Teacher Educators in the State of Punjab: Reforms We Need

Dr. Meharban Singh*

ABSTRACT

The importance of teachers in improving education systems and in fostering individual child development cannot be denied, existing conditions and attitudes hamper their efficiency. However, in the present scenario the ultimate impact factor is the "teacher-educator" and the way she/he is able to handle the classroom transaction because it influences significantly the pupil-teachers or the 'would be teachers'.

In order to deal with this issue properly there is need to thoroughly deliberate on the classroom transaction practices in the colleges of education. Classroom transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the curriculum. Classroom Transaction incorporates effective planning for providing learning experiences for its learners, organization of planning, administration/implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field.

I remained there in the school education system for more than 12 years and now for the last more than 13 years I am a part of teacher education system. I myself as a tutor observed and anticipated several complaints from pupil-teachers, regarding classroom transaction during implementations. I took self assigned research project with the help of my teacher educator friends and found some serious challenges in the way of classroom transaction in the colleges of education, for which we need immediate reforms.

INTRODUCTION

In the education system acceptance of teachers and teacher-educators as key actors in the process of delivery of quality education is a well established fact. Certainly, other factors such as infrastructure, facilities, curriculum, teaching-learning materials and an effective monitoring and evaluation system also play a crucial role in determining education quality.

It has to be emphasized that the Teacher-Taught relationship does not represent another worldly relationship such as parent-child relationship. It is a relationship sui-generis i.e. relationship between the soul of the taught and the soul of the teacher. Thus, when the taught comes in contact with the impersonal personality of the teacher, in the inner realm of his soul, then his inner self bursts forth into a new universe of blossoms.

Initially Guru was a prophet, and then become a preacher, then a teacher in the class room, then a facilitator and now with constructivist approach guru become a producer, who remains behind the screen. Similarly, the taught was a disciple in the initial stage, and then become a supporter, and then a student studying in the class room, then a customer and now taught is going to become a user only.

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A CRITICAL STUDY OF EDUCATIONAL ROLE OF GURDWARAS:

PAST AND PRESENT

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Man is one of The Animals who, through his intelligence, virtues and values has distinguished himself from the animal world and has become the master of the show. However he has retained some animal tendencies in him. Through the process of education, these tendencies are channelized into constructive actions and as a result he becomes a refined person.

Education is to give the answer of all these thought process and have been doing so since centuries. A good many solutions have been worked out. Some aspects are suitable to some culture, while other favour some other aspects.

"Education is a process by which society, through its different institutions deliberately transmits its cultural heritage to its young ones–it accumulated values, knowledge and skills from one generation to another for the betterment of the society." Similarly as an institution Gurdwara occupies a central place to better the society because it is here that the congregation of the Sikhs meets wherein they read and reflect on the divine Word and seek guidance from it in their individual life and at all critical junctures of their community life and jointly they try to transmit their cultural heritage to their young ones.

Research gap

Gill. S.S. 2008, "Gurdwara& Its Politics: current debate on Sikh identity in Malaysia", discusses politics in gurdwaras in Malaysia. Singh M. 2009, "Sikh Model of Education for Complete Living: Role of Gurdwaras", minutely discusses the role of gurdwaras along with educational philosophy of Sikhism. Gallo Ester 2012, "Creating Gurdwaras, Narrating Histories: perspectives on the Sikh diaspora in Italy", explains creation of gurdwaras in Italy and their working. Singh M. 2020, "Guru Nanak's 4 'H' Theory & Role of Gurdwaras". discusses educational philosophy of Guru Nanak & role of gurdwaras for better living. So there is no such study which explains the educational role of gurdwaras in the past and present situation. The present study is the need of the hour.

Delimitation

TEACHER-TAUGHT INTERACTION IN TEACHER EDUCATION INSTITUTIONS: ISSUES AND RESOLUTION

DR MEHARBAN SINGH[1]

ABSTACT

The importance of teachers in improving education systems and in fostering individual child development cannot be denied, existing conditions and attitudes hamper their efficiency. However, in the present scenario the ultimate impact factor is the "teacher-educator" and the way she/he is able to handle the classroom interaction because it influences significantly the pupil-teachers or the 'would be teachers'.

In order to deal with this issue properly there is need to thoroughly deliberate on teacher-taught interactional practices in the colleges of education. Teacher-taught interaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the curriculum. The interaction incorporates effective planning for providing learning experiences for its learners, organization of planning, administration/implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field.

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INTRODUCTION

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It has to be emphasized that the Teacher-Taught relationship does not represent another worldly relationship such as parent-child relation. It is a relationship sui-generis i.e. relationship between the soul of the taught and the soul of the teacher. Thus, when the taught comes in contact with the impersonal personality of the teacher, in the inner realm of his soul, then his inner self bursts forth into a new universe of blossoms.

Initially Guru was a prophet, and then become a preacher, then a teacher in the class room, and then a facilitator and now with constructivist approach guru become a producer, who remains behind the screen. Similarly, the taught was a disciple in the initial stage, and then become a supporter, and then a student studying in the class room, then a customer and now taught is going to become a user only.

So a Guru behind the screen never ever becomes an Ideal for the Chelas. If we want to manifest the human values in generations then we have to re-establish the Teacher-Taught relationship to

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GENDER INEQUALITY
AND
GURU BABA NANAK

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Abstract

Sex and gender-based prejudice and discrimination, called sexism, are major contributing factors to social inequality. Most societies, even agricultural ones, have some sexual division of labor and gender-based division of labor tends to increase during industrialization. The emphasis on gender inequality is born out of the deepening division in the roles assigned to men and women, particularly in the economic, political and educational spheres. Women are underrepresented in political activities and decision making processes in most states in both the Global North and Global South.

Gender discrimination, especially concerning the lower social status of women, has been a topic of serious discussion not only within academic and activist communities but also by governmental agencies and international bodies such as the United Nations. These discussions seek to identify and remedy widespread, institutionalized barriers to access for women in their societies. By making use of gender analysis, researchers try to understand the social expectations, responsibilities, resources and priorities of women and men within a specific context, examining the social, economic and environmental factors which influence their roles and decision-making capacity. By enforcing artificial separations between the social and economic roles of men and women, the lives of women and girls are negatively impacted and this can have the effect of limiting social and economic development. In this paper we will discuss the befitting reply by Guru Nanak and how Guru Nanak conferred dignity on the woman folk and raised their status in the society. Thus Guru Nanak was the first Saint who made a serious attempt to uplift the status of women in the social setup of the world.

{Key words: Feminine, Woman Folk, Subordination, Punjabi Society, Dowry, HIV/AIDS, Female Foeticide, Unfaithfulness, Pangat, Sangat, Dignity of Women]

INTRODUCTION

Cultural ideals about women's work can also affect men whose outward gender expression is considered "feminine" within a given society. Transgender and gender-variantpersons may express their gender through their appearance, the statements they make, or official documents they present. In this context, gender normativity, which is understood as the social expectations placed on us when we present particular bodies, produces widespread cultural/institutional devaluations of trans identities, homosexuality and femininity. Trans persons, in particular, have been defined as socially unproductive and disruptive.

A variety of global issues like HIV/AIDS, illiteracy, and poverty are often seen as "women's issues" since women are disproportionately affected. In many countries, women and girls face problems such as lack of access to education, which limit their opportunities to succeed, and further limits their ability to contribute economically to their society. Women are underrepresented in political activities and decision making processes throughout most of the world. As of 2007, around 20 percent of women were below the $1.25/day international poverty line and 40 percent below the $2/day. More than one-quarter of females under the age of 25 were below the $1.25/day international poverty line and about half on less than $2/day.

Women's participation in work has been increasing globally, but women are still faced with wage discrepancies and differences compared to what men earn. This is true globally even in the agricultural and rural sector in developed as well as developing countries. Structural

GURU NANAK'S CONCEPT
OF
DISCIPLINE AND DISCIPLE

Dr Meharban Singh[1]

In our Indian culture, there has always been great emphasis on disciplining the life and serving the humanity. Education has always been related to discipline and service. In the traditional concept of education, the guru has very often, being imposing his will on the disciple in order to lead to a desirable and predetermined result. But in the modern times, recent developments in the field of psychology have refulgent, the higher respect for disciple's nature. In the words of Brubacher, "of course the principle object of value in the whole educational program is the pupil himself. On this point, the dignity of the individual and respect for human personality, there is as wide agreement among philosophies of education as it is possible to get." The disciple is, now, no longer taken to be a moldable matter in the hands of the guru i.e. the teacher alone. The educational process involves great effort on the part of this disciple. Any kind of development is not possible without conscious strive on the part of the disciple and educational system based on humanistic values.

In this respect what is the idea of Guru Nanak and what does he say to achieve self-discipline and not imposed one? We come across a suitable hymn of the Guru in Rag Prabhati:

"Whoever contemplates the Word, his mind is accustomed to serve others.
Stilling one's ego, one is deemed to have practiced worship, penance and self discipline".
(SGGS. P.1343)

CONCEPT OF DISCIPLINE

Solid and positive learning requires not only interest but also a sustained effort on the part of the learner. And this positive learning is possible only when one leads a well ordered and disciplined life. According to T. H. Green, "That man is free who is conscious of himself as the author of the law which he obeys." When we look around and study the present day situation seriously, we come to the conclusion that the concept of discipline has, accordingly, undergone a great change with modern developments in the sphere of psychology. Discipline is concerned not merely with outward behavior but with the inner motive of conduct also. According to T. P. Nunn, "Discipline is involved in the control of emotions and powers and it is through it that we get the ability to work. The aim of the discipline is the creation of virtues and development of personality." Modern educationists now recommend that an effort be made to help the disciple to

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MENTAL HEALTH IS PREDICTOR OF SOCIAL INTELLIGENCE OF UNDERGRADUATE STUDENTS

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Abstract- Abstract: Social Intelligence is the capacity of a person to know oneself and others in the social environment. This paper deals with the objective of finding the impact of mental health on social intelligence. This was analysed based on seven different variability. The social intelligence was measured using seven different dimensions viz., Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, & Memory. Likewise, the students mental health was measured by using Bhatia mental health battery. A sample of 300 students was drawn adopting simple random sampling technique from Government senior secondary schools of Jalandhar district of Punjab. Descriptive survey method was employed to collect the data. The 't'-test was used for finding the significance of means between dependent and independent variables. The study revealed that there were no significance differences in mental health of rural and urban students. The study also explored that there was a positive relationship between mental health and social intelligence.

Index words: Social Intelligence, Mental Health, Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, Memory Sr. Secondary School Students

INTRODUCTION

Social intelligence is the capacity to know oneself and to know others. Social scientist Ross Honeywell (2015), affirms it is a combined degree of self and social-awareness, advanced social views with approaches, capacity and desire to be able multifaceted social change. Psychologist, Nicholas Humphrey believes that it is social intelligence, rather than quantitative intelligence, that defines who we are as humans.

As with other domains, there are inconsistences within and between the definitions of social intelligence (a capacity or potential) and social competence (an achievement or actualization of potential). Gardner (1983/1993) defined social intelligence (labelled interpersonal intelligence) as the "ability to notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations, and intentions". Goleman (2006) defined social intelligence as "being intelligent not just about our relationships but also in them" .His definition includes both the capacity to be socially aware (with components of primal empathy, atonements, empathetic accuracy, and social cognition) as well as the ability to develop social skill or facility (including components of synchrony, self-preservation, influence, and concern). The latter is Albrecht's (2006) primary focus and he defined social intelligence simply as "the ability to get along well with others and to get them to cooperate with you".

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TheNeed For A Fresh Look At Education And Communication In The Light Of National Development Priorities

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Introduction:

Education and communication are of the utmost importance in conscientizing the young about real socioeconomic development priorities facing the nation.In a developing country with enormous economic, social, cultural and political problems, the elimination of poverty, malnutrition, ill-health and unemployment on a national scale should engage the serious attention of educators and communicators in all the regions. And the media of mass communication should keep the national socio-economic priorities before media users so that the real issues are not lost sight of by the people.

Education is not just a social amenity; It is the foundation of the socio-economicdevelopment of the country. A degree from an educational institution has now become a status symbol in marriage markets. It is also a passport to a job. Social status can be achieved in many ways, theleast important of which it is a degree. This is not to deny the usefulness of higher education to the social progress of a nation, but to emphasize that in a nation faced with enormous economic problems, education just for the dispensation of degrees has no social relevance. According to census 2011, Kerala has the highest total literacy rate and female literacy rate, butin spite of this student unrest, moraldegradation of examiners, marks scandals and many other social evils have been witnessed in this state.

CONTENTS

Educational Philosophy Of Gautama Buddha

Surjit Kaur

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Abstract

This paper throws light on the topic of educational philosophy of Gautama Buddha. Gautama Buddha was a spiritual leader on whose teachings Buddhism was established. He was born sixth to fourth century B.C. born as a prince, he spent his childhood in the lap of luxury. His father trusted that his child would one day become a great king. The prince was avoided all types of religious information and had no clue about the ideas of old age, sickness and death. At long last He discovered Enlightenment, and turned into the Buddha, signifying "stirred one" or "the edified one". Buddhists philosophy of life to get 'Nirvana' from suffering depends on the accompanying eight fold path: Right Faith, Right Resolve, Right Speech, Right Action, Right Living, Right Thought, Right focus, Right Effort. Buddhist Education offered to give education to all. Numerous individuals moved to Buddhist system of education. In Buddhist system Pabbaja was an accepted ceremony of the Buddhist monasteries for admission. Higher education was given to just those students who planned to be monks or nuns. Emphasised both theortical and practical perspectives. These subjects were incorporated into the syllabus of higher education: Buddhism, Hinduism, Jainism, Theology, Philosophy, Metaphysics, Logic, Sanskrit, Pali, Astronomy, Astrology, Medicine, Law, Politics, Administration, Tantrik philosophy. This article discuss about the duties of the teachers were giving education to the students, writing Book, proliferation of religion, discussion, and arrangement of discussion for the explanation of serious subjects.

Keywords:- Educational Philosophy Of Buddha, Aims Of Education, Women Education And Qualities Of Teacher.

Introduction

Gautama Buddha was a spiritual leader on whose teachings Buddhism was established. He is accepted to have lived in eastern India/Nepal during the sixth to fourth century B.C. born as a prince, he spent his childhood in the lap of luxury. He lost his mother at an early age and his doting father attempted his best to fend off his young child from the miseries of the world. When he was a young man, some astute scholars anticipated that he would become either an incredible ruler or a famous spiritual leader. His father trusted that his child would one day become a great king. The prince was avoided all types of religious information and had no clue about the ideas of old age, sickness and death. Once on an excursion through the city on a chariot he saw an elderly person, a diseased individual, and a corpse. This new information about the sufferings on the world offered ascend to a few inquiries inside his mind and the prince before long disavowed all his common issues so as to set out on a journey of self disclosure. At long last following quite a while of thorough examination and reflection, he discovered Enlightenment, and turned into the Buddha, signifying "stirred one" or "the edified one".

In this manner Buddha's enlightenment which he attempted to impart to all individual creatures has come to be known as the four Noble Truths. Four Noble certainties are:

1) There is suffering
2) There is cause of suffering
3) There is cessation of suffering
4) There is a way to cessation of suffering

Buddhists theory of life to get 'Nirvana' from suffering depends on the accompanying eight fold path:

1) Right Faith
2) Right Resolve
3) Right Speech
4) Right Action
5) Right Living
6) Right Thought
7) Right focus
8) Right Effort

EDUCATIONAL PHILOSOPHY OF BUDDHISM

Buddhist Education offered to give education to all. Numerous individuals moved to Buddhist system of education. It was without precedent for India that training was systematized on a huge scale during Buddhist development. It is additionally an authentic reality that with the landing of Buddhist period extraordinary worldwide centres of education like Nalanda, Takshashila, Vikramshila, Ballabhi, Odantapuri, Nadia, Amravati, Nagahalla and Saranath were in unmistakable quality. Educational centres Buddha period created in Viharas and Sanghas.

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19. Creativity - Concepts and Methods of Cultivating

Surjit Kaur

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Abstract

This paper throws light on the Creativity-Concepts and Methods Of Cultivating. It is a type of creativity in which new thoughts are advanced and that new thoughts are basic to the development of human culture. Creativity is characterized as the inclination to produce or perceive thoughts, options or possibilities outcomes that might be useful in solving problems communicating with others and engaging ourselves just as others. Creativity began with the advancement of human culture. At first there was relationship of Creativity with knowledge, conscience and foreshadow, yet later on scientific disclosures provided right guidance to it. Creativity can be characterized on an assortment of levels: cognitively, mentally, socially, economically, spiritually and from the point of view of various trains inside expressions of the human experience, sciences, and humanities. Creativity is fundamentally present. It varies as according to the intellectual capacity. This article discuss about the nature, characteristics and methods of creativity.

Keywords: Creativity, components and methods of creativity.

Introduction

"There is no uncertainty that creativity is the most imperative human resource of all. Without creativity, there would be no development, and we would be forever repeating similar examples."

The importance of creativity is to think or accomplish something in a different way. It is a type of creativity in which new thoughts are advanced and that new thoughts are basic to the development of human culture. Creativity is characterized as the inclination to produce or perceive thoughts, options or possibilities outcomes that might be useful in solving problems communicating with others and engaging ourselves just as others. As such, it tends to be said that creativity is the strength or ability to exact and make any new object. In spite of the fact that oddity is given extraordinary significance in creativity, yet a creative individual can present old items in new forms as opposed to concocting any new object. Elements like creativity,

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5. Critical Thinking and Ways to Improve it

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Abstract

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking has been the subject of much debate and thought since the time of early Greek philosophers such as Plato and Socrates and has continued to be a subject of discussion into the modern age, for example the ability to recognise fake news. Critical thinking might be described as the ability to engage in reflective and independent thinking. In essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information. Critical thinkers rigorously question ideas and assumptions rather than accepting them at face value. They will always seek to determine whether the ideas, arguments and findings represent the entire picture and are open to finding that they do not. Critical thinkers will identify, analyse and solve problems systematically rather than by intuition or instinct. The present paper will present the concept of critical thinking and the various methods which develop critical thinking among the learners.

Keywords: Critical thinking, learner, student, self analysis.

Introduction

Critical thinking means making reasoned judgments that are logical and well-thought out. It is a way of thinking in which you don't simply accept all arguments and conclusions you are exposed to but rather have an attitude involving questioning such arguments and conclusions. It requires wanting to see what evidence is involved to support a particular argument or conclusion. People who use critical thinking are the ones who say things such as, 'How do you know that? Is this conclusion based on evidence or gut feelings?' and 'Are there alternative possibilities when given new pieces of information?' "Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe and do." **Robert H. Ennis**. With development of education system the critical thinking also require to develop because it helps to enhance skills, update the knowledge, economy among the learners. So critical thinking needs to develop because of:

Critical Thinking in the Classroom

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Abstract

Critical thinking in the classroom is a common term used by educators. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating information gathered from or generated by observation, experience, reflection, reasoning or communication as a guide to belief and action ("Scriven, 1996"). The challenge, of course is to create learning environments that promote critical thinking both in the classroom and beyond. Teaching practicing critical thinking provides adults with the opportunity to embrace and take charge of their learning. Typically, students who implement critical thinking skills approach the courseware in a more thoughtful and effective manner, ask more challenging questions and participate in the learning process more intensely. To promote the critical thinking among the students various types of teaching strategies can be used by the teacher in the classroom.

Introduction

The basic idea undergirding the study of critical thinking is simple to determine strengths and weakness in one's thinking in order to maintain the strength and make improvements by targeting the weaknesses. **Vincent Ruggiero** writing in "The art of thinking : A guide to critical and creative thought describes thinking as "any mental activity the helps formulate or solve a problem, make a decision, or fulfill, a desire to understand. It is searching for answers while reaching for meaning" (**Ruggiero, 2012 p.4.**).

Guru Nanak's 4 'H' Theory and Role Gurdwaras

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Sikh Gurdwara is a place usually for congregational worship of God, and not of Guru, in the presence of Sri Guru Granth Sahib. The installation of Sri Guru Granth Sahib is an essential feature of Gurdwara. Another important feature of Gurdwara is its being a public place without any distinction of caste, class, status or sex. Gurdwara always remains a school for the disciples and educational role of gurdwara has utmost importance in the lives of Sikhs. Guru Nanak the first guru knew the reality of life. His study was vast while travelling so far off lands and by meeting the religious leaders of different religions at their respective center. He thus acquired knowledge about the attitude and approach of these heads towards the art of living. He believed that knowledge of reality of life could not be acquired only through intellect; however, it can be realized through inner experience i.e. spiritual development. For him intellectual development is to pave the way for spiritual experience. It is a step to show the right direction. Here researcher will analyse the educational theory of Guru Nanak and the role of gurdwaras for the same.

Key Words

Guru Nanak, education, 4 'H', gurdwara, dharamsal, educational role, gurdwara practices

Introduction

Gurdwara is a place of worship for Sikhs. In the Gurdwara no ritual is performed. Sikh form of worship, individual or congregational, consists of recitation or singing of *Gurbani* the scriptural texts on the Name of God and *Ardas*, the supplication. Gurdwara is a place usually for congregational worship of God, and not of Guru, in the presence of Sri Guru Granth Sahib. The installation of Sri Guru Granth Sahib is an essential feature of Gurdwara. Another important feature of Gurdwara is its being a public place without any distinction of caste, class, status or sex.

Historically speaking this place of worship was known as *Dharamsal*, as initiated by Guru Nanak. Bhai Kahan Singh Nabha a prominent and authoritative Sikh scholar writes the meaning of Gurdwara in *Mahan Kosh* (The Encyclopaedia of Sikh Literature) as noun i.e. Guru's house; a religious temple of Sikhs; the place constructed by any one of the Ten Sikh Gurus for the purpose of religious preaching or where Sri Guru Granth Sahib is installed. From Guru Arjun Dev these religious temple were called Dharamsal .

"At the Guru's door (Gurdwara) one hears the God's praise.
Meeting with true guru, one utters the Lords praise with the mouth.

Revive Guru-Chela Relationship as Enunciated in Scriptures For Quality Academic Life

Dr Meharban Singh[1]

Abstract

Concept of Guru-Chela relationship is one of the most important characteristics of Indian culture. All religious scriptures unanimously declare the importance of the Guru-Chela relationship in the religious as well as academic life of a human being. Quality of academic life can be assured or promised only in the light of our scriptures.

According to Hindu Scriptures, QuranMajeed and Sri Guru Granth Sahib the Guru-Chela relationship is esteemed because every type of education have the same process. After discussing the scriptures, we will try to examine how Guru-Chela relationship moved from Prophet-Guru to constructivist-Guru and from Disciple-Chela to user-Chela. That is why human relations are collapsed and indifferent attitude developed towards human values. It's time to reveal ideal form of Guru and there is a need to re-establish traditional Guru-Chela bond or relationship.

Introduction:

The concept of Guru is important feature of Indian culture. All the religious scriptures announce the importance of the Guru in the religious and academic life of a man. Before entering into discussion about the nature of Guruship it is necessary to understand the literal meaning of the word Guru.

According to Hindu shastras (scriptures) the word 'Guru' has been derived as Gur+u, here 'u' means ignorance and Gur means to kill, to eat i.e. the one who kills ignorance is a Guru. Or Gr+u, here 'u' means ignorance and 'gr' means to swallow i.e. one who swallows the ignorance is a Guru.

The tantra literature all the time explains the word Guru in a significant and meaningful way. According to KulranvaTantra Guru= Gu+ru, here 'Gu' means darkness and 'ru' means what restrains i.e. who restrains darkness of ignorance is the Guru. Or Guru=Gu।r।u here 'gu' signifies wealth of knowledge, 'r' illuminator and 'u' identifies with Shiva; one who contains these three is Guru. Or Guru=gu+ru here 'gu' means truth of the self and 'guhya'(secret) and 'ru'

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Employee Engagement As An Essential For Performance Of Teachers

Dr. ... Shubh Gupt

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Abstract

Dynamic work place environments require employee work engagement. Employee engagement refers to the degree to which employees are focused on and present in their roles. In today's competitive framework of work place environment employees may tap their cognitive and motivational limits and this may strain employees' attentiveness and engagement. This paper reviews research studies of employee engagement and performance. The Work Culture of those in Educational Institutions requires active engagement of teachers which affects their performance.

Keywords: Employee Engagement; Work Engagement; Job Performance; educational institutions

Employee Engagement As An Essential For Performance Of Teachers

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Abstract: *Dynamic work place environments require employee work engagement. Employee engagement refers to the degree to which employees are focused on and present in their roles. In today's competitive framework of work place environment employees may reach their cognitive and motivational limits and this may strain employees' attentiveness and engagement. This paper reviews research studies on employee engagement and performance link. Work Culture of today in Educational Institutions requires active engagement of teachers which affects their performance.*

*Keywords: Employee Engagement, Work Engagement, Job Performance, Educational Institutions.*

1. EMPLOYEE ENGAGEMENT

Kahn (1990) defined Personal Engagement as "the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" Kahn (1992) suggests that engagement captures an employee's psychological presence, or "being there." Psychological presence is defined as the extent to which people are attentive, connected, integrated, and focused in their role performances.

Rothbard (2001) is of the view that Work engagement is a positive, fulfilling, work-related state of mind that is persistent and pervasive. It is not focused on any particular object, event, individual or behaviour. Employee Engagement, Work Engagement are terms used interchangeably (Shaufeli 2010)Schaufeli et al. (2002) which describes employee/ work engagement as "a positive, fulfilling, work-related state of mind that is characterized by vigor (e.g., being highly energetic), dedication (e.g., being highly involved in work), and absorption (e.g., being highly concentrated in work)". Other terms used are like organizational engagement and job engagement.Saks (2006)defined Job engagementas "the extent to which anindividual is psychologically present in a workrole".

Macey and Schneider (2008) as cited in Nienaber and Martins (2014) proposed a framework of employee engagement at three levels viz: Individual-, team/department- and organizational level. Individual level includes factors of Trait, State and behavioural engagement which are influenced by work design, leadership and trust representing the team level. These aspects are in turn influenced by vision, mission, goals and strategy which are anchored in competitive advantage of the organization and represent the organizational level

Shuck andWollard(2010) defines employee engagementas "a cognitive,emotional, and behavioural state directed towarddesired organizational outcomes".Christian et al. (2011) state Work engagementas "a relatively enduring state of mind referring to the simultaneous investment of personal energies in the experience or performance of work".

...Students in relation to their

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Consequences Of Cyberloafing –A Literature Review

Dr. Nimisha Beri, Professor ; Shilpi Anand

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Abstract

The study explores Cyberloafing which is a multidimensional construct. Initiated as usage of workplace web resources for personal use by employees. In the current scenario it has shifted to usage of internet on mobile technologies viz smart phones, tabs, laptops at work for personal use. Consequently our study investigated researches which present Cyberloafing as a construct that hampers the workplace performance, is a mode of distraction and rob organisational working hours. However according to some other researches Cyberloafing has positive impact on behavioural patterns of employees and is mentioned as enjoyable break leading to recovery from monotony and

Journal Information

Consequences Of Cyberloafing – A Literature Review

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Abstract: The study explores Cyberloafing which is a multidimensional construct. Initiated as usage of workplace web resources for personal use by employees, in the current scenario it has shifted to usage of internet on mobile technologies viz. smart phones, tabs, laptops at work for personal use. Consequently our study investigated researches which present Cyberloafing as a construct that hampers the workplace performance, is a mode of distraction and rob organizational working hours. However according to some other researches Cyberloafing has positive impact on behavioural patterns of employees and is mentioned as enjoyable break leading to recovery from monotony and stress at work.

Keywords: Cyberloafing, Personal Web Usage, Cyber Slacking

1. INTRODUCTION

Communication technologies have widened all venues of our lives by influencing our social structures, personal behaviors and cultural products. With the advent of communication technology our workplaces have become internet dependent. The scenario of our workplaces has become more flexible, open, and autonomous due to Internet. ICT has revolutionized the working styles of employees in all sectors and improving their productivity and efficiency. But technology is also leading people to misbehave or indulge into counter work productive behaviour. Internet is now not only available for usage at workplace but also in our pockets in form of hand held computer i.e. mobiles. So the boundary between legitimate usage and personal usage of internet while postponing one's duties in hand at workplace is issue of the present era. When duties are postponed for personal work then the behaviour of employee becomes production deviant and delineates the quantity and quality of work.

Personal usage of web resources is referred as 'Cyberloafing' (Lim 2002). Personal use of Internet at work have been proposed by researchers by different terms such as 'Cyberslacking' (Marron 2000; Vitak et.al., 2011), 'Personal web usage' (Anandarajan and Simmers, 2005), and even more serious terms of 'Problematic Internet Use' (Davis, Flett, and Besser, 2002), 'Internet Addiction' (Griffiths, 1996; Young, 2004). One of the old terms given by Guthrie and Gray (1996) related to personal use of internet at work is 'Junk Computing' which means using the internet in such a way that it does not leads to achievement of organizational goals.

The term Cyberloafing when coined by Lim(2002) was referred in context of usage of organization or companies internet for personal work but with advent of communication technology and availability of mobiles in our hand the scope of personal internet usage has expanded from office internet to usage of internet on any computing device during our

Personal Adequacy of Senior Secondary School Students in relation to their Psychological Well Being

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Abstract:

Today many social problems afflict society—inequalities in education, health, and economic outcomes; political polarization; and intergroup conflict. But these social problems share a psychological commonality .People have a basic need to maintain the integrity of the self, a global sense of personal adequacy.The present study aimed at studying the differences in psychological wellbeing of adolescent against personal variables. The hypothesis that adequacy of resources is related to personal well-being ,The study was conducted on a sample of 300 students studying in +1 standards randomly selected from government and private schools. Rao Social Maturity Scale (RSMS) developed by Nalini Rao (1998) was used to measure the personal adequacy of adolescents. Psychological Well- Being Scale By Dr. Devender Singh Sisodia was administered to the sample. Data was analysed using mean, SD and 'One way analysis of variance. Results revealed that there is significant difference in Personal adequacy of senior secondary school students in relation to their High, Averages and Low Psychological Well –Being, High, Averages and Low life satisfaction, High, Averages and Low Efficiency, and High, Averages and Low Sociability. So the students having act of satisfying, or the state of being satisfied; gratification of desires; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands have more Work Orientation which means they have manifest in the perception of work related skills, develop proper attitudes towards work in items of knowledge , competent in performing tasks. Students who are able to produce an effect or effects, having efficient power, effectual agency have Self-Direction. They have capacity to independently act and exercise control over one's actions. Students having quality or state of being sociable directing himself and his actions with a feeling of security and full faith in one's efforts. High Psychological Well –Being students have Ability to Take Stress. They   exhibit appropriate emotional stability and react without embarrassing either himself of the group and also involve ability to undertake challenging tasks with assurance.

Key words: Personal adequacy, Psychological Well Being, Life Satisfaction, Efficiency, sociability, Mental-Health, and Interpersonal Relations, Senior Secondary School Students

INTRODUCTION

In recent years, interest in positive conceptualizations of health and well-being has grown steadily in the behavioural sciences as well as in society more generally. Adequacy is the state of being sufficient for the purpose concerned. The meaning doesn't suggest abundance or excellence, or even more than what is absolutely necessary. Adequacy is simply the state of sufficiency. There is a current of equality running through the noun adequacy. Courson, C. C. (1968) conducted a study and results support the hypothesis that a relationship would exist between external ratings of adequacy and the extent to which was self-aware and self-approving. Soomi Lee, Susan M. McHale, Ann C. Crouter, Erin L. Kelly, Orfeu M. Buxton & David M. Almeida (2017) Perceived time adequacy improves daily well-being: day-to-day linkages and the effects of a workplace intervention. Community, Work & Family. Ranjani H. Selvadurai (1991) conducted study on Adequacy of selected services to international students in an urban technical college. and the purpose of the study was to evaluate the adequacy of selected academic and personal services to international students at New York City Technical College of the City University of New York. The findings indicated that academic needs of international students were not satisfied even to minimum levels, and two areas of personal needs attained minimum satisfactory levels.

The importance of well-being has been widely acknowledged over the past twenty years by psychologists. But the concept itself is surprisingly complex.Deci & Ryan (2008) defined that Psychological well-being is usually conceptualized as some combination of positive affective states such as happiness (the hedonic perspective) and functioning with optimal effectiveness in individual and social life (the eudaimonic perspective). As summarized by Huppert (2009) defined that Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively." By definition therefore, people with high PW report feeling happy, capable, well-supported, satisfied with life, and so on.F Recarl J. et.al Western Carolina Center(1988) conducted research on Family Resources, Personal Well-Being, And Early Intervention and the results are discussed in terms of assisting families to meet self-identified needs before asking them to carry out professionally prescribed child-level treatments as part of their involvement in early intervention programs.

Psychophysically healthy, emotionally and well adjusted, secure individuals, do tend to possess better interpersonal as well as social adequacy, which not only contribute to better work ethics and personal adequacy but also overall optimistically influences

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Problem Solving and Reasoning ability in Mathematics of Senior Secondary School Students in Relation to Emotional intelligence

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Abstract

Problem-solving is the primary purpose of the mathematics curriculum Problem-solving abilities influenced beliefs and emotional intelligence. Emotional intelligence EI is the rudder for feeling, thinking, learning then problem-solving processes. The objective of this study was to determine the relation of students' problem solving ability after the implementation of emotional intelligence and to see the interaction between various dimensions of emotional intelligence with problem solving ability. The method with the design of this research was survey. The research design for the study was survey method. Quantitative approach is applied in this study The instruments used for the study were the Emotional Intelligence Inventory by Anukool Hyde And Sanjyot Pethe (2001) and Mathematics Test divided questions in to different segments to find out Problem Solving and Reasoning ability of students prepared by investigator.. The Emotional Intelligence Inventory has reliability coefficient of+ 0.91 while the Mathematics Test has reliability coefficient of 0.90. The population for the study was the senior secondary school students from Govt. and Private Schools from Jalandhar District. For their selection, random sampling technique has been employed. Out of the selected schools investigation has been carried out on 300 students of Govt. and Private Schools. The responses of the students to the instruments were scored and analyzed using mean and one way analysis of variance. It was found from the statistical evidence that Mathematical problem solving significantly different in relation to High, Average and Low self awareness and appraisal (DI- of Emotional intelligence) High, Average and Low Self Regulation and Responsibility (DII- of Emotional intelligence), High, Average and Low Self Esteem And Confidence (DIV- of Emotional intelligence), High, Average and Low Empathy and Acceptance of others, (DV- of Emotional intelligence), High, Average and Low Emotional intelligence .It was also found from the statistical evidence that Mathematical Reasoning ability significantly different in relation to High, Average and Low self awareness and appraisal (DI- of Emotional intelligence) High, Average and Low Self Regulation and Responsibility (DII- of Emotional intelligence) High, Average and Low Self Motivation (DIII- of Emotional intelligence) High, Average and Low Emotional intelligence.

Key words- *Emotional Intelligence, Problem Solving, Reasoning ,Self Awareness And Appraisal, Self Regulation And Responsibility ,Self Motivation ,Self Esteem And Confidence ,Empathy And Acceptance Of Others, Interpersonal Relations And Social Skills, Senior Secondary School Students*

INTRODUCTION

Education is the most powerful weapon which you can use to change the world. As boring as math may seem, her study translates into benefits for education and for our life in general as Mathematics makes our life orderly and prevents chaos. Certain qualities that are nurtured by mathematics are power of reasoning, creativity, abstract or spatial thinking, critical thinking, problem-solving ability and even effective communication skills. . Germi,(2006) described that People with problem solving skills; innovative, responsible, flexible, courageous, adventurous, different thinker, self-confident, logical, objective, comfortable, emotional, energetic, effective, creative and producer has a structure. These characteristics are important for the success of one's life.

The main reason for learning about Math is to become a better problem solver in all aspects of life. Problem solving is a heart in the study of mathematics. The importance of teaching mathematics and learning mathematics is to develop the abilities of solving problem in mathematics and to find the solution of problems in daily life. Siregar, Nurdiana. (2017) described that Mathematical problem solving is one of the most important topics to learn and also one of the most complex to teach. The main goal in teaching mathematical problem solving is that students develop a generic ability to solve real life problems and apply mathematics in real life situations. Wahyudin, (2008) emphasizes problem solving as focus central in mathematics curriculums. The regulation of education minister No. 22 in 2006 about the content standard stated the purpose of mathematics learning. i.e. the students have a problem solving ability. The results of the study Joseph (2011) concluded that in future mathematics assessment should not on the written test analysis, but analysis of increasing affective students also needs to be done

NCTM viewed that Reasoning is a basic skill in understanding mathematics. Reasoning making help students develop connections between new learning and their existing knowledge. increasing their likelihood of understanding and retaining the new information. So, high school mathematics programs must give attention to developing these reasoning habits on a containing basis-not as a set of new topics to be taught but as an integral part of the curriculum . Baroody Rohana, (2015) mentions at least four important reasons why reasoning is important for mathematics and everyday life. Kilpatrick, J., Swafford, J., and Findell, B. (eds.). (2010) explained that Reasoning is a type of high-order thinking skills. Mathematical reasoning refers to the ability to formulate and represent a given mathematics problem, and to explain and justify the solution or argument Lithner, J. in his research "Mathematical reasoning in task solving", suggests that "reasoning is the line of thought adopted to produce assertions and reach conclusions in task solving. It is not necessarily based on formal logic, thus not restricted to proof, and may even be incorrect as long as there are some kind of sensible (to the reasoner) reasons backing it". The results of this TIMSS study show that different methods and techniques are required for students to develop reasoning skills. In addition.

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USE OF READING SPACE AND LIBRARY RESOURCES: CASE STUDY OF BHAI KAHN SINGH NABHA LIBRARY, PUNJABI UNIVERSITY, PATIALA (PUNJAB)

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This study aims to investigate the use of reading space and library resources by the users of Bhai Kahn Singh Nabha Library, Punjabi University, Patiala, PUNJAB. This study is based on the primary data collected from the readers who were studying in the Main Reading Hall and Night Reading Hall of the library. The findings of the study show that maximum number of respondents depend upon the internet to a medium extent. There is a good number of respondents who believe that with the advent of the Internet there is no decline in the use of library. The respondents visit reading halls daily for their academic work, research and for the preparation of competitive exams. This study will help to improve the services of the library, users' needs and problems faced by them while using the library and the reading space.

Keywords: Library and the Internet, Library Resources, Library Use, Patiala, Survey, Punjabi University, Reading Space.

INTRODUCTION

A university library plays a pivotal role in education, teaching and research by providing a variety of resources and services in different formats to meet the information needs of the academic communities. The main aim of a university library today is to develop information literate students who are independent learners, critical thinkers and are aware of their information needs. A student can develop critical reading, learning and research skills by continuous reading. But it is believed that the reading culture among the present generation students is declining day by day due to various reasons such as availability of readymade study material on the internet, easy availability of smart phones and the growth of various social media apps such as Facebook, Instagram, Twitter and Whatsapp, etc. which keep the students engaged in such a way that they spend their valuable time on these things instead of reading. But personal experience of the author at the Bhai Kahn Singh Nabha Library of Punjabi University, Patiala reveals

A Study on Understanding the Need of Self-Regulated Learning for Positive Attitude of Senior Secondary School Students

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ABSTRACT

What exactly is positive thinking? You might be tempted to assume that it implies seeing the world through rose-colored lenses by ignoring or glossing over the negative aspects of life. However, positive thinking actually means approaching life's challenges with a positive outlook. The study hypothesizes a role of Self-Awareness, Planning & Goal-Setting, Self-Motivation, Self-control, Self-Evaluation, and Self-Modification on positive attitude. At this descriptive- analytical research, the sample size included 300 students that were selected as random sampling method. Dr. Madhu Gupta and Ms. Dimple Mehtani self-regulation questionnaires and Dr. Arun Kumar Singh Self-efficacy scale was used to measure the positive attitude of students for data collection. Data gathered were analysed using SPSS-16 software program. There exists significant difference in Positive Attitude of secondary school students in relation to High, Average and Low (SRL), High Average and Low Self-Awareness, High, Average and Low Planning & Goal-Setting, & High Average and Low Self-Control. So it was found that self-regulated learning, Self-Awareness, Planning & Goal-Setting& Self-Control is a key in the hand of teachers to keep a set of ideas, values and thoughts that tend to look for the good, to advance and overcome problems, to find the opportunities in every situation and to look, helps the students to see the bright side of life'& comprise courage and exceed oneself, getting up whenever one falls.

Key words: *Self-Awareness, Planning & Goal-Setting, Self-Motivation, Self-control, Self-Evaluation, and Self-Modification, positive attitude, Secondary School Students*

Accept yourself, love yourself, and keep moving forward. If you want to fly, you have to give up what weighs you down— Roy T. Bennett, The Light in the Hear

INTRODUCTION

In recent years, the so-called "power of positive thinking" has gained a great deal of attention. Attitude is defined as the mental position that represents an individual's degree of like or dislike for an item - a generally positive or negative view of a person, place, thing, or event. A positive attitude is, therefore, the inclination to generally be in an optimistic, hopeful state of mind. Seligman, M. (2006) defined that positive thinking is a mental attitude that admits into the mind thoughts, words, and images that are conducive to growth and success [12].

Metacognition and Self-Regulated Learning is Predictor of Self-Efficacy of Senior Secondary School Students

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Abstract: This paper explains how our self-efficacy influenced by metacognition and self-regulated learning. Self-efficacy focuses on ability to successfully accomplish a particular task with no need for comparisons. Self-efficacy beliefs require the presence of specific cognitive capacities, and regulation including the ability to set goals, self-monitor, reflect, and make judgments. Examining the self-regulated learning skills and cognitive capabilities of students is essential for understanding the maintenance of self-efficacy. Self-efficacy judgments require a similar series of cognitive and Meta cognitive processes, self-regulation including self-observation, self-judgment, and self-reaction. This study is an applied research and the method is survey and the data collection method was a quantitative research. The population consisted of sr.secondary school students of 10 Govt. and Private Schools from Jalandhar District so 300 students selected randomly by using random sampling technique as samples. Measurement tools are standard questionnaire. The results of two way analysis showed that there exists significant difference in self-efficacy in relation to metacognition and not in case of self-regulation only but interaction is significant .further there exists significant difference in all dimensions of self-efficacy (self-confidence, efficacy expectations, positive attitude and outcome expectations) in relation to their metacognition. Also there exists significant difference in two dimension of self-efficacy (self-confidence positive attitude) in relation to their self-regulated learning and In case of interaction effect was found to be significant

Key words-Metacognition, Self-Efficacy, Dimensions of Self Efficacy (self-Confidence, Efficacy Expectations, Positive Attitude and Outcome Expectations) Senior Secondary School Students,Self-Regulated Learning.

Introduction

Self-efficacy is an individual's belief in his or her innate ability to achieve goals. Albert Bandura (1982) defines it as a personal judgment of "how well one can execute courses of action required to deal with prospective situations". Stajkovic, A. D. & Luthans, F. (1998) found that Individuals who have high self-efficacy will exert sufficient effort that, if well executed, leads to successful outcomes, whereas those with low self-efficacy are likely to cease effort early and fail. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy; the dynamics of self-efficacy, and lack thereof, in many different settings; interactions between self-efficacy and different psychological attributes. Erlich, (2011) defined that Self-regulated learning refers to the process when learners actively take control of and are responsible for their learning Zimmerman (2008:),defined that self-regulating learning as those self-governing processes and self-beliefs that facilitate the student's transformation of

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SOCIAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR MENTAL HEALTH AND PARENTING BEHAVIOUR STYLE

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Abstract: The purpose of this paper is to examine the social intelligence of the sr.secondary school students in relation to mental health and parenting styles. This study is an applied research and the method is survey and the data collection method was a quantitative research. The population consisted of sr.secondary school students of, six Govt. and Private Schools from Jalandhar District so 300 students selected randomly by using random sampling technique as samples. Measurement tools are standard questionnaire. The results of two way analysis showed that there exists significant difference in social intelligence of sr sec school students in relation to mental health and parenting styles but interaction is not significant .further there exists significant difference in social intelligence (patience, cooperativeness, confidence and recognition of social environment) in relation to their mental health. Also there exists significant difference in social intelligence (patience, confidence) in relation to their parenting styles. In case of interaction effect patience, cooperativeness, and confidence was found to be significant

Key words: Social Intelligence, Mental Health, Parenting Styles, Sr.Secondary School Students

INTRODUCTION

Social intelligence is the capability to effectively navigate and negotiate complex social relationships and environments Cantor and Kihlstrom (1987) defined social intelligence as individual's fund of knowledge about the social world. Rapaport Gill & Shafer (1968) Campbell & McCord (1996), stated that "social intelligence is just general intelligence applied to social situations.. Social scientist, Dr Ross Honeywill (2015)views social intelligence as an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. Social intelligence (Gardner's "*interpersonal* intelligence") is separate from, but complimentary to emotional intelligence (Gardner's "*intrapersonal* intelligence"); we need both models in order to understand ourselves and the way we interact with others Zirkel, S. (2000) showed that social intelligence is closely related to one's own, personality and individual behavior. Those with social intelligence are fully aware of themselves and understand their environment.

Recent brain research suggests that we are wired to connect to others. Not only do our relationships and sociable behavior shape our experiences, our relationships also influence our brains. People can "catch" emotions from one another via facial expressions, moods, and other subtle ways. In fact, the more strongly we are emotionally connected to the person we are interacting with, the stronger the impact on the brain. Mohtasham (2009) suggested that Mental health and hygiene is think health and power compatibility with the environment and those around World health organization (2010) defined mental health as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community Mental health is a successful mode of mental interaction that their result is productive activities, satisfying relationships with others, ability to adapt to changes and deal with harsh. Seyyed Mohseni(2006) found the Role of Mental health is undeniable from early childhood until death, developing thinking skills, communication, learning, emotional growth, flexibility and self-esteem. These factors help to person until play a role in society .Because of this interconnectedness, individuals with high SI have the power to create positive feelings in the people they work and play with.

Bhatia (1982) studied mental health and social intelligence as the ability to balance feelings, desires, ambitions and Ideas in one's daily living. Bernard (1982) emphasized that the mental health of teachers will be considered by their attitude towards the profession and the social intelligence. Chauhan (1987) also opined that mental health is a condition that permits the maximum development of social intelligence. Wilkinson et al (1998) found that social intelligence improves as people have greater control over their mental health. Surgeon General's report (1999) found mental health is a state of successful performance of mental function resulting in increased social intelligence, productive activities, fulfilling relationships with other people and the ability to adopt to change and cope with adversity.Khoshakhlagh & Faramarzi (2012) investigated the relationship between social intelligence and mental health among high school students is the city of Iran (Rasht) Findings showed that there is significant relationship between components of social intelligence of students with mental health that predictive variables can explain about 29 percent of criteria variable.

Darling N, Steinberg L (1993) told that Parenting styles, that is, parents' typical attitudes and behaviors which form the emotional climate in which parents raise their children, Aunola K, Ruusunen AK, Viljaranta J, Nurmi JE (2015) have been suggested to play an important role in children's social and emotional development For example, affective and warm parenting (i.e., parents' responsiveness, supportiveness, and involvement), as well as behavioral control (e.g., clear rules and limit setting) .Hart CH, Newell LD, Olsen SF (2003) deployed by parents have been shown to be related to low levels of problem behaviors and depressive symptoms among children.

MATHEMATICS ANXIETY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO INTERPERSONAL RELATIONS ,SOCIAL SKILLS , SELF EMPATHY AND ACCEPTANCE OF OTHERS EMOTIONS WITH METACOGNITION

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Abstract -Math anxiety has been found to be an emotional problem that has a negative effect on students' academic performance across different levels of education. Math anxiety has several inherent challenges related to its study .This type of anxiety could be related to certain cognitive and emotional processes. The objective of the study was to examine the math anxiety in relation to handling emotions in relationships (interpersonal relations), Reading social situations and networks(social skills) able to take others perspective(Self Empathy And Acceptance Of Others) with metacognition. Math students (n=300) from a senior secondary school were surveyed for their mathematics anxiety level The Mathematics Anxiety Scale (Mas-Mskt) (2012) By Dr. Sadia Mahmood and Dr. Tahira Khatoon and Metacognition Inventory (2003) By Dr. Punita Govil Was administered to measure math anxiety and metacognition respectively. The emotional intelligence test by Dr. Sarabjit Kaur was used to measure Interpersonal Dealings, Social Skills, Self-Empathy and Acceptance of Others Emotions. The results show that students having high interpersonal relations has less mathematics anxiety. Students having high social skills has less mathematics anxiety. Students with low social skills and high metacognition has more mathematics anxiety. Students with high social skills and high metacognition has less mathematics anxiety. Students having high empathy and acceptance of others emotions has less mathematics anxiety. Students with low empathy and acceptance of others emotions and high metacognition has more mathematics anxiety. Students having high metacognition has a smaller amount of math anxiety belonging to group -interpersonal skills, social skills and empathy and acceptance of others emotions

INDEX WORDS- Mathematics Anxiety Interpersonal Relations, Social Skills, Self-Empathy and Acceptance of Others Emotions Metacognition, Senior Secondary School Students

Introduction

Mathematical confidence has become increasingly important in our society because of the connection mathematics has with science and technology. Recent research works has demonstrated that math anxiety is more than just the product of poor math skills. Emotional and social factors may play a key role in understanding what it means to be math anxious, and hence may aid in attempts to sever the link between math anxiety and poor math performance.Kranz, cited in Perry, 2004, defined that Math anxiety is "an inability by an otherwise intelligent person to cope with quantification, and more generally, mathematics", .Similarly Richardson & Suinn, cited in Baloglu, (1999) described math anxiety as "the feelings of tension and anxiety that interfere with the manipulation of numbers and solving of mathematical problems in a wide variety of ordinary life and academic situations"., Kitchens (1 995, p. 6) indicated that "any feeling that prevents you from learning math in a natural way as you did as a young child is math anxiety."

Of the wide range of affective variables related to teaching and learning mathematics, mathematics anxiety has been the most actively researched. Mathematics anxiety is a complex construct and has been defined in numerous ways. Gresham, (2007) defined Mathematics anxiety as both a cognitive dread of mathematics, and a learned emotional feeling of intense frustration or helplessness about one's ability to complete mathematical tasks .Accordingly, the influence of affective factors in mathematics has become a significant focus in mathematics education research and within this, understanding the relationship between affective factors such as self-efficacy and mathematics anxiety. Social Cognitive Theory (Bandura, 1986) is a useful framework for understanding these factors. In this theory, learners do not learn in isolation but reflect and assimilate observed actions and interactions that are presented in their environments.

Mathematics is an affective process that has both social and emotional factors that are continually interacting. Else-Quest, Hyde, & Hejmadi, (2008, p. 5) elaborated that Mathematics is often thought of as a purely intellectual and unemotional activity. Recently, researchers have begun to question the validity of this approach, arguing that emotions and cognition are intertwined.Kaasila, 2007;Lutovac & Kaasila, (2009) includes the narratives of seven students found and that they will not only provide a deeper understanding about the important role of emotions in mathematics education

Anthony & Walshaw, (2007) viewed that Mathematics is a powerful social entity. The mathematics community has recognised that succeeding at mathematics is not just about the classroom exercise involving pencil, paper, number lines and an infinite set of word

Efficacy Expectations and Outcome Expectations of Senior Secondary School Students in Relation to their Self-Regulated Learning

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Abstract: Expectation is defined as believing that something is going to happen or believing that something should be a certain way. It also refers to anticipating with confidence of fulfilment. A research underwent with the general objective of proving the effectuality of keeping fit in self-regulated learning strategies on efficacy expectations as well as outcome expectations in senior secondary school students. The study also postulates a role of Self-Awareness, Planning & Goal-Setting, Self-Motivation, Self-Control, Self-Evaluation, and Self-Modification on Efficacy and Outcome Expectations. At this descriptive-analytical research, the sample size included 300 students that were selected as random sampling method. Dr. Madhu Gupta And Ms. Dimple Mehtani self-regulation questionnaires and Dr. Arun Kumar Singh Self-efficacy scale was used to measure the Efficacy Expectations and Outcome Expectations of students for data collection. Data gathered were analysed using SPSS-16 software program. The results showed the training of self-regulated learning strategies produced a meaningful rise in efficacy levels in students. Students who has ability to recognise himself and closely related to the introspection, able to analysis, organise the activities with allocated resources required to achieve a desired goal, careful considerations of what they want to achieve, and know when and how they have to use appropriate strategies for attainment of goals himself or herself can successfully produce the behaviour required to generate the particular outcome. There exists significant difference in Efficacy Expectation of secondary school students in relation to their High, Averages and Low self-awareness, planning and goal settings, self-control and self-Regulated Learning similarly there exists significant difference in outcome Expectation of secondary school students in relation to their High, Averages and Low self-awareness, self-motivation, self-control, self-evaluation and self-Regulated Learning.

Index Words: Self-Regulated Learning, Self-Awareness, Planning & Goal-Setting, Self-Motivation, Self-Control, Self-Evaluation, Self-Modification, Efficacy Expectation, Outcome Expectation

Key words: Self-Regulated Learning, Self-Awareness, Planning & Goal-Setting, Self-Motivation, Self-Control, Self-Evaluation Self-Modification, efficacy expectation, outcome expectation

INTRODUCTION

Expectancy is defined as the act or state of expecting. Bandura (1977) proposed that a person must believe himself/herself capable of achieving the desired behaviour change in order to be successful in that behaviour. Bandura, (1977, p. 193) distinguished between an "efficacy expectation," "the conviction that one can produce the specified behaviour" and an "outcome expectation," "a person's estimate that a given behaviour will lead to certain outcomes". Bandura (1977) argued that efficacy expectations were more central determinants than outcome expectations. Gary Wolf (2007) defined an efficacy expectation as the conviction that one can successfully execute the behaviour required to produce the outcomes. Akhtar (2008) defined efficacy expectations as the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully. Efficacy expectations are increased through four mechanisms performance accomplishments (learning by doing), vicarious experiences (observing others or role models), verbal persuasion from expert sources, and minimizing emotional arousal (reducing anxiety). Lewis &Zahlis(1997) found that successful performances of difficult tasks that afford mastery result in increased self-efficacy and are the most powerful sources of efficacy expectations . Hackett and Betz (1981) suggested that expectations of personal efficacy help determine the career decisions and achievements of men and women, and may be especially useful in understanding women's career development. Ashton & Webb, (1986) suggested that the efficacy beliefs of teachers are related to their instructional practices and to various student outcomes. Christina Lee (1984) examined efficacy and outcome expectations as predictors of performance in a snake-handling task with a population of 33 male nonphobic undergraduates. Efficacy expectations were found to be better predictors of performance than outcome expectations. It appeared that efficacy expectations are more important than outcome expectations in predicting behaviour.

Gary Wolf (2007) defined an outcome expectancy as a person's estimate that a given behaviour will lead to certain outcomes. Nugent, Pam M.S.,(2013) defined outcome expectancies as mental, emotional, and behavioural results which people consider to be correlated with future, or intended, actions and which are considered to either encourage or hinder these actions. Sonia Lippke, (2017) defined outcome expectations as subjective estimates of how likely it is that a specific behaviour will be followed by particular consequences. Saltzer (1982) suggested that efficacy and outcome expectations are multiplicatively related, on the grounds

Parenting behaviour styles and perceived social intelligence among senior secondary school students

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Abstract: In this research, the relationships of parenting styles, with Social Intelligence, Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, and Memory were explored. Senior school students were the subject of the study. Parents were administered Parenting Style Questionnaire developed by Dr.Deepa Sikand Kauts, (2010). Children were administered the Social Intelligence Scale by Dr. N.K. Chadha & Ms. Usha Ganesan, (1986). Parenting styles were characterized as, Authoritative Parenting Style Authoritarian Parenting Style, Permissive Parenting Style and Mixed parenting Style. Results indicated that there exists significant difference in Tactfulness in relation to their parenting styles. Authoritarian and permissive parenting styles are better than other parenting styles to make students tactful similarly there exists significant difference in Memory in relation to their parenting styles. Authoritarian parenting styles are healthier than other parenting styles to make students memory strong.

Index words: Social Intelligence, Parenting Styles, Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, MemorySr.Secondary School Students

Introduction

Aristotle said that human is a social creature. Lacanlale, (2013) suggested that he needs an understanding on how to operate and handle various situations, and he should have an idea about his social environment where he is interacting. To respond to these needs, man's social intelligence is deemed to be important. Daniel Goleman in 1927 explores an emerging new science with startling implications for our interpersonal world. Its most fundamental discovery: we are designed for sociability, constantly engaged in a "neural ballet" that connects us brain to brain with those around us

Social Intelligence, as a concept, was propounded by psychologist Edward Thorndike in 1920. In his own words, Social Intelligence is "the ability to understand and manage men and women, boys and girls, and to act wisely in human relations". So, by the very definition, the concept relates to both the cognitive aspects (the ability to understand people) and practical aspects (ability to deal with and respond towards them).

In years to come, Moss and Hunt (1927) defined it on similar lines as "the ability to get along with others" and P. E. Vernon in 1930s carried it forward by describing it as "Social intelligence is reflected in the general ability to get along with people in general, social technique or ease in society, knowledge of social matters and susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers".

SELF EFFICACY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF REGULATED LEARNING

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Abstract: Learning to learn and learning to cooperate are two important goals for individuals. Moreover, self-regulation has been identified as fundamental for self-efficacy. The goal of the present study was to assess the interactions between self-regulated learning, and self-efficacy in secondary education students, 12–17 years old ($M = 13.85$, $SD = 1.29$), enrolled in 10 different schools .Self-regulated learning was found more influential learning on students' self-efficacy. Futher self-awareness, planning and goal setting, self-motivation,self-evaluation different dimensions of self-regulated learning was found to be significant. Educators should be aware of these interactions, symmetrical or asymmetrical, because they determine the quality and quantity of the students' participation and achievements, and they are key elements to prevent school failure.

KEY-WORDS: Self Efficacy, Senior Secondary School Students, Self-Regulated Learning,

People make causal contributions to their own psychosocial functioning through mechanisms of personal agency. Among the mechanisms of agency, none is more central or pervasive than beliefs of personal efficacy. Unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action. People guide their lives by their beliefs of personal efficacy.'

Gist and Mitchell (1992) defined that self-efficacy "as a one's ability to orchestrate performance through successfully executing the behaviors that are required to produce demanded outcomes."

Evers, Brouwers and Tomic (2002) defined that self-efficacy "as faith that one is able to do certain things. So, self-efficacy includes both ones' competencies and beliefs in terms with oneself being able to operate successfully. "

The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them. Self-beliefs of efficacy play a key role in the self-regulation of motivation.

Larkin and Brown's research (1986) supported that self-efficacy was a reliable predictor of one's educational performance. The results indicated that self-efficacy was a significant predictor of one's academic achievement.

Torres and Solberg (2001) found a positive association between academic self-efficacy and the number of hours students spent studying Pellerey (2006) found metacognition and self-efficacy are closely related to those of «self-determination» and «self-regulation Pajares and Kranzler (1995) examined that the causal effects of self-efficacy beliefs and cognitive ability on students' math achievement and found that not only did both variables have a direct influence on students' performance but the effect of self-efficacy was similar to that of general cognitive ability.

Behavior regulation, sometimes also known as "self-regulation", refers to our ability to use self-control to behave in appropriate ways – this may mean controlling our impulses so that we stop doing something (such as drinking alcohol) or it may mean doing something, even if we don't want to (being polite to our manager, even though s/he has been really unfair to us) manage our energy, emotions, attention and behavior in ways that are socially acceptable and help us to achieve our goals stay calm, focused, and alert deal with things that stress our system, like too much noise, fatigue, challenging situations or tasks, or distractions

Self-regulated learning suggests that students engage in their own learning processes on metacognitive, behavioral, and motivational levels. Within self-regulated learning, students are empowered with a common set of self-regulating strategies in which they couple those strategies with a set of individually developed skills they have constructed over the course of their academic careers and personal experiences

Winne (1995), Staley (1997), Pintrich (1995), Valleet.al. (2003), Zimmerman (1994) studied self-regulated learning is viewed as a process in which individual students actively and constructively monitor and control their own motivation, cognition and behavior toward the successful completion of academic tasks.

Zimmerman, B.J. (2000) defined that Self-regulation refers to 'thoughts, feelings and actions that are planned and adapted to the attainment of personal goals'

Zimmerman (2002) defined that Self-regulation not a mental ability or an academic performance skill. Rather it is the self-directive process by which learners transform their mental abilities into academic skills. Chyung (2007) defined that effective learners are often self-regulated or self-directed

Students assess their achievements or failures, adjust their self-efficacy, make informal attributions, and, during the self-reflection phase, adapt to potential learning. Students need to ask themselves if they have accomplished what they planned to in the forethought

Crossref

RELATIONSHIP BETWEEN CYBERLOAFING AND ACADEMIC PROCRASTINATION-A CONTEMPORARY ISSUE

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Abstract:

The purpose of this research was to study the prevalence of Cyberloafing among college students. 75 Undergraduates from Education Colleges of Jalandhar District took part in the study. The scale of Cyberloafing by Akbulut et al., was used for the collection of empirical data. The adverse effects of digitalization on humans are increasing day by day. Cyberloafing is one such counter work productive behaviour that has gained attention in academic area recently. The results of research reveal that a significant percentage of students in involved in different types of social Cyberloafing as well in shopping, watching videos online and listening to music during college hours. A significant correlation was found between Cyberloafing and Academic Procrastination pointing towards contemporary issue in education.

1.0 Introduction:

The term Cyberloafing was coined by Lim (2002). He referred usage of web resources at workplace for personal purposes as Cyberloafing. Other synonyms used for Cyberloafing by other researchers are like "Personal web usage" (Anandarajan and Simmers, 2005), "Problematic Internet Use" (Davis, Flett, and Besser, 2002) and "Cyberslacking" (Vitak et.al , 2011).

Lim (2002) found that employees used organizational internet for personal work as a neutralizing technique to organizational injustice. With advent of new technologies and reducing size of computing devices in form of mobiles has led to more prevalent Cyberloafing in all sectors. Now no more Cyberloafing is with organizational internet but has changed its form i.e., usage of internet for personal purposes through personal as well as organizational devices at workplace. According to the need of time in Higher Education sector also students enter their institutions with their mobiles. No doubt the desire for being updated on social media platform is amongst youth. Hence, Cyberloafing is widespread among college and university students. Academic Procrastination is referred as postponement of academic assignments, tests or written work,

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