property. Falconbridge says that in this class of cases there would appear no reason for departing from the general rule that the question before the

court should be characterized in accordance with the *lex fori*, and that any provision or rule of a foreign law which may be the proper law under the conflict of laws of the forum should be characterized, in its context of the foreign law, in accordance with the *lex fori*.

It is remarkable that even though there may be some difference in this proposition that characterization in the first stage should be on the basis of the *lex fori*, there is unanimity or near unanimity as to following exceptional cases where the characterization even at the first stage by the *lex fori* may be abandoned in favour of some other law. These exceptional situations are the follows:-

Proprietary rights in respect of property and rights in property give rise to several situations which can lead to different characterization. It is now almost universally accepted that proprietary rights in a thing are characterized by reference to that *lex situs*. Falconbridge says, "...proprietary rights in things, as distinguished from rights relating to things, are, as a general rule, governed by the *lex rei sitae*, and that in many situations this general rule imposes itself imperatively as affording the only practical solution of questions of proprietary rights."

The second exception relates to status. The question whether a person has got certain status is to be characterized on the basis of the *lex domicilii*. But a distinction is to be made between status and incidence of status and between status and capacity. While status is usually governed by the *lex domicilii*, the same cannot be said about capacity. Whether a person possesses a particular capacity cannot be answered simply by reference to the law that governs status. Then, capacity in one transaction may differ from another, for example, the question of capacity to marry is to be characterized as a matter of intrinsic validity of marriage, the capacity to succeed to property is to be characterized as a matter of succession, the capacity to make an ordinary commercial contract is to be characterized as a matter of intrinsic validity of the contract, and so on. In short, in every case the question of capacity has to be characterized in connection with the kind of transaction into which a given person enters or intends to enter.

The third exception arises in those cases where the characterization of the factual situation by the two foreign laws applicable to the situation is the same, then the characterization at the first stage by reference to the *lex fori* may be abandoned.

In summary, it may be said that in the countries of common law, including India and in most countries of civil law system including the Soviet Union and most of the East European people's democracies, the characterization at the first stage of the factual situation, legal relationship, institution, etc. is made by reference to the *lex fori*. In this regard there is some difference as to the meaning of the *lex fori*. Some take the view that the *lex fori* means here the internal law in the narrow sense, while others hold the view that it should mean internal law in the wider sense including

the rules of private international law. But it is submitted that the latter view is preferable.

II. Characterization of Conflicting Factor:- The inquiry at the second stage of characterization precedes the inquiry as to the proper law applicable to the given situation or question. On the ascertainment of this, the factual situation, legal relationship or institution is connected to the law of the country which is to be applied. The inquiry at the second stage therefore is the inquiry of the “connecting factor” or of “localizer”. For instance, when the court at the first stage comes to the conclusion that the factual situation or question at issue relates to succession, contract, tort, marriage, etc. then the court is directed by the choice of law rules of the forum to apply the *lex domicilii*, *lex loci contractus* or the *lex loci delicti* of some such law, then these are called the connecting factors may be very easy, but in others it may present complications. The complications arise because laws of countries of the world differ as to the precise meaning of these terms. The English law recognizes the doctrine of reverter in cases of domicile, while the American law does not.

There may be a latent conflict of conflict rules, and the difference in the characterization of the question may result in the use of different connecting factors and consequently the election of different proper laws as applied to the same factual situation. If, on the other hand, different connecting factors are specified in the corresponding conflict rules of two countries with respect to the same type of question, there may be a patent conflict of conflict rules applied to the same factual situation, notwithstanding that the question before the court is characterized in the same way in both countries. The third class of cases are those where conflict rules of two countries are in terms the same in that they both use normally the same connecting factor with respect to a question which is characterized in the same way in both countries, but nevertheless there may be a latent conflict of conflict rules, because the place element specified as the appropriate connecting factor in the conflict rule of one country may be characterized differently from the place element specified in the corresponding conflict rule of the other country.

Most of the writers favour characterization of the connecting factor with reference to the *lex fori*, as, in the words of Cheshire, “an English court must assign to the conception, say domicile, that meaning which it has always borne in English law. To follow any other course would be to abandon the English rule for the choice of law.”<sup>25</sup> This view is also supported by the practice of English and American courts.<sup>26</sup> Lorenzen who favours application of the *lex fori* at the second stage of characterization suggests that in those cases where the forum has no connection with them except as a place of trial and if the characterization of the two foreign countries with which the cases have connection is the same then the characterization made by the *lex causae* should be accepted as it would be conducive to international harmony and there is no inescapable necessity of applying the law of the forum.<sup>27</sup>

The problem of characterization of the connecting factor is given a different dimension by those authors (such as Robertson) who, though accept the application of the *lex fori*, are yet inclined to accept the doctrine of *renvoi*. This means that they would accept the foreign characterization as far as it is indicated by the application of the doctrine of *renvoi*.

The difficulty involved in the characterization of the connecting factor may be illustrated by the following examples:

Suppose an Indian court at the second stage of characterization comes to the conclusion that the domicile of the plaintiff is French. The question still remains: what is the meaning of French domicile? Is it to be decided on basis of Indian law or French law?

In respect of a contract an Indian court comes to the conclusion that the *lex loci contractus* is the connecting factor. But then which is the *lex loci contractus*? Under the Indian law the place from where the acceptance of an offer is sent is the place where the contract is formed, while according to the Soviet law a contract is formed at the place where acceptance is received.

A Spanish domiciled person dies heirless leaving behind some movable property in England. According to Spanish law the state inherits the property of person who dies heirless. Under English law succession to movables is governed by the *lex domicilii* of the deceased. There is almost a unanimity in the laws of the countries of the world that the property of a person dying heirless goes to state. However, there is a difference of opinion in the laws of countries of the world as to whether state takes the property as an heir, this is the law in Italy, Germany, Spain and India or whether state takes it by forfeiture (such is the law in Turkey). An English court before which the question of succession whether it would accept the characterization of Spanish law. The predominant view is that the characterization of the *lex fori* governs the matter. However, in the last situation, In the Estate of Maldonado the English court took the view that the Spanish characterization will be recognized, as the law of domicile regulates all aspects of succession to movables.

III. Characterization of Proper Law:- In the third and the last stage the court is called upon to apply the law indicated by the connecting factor. Robertson calls it, “the delimitation and application of proper law”. Apparently, it would appear that once the first two stages have been passed, the application of proper law should follow almost automatically and there should be no difficulty or complication at the third stage. However, in reality it is not so, though in some cases it may happen that there is no difficulty. In the words of Falconbridge the difficulty arises because the thing which is characterized is not the factual situation; but the juridical question raised by the factual situation, including the various place element. It is true that once the court has chosen the connecting factor, the link joins the situation in question with some country, and this link also directs the selection of the law of some place as the proper law, and in the third stage of characterization the proper law should be applied to the issue before the court and decision should be rendered accordingly. Looked at from this angle, the inquiry at this stage is: which provisions of proper law will exactly be applicable? For instance, an Indian court has to decide a case involving the distribution of personal property of a deceased person. Suppose it comes to the conclusion that the domicile of the deceased at the time of his death is the connecting factor, and then, characterizing it on the basis of the *lex fori* it comes to the conclusion that the deceased died domiciled in France. Or, suppose in an adjudication in respect of a



contract it comes to the conclusion that the *lex loci contractus* is the connecting factor and again it finds that the place of connection is France. The question that still remains to be solved before the court is: which French law will be applicable: internal French law or French private international law? The complications arise, and question becomes vital when the French rules of conflict differ from the Indian rules, the *lex fori*. Here again it may involve the application of doctrine of *renvoi*.

Robertson who discusses the problem under the head "secondary characterization" holds the view that on principle the characterization of proper law should be on the basis of *lex causae*. It is because, once the proper law is indicated by the rules of the forum, the *lex causae* will determine the question. Cheshire also takes the same view.<sup>28</sup> A brief reference to Dutch case and of *Ogden v. Ogden* will amply make the problem clear. In the former case a Hollander made a holographic will in France. The Dutch law prohibits Hollanders from making holographic will either at home or abroad. Assuming that the Dutch law considers it as one of formalities, Bartin is of the view that the case is once where no uniformity of decision could be arrived at.<sup>29</sup>

Cheshire considers it to be a problem of primary characterization and hence holds that the *lex fori* governs the matter.<sup>30</sup> On the other hand, Robertson who considers it to be a matter of secondary characterization, says that if such a will disposing of movables is executed in England, the English court has to enquire as to what is the meaning of capacity under the French law and of formalities under the English law: the English private international law lays down that capacity is governed by the *lex domicilii* and formalities by the *lex actus*. It is interesting to note that Lorenzen summarily disposes of this case by saying that, from the standpoint of Dutch law, the will be invalid without any need of characterization of capacity or form. According to him the case does not pose any problem of difference in characterization.<sup>31</sup>

### Conclusion

At the end of the discussion, it can be said that whether or not the question and the subsidiary questions that might arise after the foreign law has been chosen by the *lex fori*, should invariably be referred to the *lex causae*. The answer to the question would be simple if the characterization of the problem at this stage merely involves the application of foreign internal law-the answer would be that, the foreign law should govern. Thus, if the proper law to be applied is directed to be, say, French law, then if the case is, say, of contract or of tort, all subsidiary questions, as for instance, whether the contract is to be regarded as a loan or deposit, or whether master is responsible for the tort of the servant. Should be governed by the *lex causae*. But since the question cannot be answered that simply, complications arise. The complications arise because some countries take the view that the doctrine of *renvoi* is applicable; complications arise because sometimes it is said that the *lex causae* means the law which would be applied if the judge of the country of the *lex causae* would be seized of the matter.

### References

<sup>1</sup> Falconbridge, "Characterization in the Conflict of Laws", *Law Quarterly Review*, April 2005, Vol., 2, Issue 2, Sweet & Maxwell Publication, p.193

<sup>2</sup> This is one of those rules of private international law which have found almost universal acceptance.

<sup>3</sup> This rule was propounded at the earliest period of private international law and is now universally accepted by all the countries of the world.

<sup>4</sup> See the illustrations given by Beckett at, p. 52./Cited in Paras Diwan & Peeyushi Diwan, "Conflict of Law", 4<sup>th</sup> Revised Edition (2008), Deep & Deep Publication, at p.77

<sup>5</sup> Beckett, p.54. See also Wolff, p.152/ Cited in Paras Diwan & Peeyushi Diwan, "Conflict of Law", 4<sup>th</sup> Revised Edition (2008), Deep & Deep Publication, at p.77 .

<sup>6</sup> M. De Boer, *Facultative Choice of Law : "The Procedural Status of Choice-of-Law Rules and Foreign Law"*, 1<sup>st</sup> Edn (1996), Polity Press Publication, p. 274-275,

<sup>7</sup> Paras Diwan & Peeyushi Diwan, "Conflict of Law", 4<sup>th</sup> Revised Edition (2008), Deep & Deep Publication, at p.79 .

<sup>8</sup> Lorenzen, "Cases on the Conflict of Laws", 3rd Edition (1953), West Publishing Company, p. 113.

<sup>9</sup> A. H. Robertson, "Characterization in the Conflict of Laws", 4<sup>th</sup> Edn. (1996), University of Toronto Press p.118.

<sup>10</sup> *Supra* 7 , at p.83.

<sup>11</sup> This has been illustrated by Cheshire from the construction given by courts to the Statute of Fraud and Statute of limitation.

<sup>12</sup> Dicey(6<sup>th</sup> ed.), p.67;(8<sup>th</sup> ed.),p.25. See also Wolff.p.154, Cheshire (2<sup>nd</sup> ed.), p.65 / Cited in Paras Diwan & Peeyushi Diwan, "Conflict of Law", 4<sup>th</sup> Revised Edition (2008), Deep & Deep Publication, at p.79. <sup>13</sup> *Ibid*.

<sup>13</sup> *Supra* 1, at p.245.

<sup>14</sup> Dicey and Morris (8<sup>th</sup> ed.), p.25; Wolff, p.154./ Cited in Paras Diwan & Peeyushi Diwan, "Conflict of Law", 4<sup>th</sup> Revised Edition (2008), Deep & Deep Publication, at p.85

<sup>15</sup> L.R. (1908) p.46

<sup>16</sup> L.R.(1930) p.217.

<sup>17</sup> (1937) 19 Bell yard 3.

<sup>18</sup> L.R,(1900) A.C.21.

<sup>19</sup> *Supra* 9 at p.63.

<sup>20</sup> *Supra* 8, at p.122. <sup>22</sup> L.R.(1908) p.46.

<sup>21</sup> *Supra* 1 at p.543.

<sup>22</sup> (1860) 2 Sw. & Tr. 67

<sup>23</sup> *Supra* 1 at p.543

<sup>24</sup> <sup>27</sup> *Ibid*.

<sup>25</sup> "Conflict of Law", 4<sup>th</sup> Revised Edition (2008), Deep & Deep Publication, at p.90 <sup>2</sup>

<sup>26</sup> *Supra* 9 at p.123.

<sup>27</sup> *Supra* 8, at pp. 126-27.

<sup>28</sup> Cheshire, p.36 / Cited in Paras Diwan & Peeyushi Diwan, "Conflict of Law", 4<sup>th</sup> Revised Edition (2008), Deep & Deep Publication, at p.90

<sup>29</sup> *The Impossibility of Arriving at a Definite Suppression of the Conflict of Laws*.

<sup>30</sup> Cheshire, p.37 / Cited in Paras Diwan & Peeyushi Diwan, "Conflict of Law", 4<sup>th</sup> Revised Edition (2008), Deep & Deep Publication, at p.92 <sup>34</sup> *Supra* 9 at, p.94.

<sup>31</sup> *Supra* 8, at p.130.

ALWAYS THINK-LONG RUN

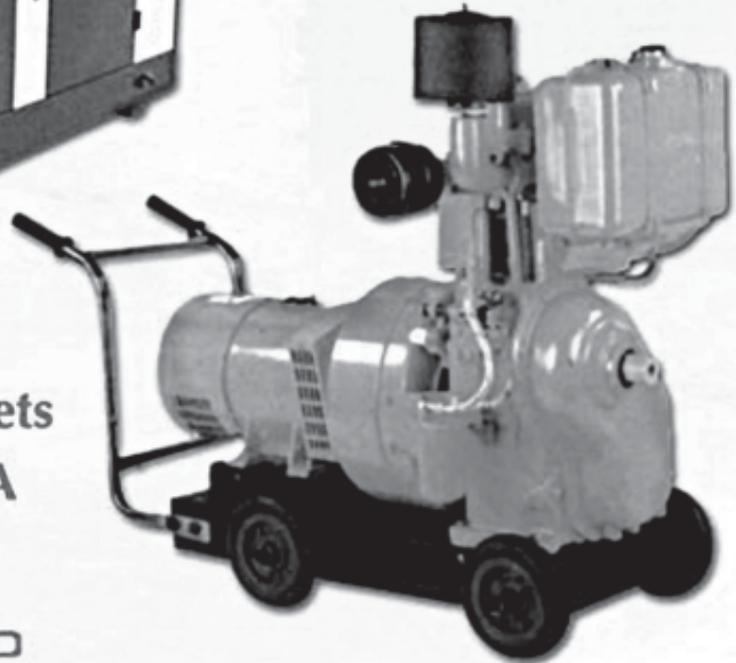
# संस्कार®

*Genset P. Ltd.*

**SILENT GENERATING SET**



- 2 KVA - 500 KVA
- Silent Sets • AMF Panels
- Accoustic Enclosures
- Gas Based Gensets
- Gensets for Exports



**Auth. Dealers**  
**Ashok Leyland Gensets**  
**10 KVA to 500 KVA**



**ASHOK LEYLAND**

E-1, Samay Apts., Behind N.I.D., Paldi, Ahmedabad - 380 007.

**Tele : 079 - 65223396 / 26644609**

**Telefax : 079 - 26623727 M : 98250 48838**

**E-mail : [sanskareng@dataone.in](mailto:sanskareng@dataone.in) / [info@sanskargroup.in](mailto:info@sanskargroup.in)**



Reg. no: GUJENG/2012/48984



**website: [www.voiceofresearch.org](http://www.voiceofresearch.org)**

**Printed, published and owned by Dr. Avdhesh S Jha, Printed at Rudrax Printers, 48, Laxmi Estate, Nr. Nagarvel Hanuman Temple, Amraiwadi Road, Ahmedabad-380026 and Published at E/1, Samay Appartments, Behind NID, Paldi, Ahmedabad-380007. Gujarat. India. Ph. No. 079-26623727 Chief Editor Dr. Avdhesh S Jha**