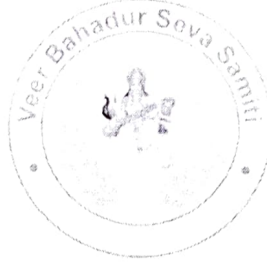


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A Review Paper on Job Satisfaction of Secondary School Teachers in Relation To Their Adjustment At Multiple Levels.

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Dr. Jay Prakash Singh**

The present study is conducted to determine the direct/proportionate relationship between Job satisfaction and Adjustment of secondary school teachers. Researcher has tried to review the literature to find the relation between Job satisfaction and Adjustment. During present investigation the process of reviewing the past work, it's found that there exists a negatively proportionate relationship between these two variables of job satisfaction and adjustment in few studies whereas later studies found absolutely no difference between Job satisfaction and adjustment in all its traits.

Keywords: Job satisfaction, Adjustment, teachers.

1. Introduction

Teaching is considered an especially demanding profession dominated by cognitive, social and emotional demands that are potentially aggravated by external factors related to political or organizational structures (Lomas et al., 2017). The emergence of positive psychology (Seligman & Csikszentmihalyi, 2000) has contributed to the current focus of researchers and the educational community, not only on reducing negative aspects (e.g., stress, burnout, etc.) but, also, on enhancing the positive aspects (e.g., self-efficacy, emotional capacities, etc.) that generate higher levels of well-being and satisfaction in teachers (Chan, 2011).

1.1 Job Satisfaction

It is very difficult for an organization to manage its workforce because of the uncertainties in the work environment due to many factors, one of which is job satisfaction at different levels. This is particularly evident in the educational sector where job satisfaction becomes an important factor for the teachers whose disposition of job dissatisfaction tends to affect the teaching-learning process which, in turn, further impacts on their other roles in and outside the classroom and school contexts. The classic job satisfaction, however, points to the aspirational disposition of a person towards his/her job. Two types of factors, according to Szecsenyiet al, (2011) are considered to dominate job satisfaction. These are intrinsic and extrinsic factors:

- Intrinsic factors cover recognition, tasks and responsibility. The inner impulse of performing any activity pertains to intrinsic job satisfaction; and it is concerned with satisfaction with a relation to inner motivation of a person.
- Extrinsic factors cover working conditions, company policies and salary, representing the outermost comfort (i.e. physical and tangible elements) provided to the employees by their organization.

Money, good scores and other rewards are other examples of extrinsic factors. Job satisfaction is an emotional response that occurs as a result of the interaction between the employee's values concerning his/her job and the profits he/she gained from the job. It is the state of pleasure the employee, gains from his job and his job experience and this can be

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Behavioural Problems Among Students with Disabilities in East Medinipur District

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Abstract:

This study aims to determine the interaction between behavior problems among students with disabilities in East Medinipur, West Bengal and a number of dependent variables (gender, age, type of disability and severity of disability). The study sample consisted of 300 students enrolled in rehabilitation centers affiliated with the Ministry of Social Affairs. A questionnaire was designed and developed on the basis of its content validity and its reliability. Findings indicated that significant differences in the behavior problems were found for the independent variables of gender, age, type of disability and severity of disability. Male students above eight years old, students with intellectual disability and students with severe disabilities were most likely to exhibit behavior problems. The occurrence of certain behavior problems was found to be relevant to the type of disability. Based on the results of this study, a number of recommendations are provided to help ameliorate behavior problems associated with the variables addressed above.

Keywords: Behavioral problems, Students with disabilities, East Medinipur

1. Introduction

A behavior problem is defined as a socially inappropriate or harmful behavior to self or to others. Kirk (2003) defines a behaviour problem as a deviation from the conduct that is appropriate for a specific age and also interferes with an individual's growth, development and the lives of others. Ibrahim (1993) believes that children in the East Medinipur suffer from many behavior problems as a result of social changes in their communities and the lack of specialized rehabilitation services. Criteria used to quantify behavioral problems are, to some degree, dependent on the context in which the child lives. Thus, a given behavior may be considered a behavior problem in one community, while it is not so in another. In addition, other characteristics of behaviors, such as their shape, frequency and contextual appropriateness should be considered when determining whether they meet the criteria for being a labeled behavioral problem.

Viewing the frequency and the role of behavioral problems of students with disabilities in preventing their psychological and social adaptation as well as in hindering the benefits of providing educational and therapeutic services, this study aims to identify the most frequent behavioral problems of students with disabilities who are enrolled in centers affiliated with the Ministry of Social Affairs in the West Bengal. Behavior problems are examined as they relate to several independent variables, including gender, age, type of disability and severity of disability. The significance of this study is related to the fact that students with disabilities are vulnerable to behavioral problems resulting from their failure to adapt to the demands of their surrounding communities, their intellectual difficulties and their sensory and motor deficits that impact perceiving stimuli around them. These problems affect students' abilities in acquiring the necessary skills for adapting to the social and academic contexts of their schools. Considering the importance of this subject and the scarcity of studies that address this problem in the West Bengal, especially in the East Midnapore.

Learning Style of Secondary School Students in the Context of Multidisciplinary Curriculum

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ABSTRACT

Multidisciplinary Curriculum has played a significant role in the all-round development of the students mainly Secondary school students. It provides an opportunity for the student to develop and cope with the modern and required education echo system. Examining more and more practical aspects of difficult subjects makes education more meaningful and it is expected that students will be more inclined to prepare for their future. It promotes a pragmatic approach to the students and assists them to decide what they should opt for and what would be their potential benefits. Learning styles play a major role in a student's academic performance. Learning style, critical thinking, problem solving, self-management, etc are all part of the multidisciplinary curriculum and are also essential for life in the coming century. This curriculum should have an approach that the activities will be planned by the teacher and executed by the students. Multidisciplinary learning has been made mandatory in basic education in the 2014 international curriculum in Finland. UNESCO has focused on sustainability over education with acquiring knowledge, skills, and values needed to shape a sustainable future. This paper aims to compare the learning style of secondary school students with the context of a multidisciplinary curriculum.

Keywords : *Multidisciplinary, Curriculum, Secondary school students, Practical aspects, Educational sustainability, and critical thinking.*

INTRODUCTION

In general, education which is not only the concept of facts and technical skills, but also naturally related to the development of the human mind, becoming a means of problem-solving, in today's dynamic world, which is important for the development and maintenance of human civilization is extremely necessary. Learning styles play a major role in a student's academic performance and in academic success. A teacher's perception of a student's learning style will help him or her choose learning strategies that will extend the student's learning potential. A multidisciplinary course is one in which a subject is studied from the perspective of more than one subject. Students of engineering can take humanities. Learning is not limited to a particular

subject. Students always keep on exploring themselves for real-world situations. Multidisciplinary learning has been made mandatory in basic education in the 2014 international curriculum in Finland. NEP 2020 states that

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EFFECT OF SOCIAL FACTORS ON ENVIRONMENTAL AWARENESS OF TEACHER TRAINEES

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ABSTRACT

Environmental awareness of 180 teacher trainees (B.Ed students) of three Teachers Training Institutes of Jamshedpur city was studied using self-constructed questionnaire. Effect of different social factors such as gender, educational background, medium of schooling, locality of residence, caste and parental education on environmental awareness was evaluated. It was found that gender and father's education did not exhibit any significant impact whereas medium of schooling, locality and caste influenced it significantly ($P < 0.05$). There was also significant difference ($P < 0.01$) in environmental awareness of teacher trainees due to educational background and mother's education.

Key Words: Social Factors, Environmental Awareness, Teacher Trainees

INTRODUCTION

Human being lives in the world having finite natural resources. Increase in population accompanied with modernization activities for more comfort of man puts pressure on exploitation of such resources. Its non-judicious use leads to different types of pollution which endanger environment. So, prevention of ecological degradation needs to be made part of our life. Protecting the environment is economically more effective than repair of its damage. In this regard public awareness bears immense importance to create environment oriented citizens in society. Environment education has objective to raise public awareness and understanding of its different issues of conservation and optimum use of nature and natural resource with purpose for sustainable development of society. It focuses on how each and every component of ecosystem interacts with and influences each other. It develops knowledge, awareness, attitude, skills, commitment values etc. required for protection and improvement of environment. The need of hour is to orient citizens in environmental responsible manner by promoting their environmental literacy and awareness. Teachers are considered as suitable agents to translate it into action because they are best source to communicate and implement desirable behaviour, attitude and values in society. So, teacher trainees undergoing B.Ed. training need to realize importance of environmental education to orient their teaching properly and thus facilitate teaching-learning process in school children. Their ability need to be developed to understand and analyse ins and outs of working forces as well as condition of environment. Meinhold & Malkus (2005) emphasized on need of research in environmental knowledge, perception, awareness, attitude, literacy, and pro environmental behaviour of different categories of students including the teachers teaching environment education. Bhalla (2008) reported if environmental education is imparted to about 42% of children up to 14 years of age, then it will be highly beneficial to society for environmental protection and conservation. So, teachers' knowledge on proper understanding of environment can find out solutions to different problems like pollution, resource depletion, environmental hazards etc. Teachers can be able to discharge the role as



ICT IN TEACHER'S TRAINING: POSSIBILITIES AND CHALLENGES

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Abstract

Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and modern technology is demanding teachers to learn how to use these technologies in their teaching. Information and communication technology (ICT) has great potential for enhancing teaching and learning outcomes. The realization of this potential depends much on how the teacher uses the Information and communication technology (ICT). While it increases teachers' training needs, they also offer part of the solution. ICT can provide more flexible and effective ways for professional development for teachers, improve pre-service and in-service teacher training, and connect teachers to the global teacher community.

This paper takes a look at ICT in teacher training and provides a holistic view of how to use ICT in teacher training. Further, it discusses new possibilities and challenges that ICT has brought to teacher training and professional development. It concludes with a discussion of emerging issues concerning ICT integration into teacher training and networking and implications of the trends, in terms of prospects for the future, will then be drawn.

Keywords: ICT, Teacher's training

Introduction

While information and communication technology (ICT) is not a panacea for all educational problems, today's technologies are essential tools for teaching and learning. To use these tools effectively and efficiently, teachers need visions of the technologies' potential, opportunities to apply them, training with just-in-time support, and time to experiment. Only then the teachers be informed and confident about challenging jobs nowadays and knowledge is shared amongst the teachers and the students. (Perraton, Robinson, & Creed, 2001). As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than to provide knowledge and skills. Modern developments of innovative information and communication technology (ICT) have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these further information and communication technologies (ICT) in their teaching (Robinson & Latchem, 2003). These challenges ask teachers to continuously retrain themselves and acquire new knowledge and skills while maintaining their jobs (Carlson & Gadio, 2002). Then what can be done to help teachers meet these challenges?

Today, a variety of ICT can facilitate not only the delivery of instruction but also the learning process itself. Moreover, ICT can promote international collaboration and networking in education and professional development. There is a range of ICT options, from video-conferencing through multimedia delivery to websites, which can be used to meet the challenges teachers face today.

In fact, there has been increasing evidence that ICT may be able to provide more flexible and effective ways for lifelong professional development for today's teachers because of rapid growth in ICT, especially the Internet, traditional initial teacher training as well as in service continued training



A STUDY OF LIFE OF CHILDREN WITH INTELLECTUAL DISABILITY IN RELATION TO THEIR BEHAVIOURAL PROBLEMS AND PARENTAL INVOLVEMENT

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Summary The present research provides strong and scientific evidence regarding the variables quality of life, behavioral problems and parental involvement of children with intellectual disability. It was found that quality of life of children with intellectual disability can be improved with increased parental involvement with the child and controlling the behavior problems of the children. The children with fewer behavior problems and high parental involvement are found to have better quality of life. Therefore the researcher confined to the children with intellectual disability only and made a study with the sample size of 35 children with intellectual disability from special schools of east Midnapore in West Bengal only. the age group of the children with intellectual disability was 8 years to 16 years and having in the range of 50-70 only.

Key words- Children with Intellectual Disability Students , Behavioural Problems And Parental Involvement

1.0 Introduction

Quality of life is very essential for the health of any individual because health is not merely the absence of diseases but the presence of physical, mental and social well being and all these dimensions of health can be attained if the quality of life is good. Therefore it can be interpreted that quality of life depends upon good health and good health is vital for the good quality of life. Simoes (2016) compared the quality of life of adults with and without intellectual disability. It was found that health is a significant predictor of quality of life for the people with or without intellectual disability.

Behavioral Problems

Behavioral problems are the disruptive behaviors depicted by the children with intellectual disabilities that are normally considered unacceptable to parents, peers, family or school. It is common for children who have intellectual impairments to simultaneously suffer from behavioral difficulties and mental illnesses; this is referred to as "dual diagnosis". It is a symptomatic manifestation of emotional or interpersonal maladjustment, which is particularly prevalent among youngsters as nail biting, enuresis, negativism, or by overly hostile or anti-social acts the behavioral problems usually interfere with the child's capacity to function properly throughout the day, including his or her ability to engage in regular interactions and activities at home and at school.

Parental Involvement

Parental involvement is a combination of commitment, active participation and unique child rearing practices. Research has shown that parental involvement towards the needs of the child can exert significant positive impact on their physical health, mental health, academic achievements, motivation level, self confidence and social skills. Parental involvement improves the academic learning outcomes of the children irrespective of their income level or racial lines . Parental involvement is a significant



STUDY OF EDUCATIONAL INTEREST OF SECONDARY SCHOOL STUDENTS

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ABSTARCT

The present study deals with the educational interest of secondary school students of Jamshedpur block of East Singhbhum district of Jharkhand state. The researcher randomly selected 100 boys and 100 girls of class IX from six different schools to administer Educational Interest Record developed by S.P.Kulshrestha. Researcher found that there is no difference in educational interest of boys and girls. There is no difference in educational interest of students studying in private and government schools. Also, there is no difference in educational interest of students studying in rural and urban area secondary schools. So, it may be concluded that the secondary school students have similar educational interest areas.

Key words: Educational Interest, Secondary School Students.

INTRODUCTION

Man is a social being. He wants to gain something out of doing something. He becomes knowledgeable through different sources like books, films, radio, television, newspaper, internet, latest electronic gadgets or through direct contact with different persons and places. The continuous accumulation of knowledge from different directions in education.

Our education begins at home firstly, thereafter as we grow, we go to schools, colleges and other educational institutes. So, education is a systematic process through which a child or an adult acquires knowledge, experience and skill. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means.

A man without education is a man without back bone. Knowledge is inherent in man no knowledge comes from outside, it is all inside. So, education should enlighten the inherent knowledge of child and formation of the right conduct, behaviour, character and personality are the make an individual perfect. A person's educational interest is related to his general intelligence and special aptitudes and is determined in part by his environment, parental qualification, and his opportunity to explore different kinds of activities. It is important to investigate one's educational interest so as to render appropriate advice to him or her at an early stage. The educational interests provide not only intellectual development but also the development of personality and broaden the pupils mind in all walks of life, namely educational, physical, biological, mental, moral, social, emotional and cultural, the pupil may fulfil their inner ambitions and quench their inner thirst of their various interests by choosing and selecting the interested education subjects. These are very essential to the pupils to grow as perfect and responsible as well as respectable citizens of a nation. Educational interest is intimately related with child's acquisition of knowledge, understanding and skills which actually forms the basic for his educational choice. Educational interest, learning and human development these all are interrelated with each other.



HUMAN BRAIN REGIONS RESPONSIBLE FOR DIFFERENT TYPES OF MEMORY

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Abstract

Human memory is not a unitary process. At the psychological level, various types of memory are at work in human beings. These various systems bring different parts of the brain into play. Types of memory can be classified in a number of ways, depending on the criterion used. With duration as the criterion, at least three different types of memory can be distinguished: sensory memory, short-term memory, and long-term memory.

Cerebral cortex is involved in Long-term memory whereas Amygdale is involved in Emotional memory. Hippocampus converts short-term memory into long-term memory. Cerebellum is involved in timing and motor learning abilities. Basal ganglia transforms memory to long-term memory.

Key Words- Human memory, sensory memory, short term memory, long term memory, brain regions

Introduction

Memory is the ability to remember past experiences. We learn a new language by studying it, but we speak it by using our memory to retrieve the words that we have learned. Memory is essential to all learning; because it lets us store and retrieve the information that we learn. Memory is basically nothing more than the record left by a learning process. Thus, memory depends on learning.

Learning is a relatively permanent change in behaviour that marks an increase in knowledge, skills, or understanding thanks to recorded memories. A memory is the fruit of this learning process, the concrete trace of it that is left in our neural networks.

Human memory is fundamentally associative. We can remember a new piece of information better if we can associate it with previously acquired knowledge that is already firmly anchored in our memory. And the more meaningful the association is to us personally, the more effectively it will help us to remember. So, taking the time to choose a meaningful association can pay off in the long run.

Example: Suppose that a school class has visited a museum of Egyptian art on a rainy day. Ten years later, the teacher, now retired, reads a history book that mentions the name of a mummy that was on display in that museum. The mummy's name reminds the teacher of that class trip ten years ago. Then, by association, the teacher remembers some students from that class whom he had not even thought about since then. He can even remember how fascinated they were with the mummy, and some of the questions they asked him about it. In short, he has formed associative memories: one thing reminds him of another, which reminds him of yet another, and so on.

Also, contrary to the image that many people have of memory as a vast collection of archived data, most of our memories are actually reconstructions. They are not stored in our brains like books on library shelves. Whenever we want to remember something, we have to reconstruct it from elements scattered throughout various areas of our brains.



EDUCATIONAL ASPIRATION OF SECONDARY SCHOOL STUDENTS WITH RESPECT TO GENDER AND SOCIAL CATEGORY

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Abstract

Educational Aspiration most tend to be much more focused and one hopes to improve their desires to achieve better. It will be influential and accompanied by high expectations for students. The purpose of the present study is to compare the Educational Aspiration of secondary school students of Jamshedpur city of East Singhbhum District, Jharkhand with respect to their gender and social category. In this study descriptive survey method was adopted for the population comprising of all the class IX students studying in the different CBSE secondary schools in the academic year 2022-23 and 10 secondary schools had selected as sample for the study by using simple random sampling technique. Educational Aspiration Scale developed by V.P. Sharma and A. Gupta was used for the study. The study revealed that girls have higher educational aspiration in comparison to boys. It also reveals a positive dependence of educational aspiration of secondary school students on their social category.

Key words: Educational aspiration, Gender, Social category.

Introduction

Aspiration means a strong desire to achieve something high or great. Every human being has some aspirations. From birth people start trying for self-enhancement. The aspirations during adolescence period are influenced by many factors. Education is an important factor informing Or modifying aspirations of adolescents. It may help them become more knowledgeable about the world, more sensitive and understanding of their relationship and more contributing members of the society. It is essential to increase self- confidence and to assist for development. According to Foster and Rosenzweig, education contributes to economic and social development through increased national income and individual learning. Aspirations as a Cognitive state motivate or drive young people to strive for academic success (Khoo and Ainsley 2005). Academic aspiration is an important variable in predicting achievement and can be viewed as an element in academic motivation, as they are linked to the development of a strong desire for success and the goals of succeeding in particular academic areas or achieving a particular grade.

Educational aspiration, a universal trait, is based on knowledge of traits. The level of educational aspiration of a student is an important motivating factor. Though, a student can take decision about what he or she wants to become in life and what course he or she should study to do so. In well developed countries the school system is so organized that the student can make some anticipating or actual vocational decisions at the end of each stage of education. The students have the freedom to choose from different curricular, hence context the secondary school students have no freedom to choose the



REVIEW THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND EMOTIONAL INTELLIGENCE AMONGST SECONDARY SCHOOL STUDENTS

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Abstract:

This study aims to comprehend the relationship between accomplishment motivation and emotional intelligence and its components, including self-awareness, self-management, social awareness, and relationship management. During present investigation the process and product of these traits in relation to achievement motivation have been studied and it has been found that the creative thought process and the intelligence are having direct relation with achievement motivation. With headings like "Academic achievement and EI," "Emotional Intelligence impacts of achievement motivation," "Secondary students achievement motivation," and "EI effects on students," the literature analyzed and consulted throughout the current inquiry is examined.

Keywords Achievement Motivation| Intelligence| Secondary school students |EI

INTRODUCTION

Numerous studies and surveys show that the desire to achieve success and superiority over others is one of the most significant motivations. Achievement motivation, as defined by McClelland (1985), is the degree to which people differ in their need to work toward obtaining rewards including physical fulfillment, approval from others, and emotions of personal mastery. While Elizor (1987) categorized achievement in the following ways: Cognitive, emotional, and instrumental behavior modality. The nature of the encounter (problem and self- confrontation). A consideration of time (before to, during, and following completion of the work). A motivated individual can be thought of broadly as having cognitions or attitudes that encourage positive achievement behaviors, such as making an effort or persevering through challenges.

In the context of the characteristic Emotional Intelligence model, the term "emotional intelligence" (EI) refers to the capacity to recognize, evaluate, and control one's own emotions as well as those of others, as well as those of groups. There is debate about the various definitions of emotional intelligence that have been put forth. The ability to detect, comprehend, and apply the strength and wisdom of emotions as a source of human energy, knowledge, connection, and influence is what Cooper and Sawaf (1997) define as emotional intelligence. According to Mayer and Salovey (1993), emotional intelligence is the ability to monitor one's own and other people's moods and emotions, to distinguish between them, and to use this knowledge to inform one's thinking and actions. Emotional intelligence consists of several components, including the capacity to accurately identify, assess, and express emotions as well as the capacity to access and/or produce emotions when doing so supports thought.



ANALYTICAL REVIEW OF RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND CREATIVITY

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ABSTRACT

This article examines the relationship between achievement motivation and Creativity among secondary school students. For this purpose the researcher has randomly selected three papers having the same investigation in different times in Indian states. Almost all the three investigations demonstrated either null or weak relationship between achievement motivation and creativity. There was also evidence that this relationship differed depending upon educational stage and which school achievement measure was used, with a stronger relationship existing with achievement tests than for GPA. Intelligence and motivation served as other moderators. Moreover, the results showed that girls were higher than boys in creativity and achievement motivation.

Keywords: Achievement Motivation, Creativity.

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1. INTRODUCTION

The ultimate goal of all education insituations is educate and training the capable People that have desirable capabilities in their career. School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. The primary concern of school is the imparting of academic skills. Achievement motivation is the prime concern of psychologists, educators, learners as well as parents. Achievement is of key importance at the Secondary School stages since it provides a base for higher studies. So, achievement motivation at this stage has to be scrutinized.