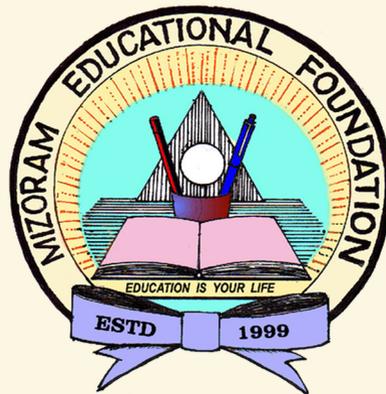


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CONTENTS

- From the Desk of the Chief Editor** v
- Impact of Participation in Social Activities on Moral Development:
A Study on the Perceptions of Mizo Under-Graduate Students**
Francis L.R. Puia Tlau & B.B. Mishra
- A Study on Quality of Training Programmes for In-Service
Elementary -Teachers in Aizawl District**
Lalrinsangi Fanai & Lalbiakdiki Hnamte
- A Study of Emotional Intelligence of High School Students**
Grace Kim Khaute
- Role of Authoritarian Parenting Style and Impulsivity on
Substance Abuse**
Samuel Vanlalruata & Zokaitluangi
- Attitude of Prospective Teachers towards Teaching Profession**
Lalruatfeli Zadeng & Vanlalruatfela Hlondo
- Moral Values of Middle School Students in Aizawl City:
A Critical Study**
Francis L.R.PuiaTlau, Lalhlimpuii & Grace Kim Khaute
- Attitude of Mizo Post Graduate Students towards
Family Planning and Birth Control**
Jennifer Lalvenpuii & Lalbiakdiki Hnamte

From the Desk of the Chief Editor

The current issue is a combination of Issue 1 and 2 of Volume VIII for the months of March and June, 2022. The research articles published are both qualitative and quantitative in nature. The articles are briefly introduced to the readers as highlighted below:

We all might be aware of the fact that society, as an informal agency of socialization, has strong impact on moral and character development of its members. Each society has its own code of ethics and tries to instill ethics and moral ideas in the younger generation. It is the society which provides the environment for the moral development of children and youths. In this context, Francis L.R. Puia Tlau and B.B. Mishra studied the perceptions of Mizo under-graduate students about the impact of participation in social activities on moral development. The study was conducted among 800 Mizo undergraduate students from 4 streams viz. arts, science, commerce and professional out of which 400 were males and 400 were females. The study revealed that majority of Mizo undergraduate students, irrespective of their stream of study; recognize their participation in social activities having positive impact on their moral development. The researchers concluded that Mizo undergraduate students were aware that participation in these social activities inculcated among them the values such as service to mankind, sincerity, punctuality, honesty, hospitality etc. But, over time, the nature of society and means of earning livelihood have changed. To face the challenges of the changing scenario, they require building their career through serious studies for which to sacrifice their time for social work is becoming increasingly difficult. As such, the social organizations are required to think and plan judiciously to achieve both the ends i.e., socialization of its young members and their career.

The quality of elementary education is highly determined by the quality of the teachers. As a saying goes: 'no people can rise above the level of its teachers', it is necessary that teachers be provided with quality training programmes. To fulfil this need, a good number of teacher training institutions have been established in different parts of the country including Mizoram. Considering the importance of quality of teacher training programmes, Lalrinsangi Fanai and Lalbiakdiki Hnamte made an attempt to find out the quality of in service elementary teacher education under DIET, Aizawl and SCERT in Aizawl district. The findings of this study indicate that in-service training programmes are considered to be good in most aspects by most of the teachers who participated in the trainings. However, there is room for improvement especially with regards to the training materials distributed and used in these training programmes. At the same time, these training programmes conducted by SCERT and DIET Aizawl do not seem to have a huge impact in the quality aspect of school education especially in enhancing and retention of enrolment as well as standards of teaching in the classroom. Finding of the study imply that there is a need to improve mode of transaction of curricular contents suitable for classroom practices and to increase the number of quality

training programmes in order to provide appropriate in-service training to the teachers to enhance the quality of teaching.

Modern people have become more educated, better-informed, flexible, accommodating per se, yet in many areas of life people have become selfish, demanding, egoistic, opportunistic, competitive, and more savage than ever to survive in the world of work. Hence, people often lack empathy, care and concern for others. Learning how to accept and understand other's emotions and feelings is all the more important if we are to exist with one another. The study conducted by Grace Kim Khaute on emotional intelligence of high school students gives us insight into this. For the study, a sample of 500 students belonging to five different schools in Churachandpur district of Manipur was selected. It was found that majority of the students had average emotional intelligence. High school students are young adults and in the transitional stage from adolescence to adulthood. Therefore, it is important that students' emotional intelligence be improved.

Psychological construct of parenting style has been accepted as the main factor of children's psychological problems. One of the parenting styles which is commonly known as 'asian parenting' or authoritarian style is a style of rearing where parents ruled with an iron fist and children have none or minimal chance for expression and response. Some studies have found that authoritarian style of parenting compared to an authoritative style had a higher chance of developing delinquent behaviour and specifically, anticipates adolescent tobacco use. In addition to parenting style, one prominent element in substance use or abuse is impulsivity, which often gets linked to blundered decision makings. In this context, Samuel Vanlalruata and Zokaitluangi came out with their study on the role of authoritarian parenting style and impulsivity on substance abuse. Respondents were substance abusers and non-abusers drawn using a multi-stage random sampling technique. The results revealed that substance abusers scored higher on authoritarian parenting, motor impulsivity and attentional impulsivity; and positive relation was found between the dependent variables. Results explain the importance of parenting style for moulding the personality of children.

The attitude of a person towards his/her profession is considered to be an influential factor for better performance in the profession. The influence of the teacher's attitude on his or her performance in the profession is a testament for teacher education programmes to focus on developing a positive attitude towards teaching profession. The study of Lalruatfeli Zadeng and Vanlalruatfela Hlondo enlightens us on the attitude of prospective teachers in Mizoram towards teaching profession. A sample of 300 prospective teachers pursuing B.Ed and D.El.Ed programmes in Mizoram was taken. The study found that majority of the prospective teachers of Mizoram had favourable attitude towards the teaching profession. Gender and the type of teacher education programme (secondary/elementary) were also found to be defining factors of attitude towards teaching profession.

Throughout history, morally responsible individuals have been known to be better respected in society too. However, sound moral values are not something that can be inculcated overnight. There is a need not only to inculcate moral values at a tender age, but care must

also be taken to assess what kinds of moral behaviors students are engaged in so that better and more meaningful measures may be adopted. Therefore, there is a need to know the status of moral values among the school going students. A critical study conducted by Francis L.R.PuiaTlau, Lalhlimpuii and Grace Kim Khaute on moral values of middle school students in Aizawl city is a modest attempt in this regard. They came out with the findings that majority of the middle school students in Aizawl City had medium moral values and that they did not differ significantly in their moral values with reference to their gender. The study indicates that parents and teachers alike have the pressing responsibility to take care of and nurture the moral values of the students.

An ideal country is not only built by the government but also by each and every family member. Every family is a principal key to the society and this is why family is important in our lives. The concepts of 'family planning and birth control' have been jointly used by the demographers in India for the past fifty years since independence in the context of the study of the population problems. The family planning program was launched in Mizoram way back in the mid-nineties under the auspices of the Health Department, Govt. of Mizoram. It was felt necessary by Jennifer Lalvenpui and Lalbiakdiki Hnamte to study the attitude of Mizo post graduate students towards family planning and birth control after many years of its launching in Mizoram. Samples of 500 students from different departments under different schools of Mizoram University were selected randomly. The study found that majority of the students had neutral attitude towards family planning and birth control and also that there was no significant difference between males and females and also between the different church denominations.

Mizoram Educational Foundation is committed to disseminate educational materials, ideas, knowledge and experiences through different means including its journal named 'Mizoram Educational Journal.' The Editorial Board conveys its thanks to all the contributors of the research articles.

Lalmmasai Chuaungo
Chief Editor

Impact of Participation in Social Activities on Moral Development: A Study on the Perceptions of Mizo Under-Graduate Students

Francis L.R. Puia Tlau*
B.B. Mishra**

Abstract

It is an established fact that both formal and informal agencies play important role in the socialization process of human beings. Society, as an informal agency of socialization, has strong impact on moral and character development of its members from their early stages of development. Every society has its own code of ethics which differ, in some degree, from that of other societies, and this difference is reflected in the behavior of its citizens. Even the most backward societies have some primitive moral code and try to instill these moral ideas into the younger generation. Thus, it is the society which provides the environment for the moral development of every child. The present article is a report of a study undertaken to find out the perceptions of Mizo Undergraduate students on the impact of their participation in social activities upon their moral development. The article presents findings of the study conducted with 800 Mizo Undergraduate students from 4 streams viz. Arts, Science, Commerce and Professional out of which 400 were males and 400 were females. The study revealed that majority of Mizo Undergraduate students, irrespective of their stream of study; recognize their participation in social activities having positive impact on their moral development.

Keywords: Perception, Social activities, Moral development, Mizo Undergraduate students

Introduction

Society is like an organic whole and is composed of the individuals as its parts. The process of socialization begins in early infancy and extends throughout the life cycle. The personality of the individual is shaped through socialization which is a process of change in individuality. Through the process of socialization; people come to know about what to do, what not to do and what they must do. The society develops, retains and perpetuates patterns traditions and norms that persist overtime. It is an ongoing process of change through the social institutions like family, community, neighborhood, school etc. Through socialization an individual can operate harmoniously in the society.

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Man is a social animal. It is said that man without society is a figment of imagination. He is born in the society and breathe last in the society. During his lifespan he used to be influenced by the society and he influences the society as well. The home, school, media, society etc. are the agencies which socialize the individual. John Dewey (1897) in his famous declaration concerning education in his article 'My Pedagogical Creed' writes "all education proceeds by the participation of the individual in the social consciousness of the race".

The role of social organizations in socializing the individual can never be undermined. In every society there are various social organizations which differ in their constitution and role. During the lifespan, one not only becomes the member of such organizations by birth or through voluntary participation, but also his/her personality characteristics are shaped. In the Mizo society, there are many social organizations that play vital role in shaping and molding the behavior of its citizens from childhood till death. However, in the process of the activities of the societies, one has to spare his/ her time which, at times, affects his/her personal interests, activities, and responsibilities. The Mizo youths as the active members of these social organizations are expected to render their services. The present study primarily aims to reveal the feelings of college youths about the impact of their participation in the social organizations on their moral development.

Social activity means the activity that involves association with other people. It is an activity considered appropriate on social occasions, action taken by a group of people, the act of consorting with or joining with others and the action of people mingling and coming into contact. Thus, social activity involves the various activities carried on by the social organizations for the sake of common good. The social activities have many positive impacts besides socialization for which every community has certain provisions in shape of traditions and rituals which every member is supposed to imbibe.

Social Organizations in Mizoram and their Activities

The culture of the Mizo tribe and its social structure has undergone tremendous change over the years since the arrival of Christianity in late 1890s. Contemporary people of Mizoram celebrate Christmas, Easter and other Christian celebrations replacing many of the old tribal customs and practices. The growth of Christianity was shaped from a foundation of cultural, religious and socio-political structure. One such foundation is the cultural element of Mizo people known as 'Hnatlang', which literally means social work, united labour or community labour. A consequence of 'Hnatlang' was the culture of 'Tlawmngaihna', which does not have a direct English translation. 'Tlawmngaihna' as cultural concept incorporates behaviour that is self-sacrificing, self-denying, doing what an occasion demands unselfishly and without concern for inconvenience caused, persevering, stoical, stout hearted, plucky, brave, firm, independent, loathe to lose one's good reputation. Thus, after a fire or landslide or flood damage, the Mizo culture is one of spontaneous humble social work without demands or expectations.

In Mizoram, there are many social organizations that are taking active parts in community works and lead the people for the concerns of the society. Of them organisations like Young

Mizo Association (Y.M.A), Mizo Zirlai Pawl (MZP), Mizo Students Union (MSU) etc. and the church organizations like Kristian Thalai Pawl (KTP), Thalai Kristian Pawl (TKP), Salvation Army Youth (SAY), Pentecostal Youth Department (PYD), etc. are the important church-based youth organizations which play active role in building the character of the people starting from the early stages of life which ultimately benefits the society and the nation.

Church Organisations in Mizoram:

The church organisations play an important part in Mizo society by rendering services to its members through various activities going within it. In Mizoram, there are different Christian denominations like Presbyterian Church of India (PCI), Baptist Church of Mizoram (BCM), Salvation Army (SA), United Pentecostal Church (UPC), etc. In these church groups, the members play different roles and take part in various activities organized by their respective groups so as to serve their respective churches. Most of the activities in these groups are usually meant for the administration and functioning of the church and even they also used to do some community work. The most common and popular social activities of the churches in Mizoram include cleaning of streets, street preaching, organizing sports and entertainment programs, publishing books, donating blood, making public urinals, helping the needy and poor members of society, organizing leadership training programs and meetings etc.

In the activities of all the above social organizations, the youths take active part with guidance rendered by senior members. Youngsters include both males and females who are above 14 years of age.

Rationale of the Study:

As compared to other societies of the world the Mizo society is a unique society because it has a lot of social activities which cannot be found in other parts of our country as well as other parts of the world. In almost all of these activities, the most active participants are the youths above 14 years of age. Thus, it can be seen that the students, above class- VIII or so, are the active participants. The main reason behind the active participation of the students is that in Mizo society when an individual becomes socially mature person i.e. attaining the age of 14 (according to the age norm given by Y.M.A), he/she is supposed to perform his/her duties as a member of the society. The society expects him/her to conform to the ongoing practices and to take part in those activities that are going on within the society. Since the students are also included in the age group of the youths, they have to take active part in social activities as far as possible otherwise they may not be regarded as useful members of the society. Therefore, they have to perform such duties so as to become socially acceptable persons. In Mizo society it is customary that on occasion like deaths, accidents, calamities, cleaning of streets and some other activities that are used to be looked after by the social organizations, the youths have to render their services. In the Mizo society, it is the tradition that when someone dies during daytime, their corpse would not be buried on the same day and the neighbours and relatives would stay with the bereaved family throughout the night.

In such cases, it is mainly the youths of the locality who would stay with the bereaved family throughout the night.

Due to the process of modernization and acculturation, all societies including Mizo society have undergone changes. As one needs to spare lots of time for involvement in social activities, for the students, it may adversely affect their performance in academic life. On the other hand, involvement in social activities can help in gaining skills, knowledge, experiences, qualities, etc. that are important for leading happy and successful life. Moreover, participation in these social activities inculcates values such as service to mankind, sincerity, punctuality, honesty, hospitality etc.

Today, it is being observed that due to tough competition for jobs, in business and in other activities for earning livelihood people have less time for such social activities and there might have been change in the attitude of the people, particularly among youths and students, to spend their time for social activities.

The reason for selecting Undergraduate students is that they all have passed through the various stages of education, except Postgraduate education, and they are also one of the active members of these social organizations and they have long time participation in social activities and are mature to critically analyze their experiences and to express their views freely.

Objectives of the Study:

1. To assess the perceptions of Mizo Undergraduate students on the impact of their participation in social activities upon their moral development.
2. To compare the perceptions of Mizo Undergraduate students on the impact of their participation in social activities upon their moral development with reference to their gender.
3. To compare the perceptions of Mizo Undergraduate students on the impact of their participation in social activities upon their moral development with reference to their stream of study.

Hypotheses of the Study:

1. There is no significant difference in the perceptions of Mizo Undergraduate students on the impact of their participation in social activities upon their moral development with reference to their gender.
2. There is no significant difference in the perceptions of Mizo Undergraduate students on the impact of their participation in social activities upon their moral development with reference to their stream of study.

Methodology:

Research Approach: Descriptive survey approach has been followed for the present study.

Population and Sample: The population of the study included all the Mizo Undergraduate students of different colleges affiliated to Mizoram University offering arts, science, commerce and professional courses and the students of five departments of School of Engineering and Technology of Mizoram University. The sample of the study comprised of 800 Mizo Undergraduate students, 100 males and 100 females selected from each of the four streams viz. Arts, Science, Commerce and Professional. Multi-stage random sampling technique was followed for selection of the sample.

Tool used: For the study, the investigators developed a questionnaire for assessment of the perceptions of Mizo Undergraduate students relating to the impact of their participation in social activities upon their academic achievement.

Data Analysis: The data collected were analyzed both quantitatively and qualitatively. For the analysis of data, descriptive statistics like percentage, mean etc. were used and further, 't' test was used for the purpose of comparison of various groups.

Results and Findings:

Objective-wise analysis of data and findings are presented below:

1- Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon their Moral Development

The perceptions of Mizo Undergraduate students of various groups based on their gender and stream of study in Mizoram relating to the impact of their participation in social activities upon their moral development on the three choices along with the percentages put in parentheses are presented in Table- 1 followed by interpretation.

Table- 1

Perceptions of Undergraduate Students in Mizoram Relating to the Impact of their Participation in Social Activities upon their Moral Development

Groups	N	Positive	Neutral	Negative
Arts Male	100	53 (53)	14 (14)	33 (33)
Arts Female	100	53 (53)	15 (15)	32 (32)
Arts Total	200	106 (53)	29 (14.5)	65 (32.5)
Science Male	100	45 (45)	13 (13)	42 (42)
Science Female	100	44 (44)	13 (13)	43 (43)
Science Total	200	89 (44.5)	26 (13)	85 (42.5)
Commerce Male	100	54 (54)	14 (14)	32 (32)
Commerce Female	100	50 (50)	10 (10)	40 (40)
Commerce Total	200	104 (52)	24 (12)	72 (36)
Professional Male	100	52 (52)	12 (12)	36 (36)

Professional Female	100	37 (37)	17 (17)	46 (46)
Professional Total	200	89 (44.5)	29 (14.5)	82 (41)
Male Total	400	204 (51)	53 (13.25)	143 (35.75)
Female Total	400	184 (46)	55 (13.75)	161 (40.25)
Total (Overall)	800	388 (48.5)	108 (13.5)	304 (38)

(Figures in the parenthesis indicate percentage)

i) Perception of Undergraduate Students

The above table shows that, irrespective of stream of study, majority of male undergraduate students i.e., 51% perceived that their participation in social activities have positive impact upon their moral development, 13.25% were neutral and 35.75% viewed their participation in social activities having negative impact on their moral development. It is also found from the above table that, irrespective of stream of study, 46% of female undergraduate students opined their participation in social activities having positive impact upon their moral development, 13.75% were neutral and 40.25% expressed their participation in social activities having negative impact on their moral development. At the same time, irrespective of gender, 48.5% of the students taken as sample perceived positive impact of their participation in social activities on their moral development while 13.5% had neutral perception and 38% had negative perception.

ii) Perception of Arts Students

As shown in Table-1, among arts male undergraduate students, majority i.e., 53% perceived their participation in social activities having positive impact upon their moral development, 14% were neutral and 33% opined their participation in social activities having negative impact on their moral development. It is also found from the above table that, among arts female undergraduate students, majority i.e., 53% viewed their participation in social activities having positive impact upon their moral development, 15% were neutral and 32% expressed their participation in social activities having negative impact on their moral development. Irrespective of gender, majority of arts undergraduate students i.e., 53% were of the opinion that their participation in social activities had positive impact upon their moral development, 14.5% of them were neutral and 32.5% perceived their participation in social activities having negative impact on their moral development.

Thus, though the study revealed that majority of the arts male, arts female and arts (irrespective of gender) undergraduate students viewed their participation in social activities having positive impacts upon their moral development, there are good number of students who perceived about its negative impact.

iii) Perception of Science Students

From the above table it is found that, among science male undergraduate students, 45% were of the opinion that their participation in social activities had positive impact upon their moral development, 13% were neutral and 42% of them viewed their participation in social

activities having negative impact on their moral development. It is also found that 44% of science female undergraduate students viewed their participation in social activities having positive impact upon their moral development, 13% were neutral and 43% of them expressed that their participation in social activities having negative impact on their moral development. Irrespective of gender, it is also found that among science undergraduate students, 44.5% opined their participation in social activities having positive impact upon their moral development, 13% were neutral and 42.5% were of the opinion that their participation in social activities had negative impact on their moral development.

Thus, though the study revealed that more respondents of science male, science female and science (irrespective of gender) undergraduate students viewed their participation in social activities having positive impacts upon their moral development, there are good number of students who perceived about its negative impact.

iv) Perception of Commerce Students

The above table shows that, among commerce male undergraduate students, majority i.e., 54% opined their participation in social activities having positive impact upon their moral development, 14% were neutral and 32% expressed their participation in social activities having negative impact on their moral development. It is also found from the above table that, among commerce female undergraduate students, majority i.e., 50% perceived their participation in social activities having positive impact upon their moral development, 10% were neutral and 40% viewed their participation in social activities having negative impact on their moral development. Irrespective of gender, majority of commerce undergraduate students i.e., 52% were of the opinion that their participation in social activities had positive impact upon their moral development, 12% of them were neutral and 36% expressed their participation in social activities having negative impact on their moral development.

Thus, though the study revealed that majority of the commerce male, commerce female and commerce (irrespective of gender) undergraduate students perceived their participation in social activities having positive impacts upon their moral development, there are also good number of students who perceived about its negative impact.

v) Perception of Professional Students

As shown in Table-1, among professional male undergraduate students, majority i.e., 52% opined their participation in social activities having positive impact upon their moral development, 12% were neutral and 36% viewed their participation in social activities having negative impact on their moral development. It is also found from the above table that, among professional female undergraduate students, 46% perceived their participation in social activities having negative impact upon their moral development, 17% were neutral and 37% expressed their participation in social activities having positive impact on their moral development. Irrespective of gender, it is also found that among professional undergraduate students, 44.5% were of the opinion that their participation in social activities had positive impact upon their moral development, 14.5% of them were neutral and 41% opined their participation in social activities having negative impact on their moral development.

Thus, the study revealed that majority of the professional male undergraduate students perceived their participation in social activities having positive impacts upon their moral development. However, the study revealed that more respondents of professional female undergraduate students perceived their participation in social activities having negative impact upon their moral development. Further, it was found that though more respondents of professional undergraduate students (irrespective of gender) opined that their participation in social activities had positive impact upon their moral development, there are good number of students who perceived about its negative impact.

2. Comparison of the Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon their Moral Development with reference to Gender

Table- 2 shows the comparative analysis of the perceptions of Mizo Under-Graduate students relating to the impact of their participation in social activities upon their moral development with reference to gender.

Table No. 2

Comparison of the Perceptions of Male and Female Mizo Under-Graduate Students on the Impact of their Participation in Social Activities upon their Moral Development with Reference to their Gender

Groups Compared	N	Mean	SD	t-value	Sig. level
Male	400	20.63	3.21	1.908	NS
Vs. Female	400	20.21	3.012		

(NS- Not Significant)

Table - 2 shows that the t value relating to the comparison of perceptions of male and female Mizo Under-Graduate students on the impact of their participation in social activities upon their moral development is not significant. Therefore, the hypothesis- *'There is no significant difference in the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their moral development with reference to their gender'* is not rejected. It implies that there is no significant difference in the perceptions of male and female Mizo Under-Graduate students on the impact of their participation in social activities upon their moral development and both the groups have similar perceptions.

3. Comparison of the Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon their Moral Development with reference to Stream of Study

Table- 3 shows the comparative analysis of the perceptions of Mizo Under-Graduate students relating to the impact of their participation in social activities upon their moral development with reference to their stream of study.

Table No. 3

Comparison of the Perceptions of Arts, Science, Commerce and Professional Mizo Under-Graduate Students on the Impact of their Participation in Social Activities upon their Moral Development

Groups Compared	N	Mean	SD	t-value	Sig. level
Arts Vs. Science	200	20.65	2.995	1.239	NS
	200	20.26	3.368		
Arts Vs. Commerce	200	20.65	2.995	0.313	NS
	200	20.56	3.07		
Arts Vs. Professional	200	20.65	2.995	1.396	NS
	200	20.23	3.024		
Science Vs. Commerce	200	20.26	3.368	0.931	NS
	200	20.56	3.07		
Science Vs. Professional	200	20.26	3.368	0.078	NS
	200	20.23	3.024		
Commerce Vs. Professional	200	20.56	3.07	1.067	NS
	200	20.23	3.024		

(NS=Not Significant)

The above table shows that the t values relating to the comparison of perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams are not significant. Therefore, the hypothesis- *'There is no significant difference in the perceptions of Mizo Undergraduate students on the impact of their participation in social activities upon their moral development with reference to their stream of study'* is not rejected. It implies that there is no significant difference in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams on the impact of their participation in social activities upon their moral development.

Conclusion

It is popularly believed that students who are active participants in social activities are more likely to be morally matured and developed than those who do not take active part in different social activities. The findings of this study seem to confirm this belief as more respondents of undergraduate students in Mizoram perceived their participation in social activities having positive impact upon their moral development. However, it should not be overlooked that there are good number of students, both male and female, in all the four streams of study who perceived negatively. This finding led the researcher to conclude that Mizo Undergraduate students are aware of the importance of their participation in social activities i.e., gaining skills, knowledge, experiences, qualities, etc. that are required for leading happy and successful life as participation in these social activities inculcates among them the values such as service to mankind, sincerity, punctuality, honesty, hospitality etc. But, over time, the nature of society and means of earning livelihood have changed. To face the challenges of the changing scenario, they require building their career through serious studies for which to sacrifice their time for social work is becoming increasingly difficult. As such, the social organizations are required to think and plan judiciously to achieve both the ends i.e., socialization of its young members and their career.

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A Study on Quality of Training Programmes for In-Service Elementary -Teachers in Aizawl District

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Abstract

The quality of elementary education is highly determined by the quality of teachers. In this regard, the National Policy on Education, 1986 has stated that, “The status of the teacher reflects the socio-cultural ethos of a society; no people can rise above the level of its teachers.” It is therefore necessary that teachers be provided with effective training programmes. The present qualitative study is undertaken to find out the quality of in service elementary teacher education under DIET Aizawl and SCERT in Aizawl district. The findings of this study indicate that in-service training programmes are considered to be good in most aspects by most of the teachers who participated in the trainings. However, there is room for improvement especially with regards to the training materials distributed and used in these training programmes. At the same time, these training programmes conducted by SCERT and DIET Aizawl do not seem to have a huge impact in the quality aspect of school education especially in enhancing and retention of enrolment as well as standards of teaching in the classroom.

Keywords: *Qualitative, DIET, SCERT, In-service, Training programmes*

Introduction

Elementary education is considered as the base of the educational structure. It is elementary education which lays strong foundation for the child’s physical, intellectual, emotional and social development. The quality of elementary education is highly determined by the quality of teachers. In this regard, the National Policy on Education, 1986 has stated that, “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers.

It is common knowledge that teacher education is central to bringing about qualitative development in education. Sustained and systemic teacher professional development practices

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can ensure that teachers adapt to the changing learning needs of children and society and support a more student-centred learning environment. Teachers provided with proper trainings and up-to-date information and new researches in classroom management, on emerging technology tools for the classroom, new curriculum resources, and more, could become a successful factor to their schools. Effective education transformation can help increase student competitiveness, build relevant skills and competencies, support economic development and provide social cohesion. And thus, teachers are and will remain the backbone of the education system.

For achieving the goal of Universalization of Elementary Education and to improve the quality of elementary education, it is therefore necessary that teachers be provided with effective training programmes. There has been little research conducted on elementary teacher education as a whole and quality of in-service training provided for elementary teachers in particular in Aizawl District. As such, a study to investigate the quality of training programmes provided by two main elementary teacher training institutions, DIET and SCERT has been taken up for the present study in order to find out the capacity and quality of elementary teacher education in Aizawl District.

Objectives of the study

To investigate the quality of training programmes for in-service elementary teacher conducted by SCERT and DIET Aizawl in improving school education in Aizawl District.

Methodology

For the present study, a descriptive survey method was followed.

Population and Sample.

The population for the proposed study consist of DIET Aizawl, SCERT, and all elementary level teachers in Aizawl District.

The sample of the study comprises of DIET Aizawl and SCERT. A total number of 50 elementary teachers were taken as sample from Aizawl District. Representativeness of Middle School and Primary School was kept in mind while selecting sample teachers.

Tools used for data collection

Primary data was collected from questionnaire prepared by the investigator. Secondary data was collected from various office documents.

Procedure of Data Collection

Data collection was done by the investigator. Documents were obtained from the Library of SCERT, Mizoram and DIET Aizawl and also from various departments or wings/cells. Questionnaire was distributed to the teachers and collected after a few days after completion of the responses.

Procedure of Data Analysis

The collected data through questionnaire was scored, tabulated and analyzed by using simple statistical methods like percentage as and when necessary. Analysis was done for various documents collected and conjoined in a descriptive way.

Analysis and Interpretation of data

For the present study, analysis and interpretation was done from questionnaires distributed to 50 elementary teachers who attended training programmes in DIET Aizawl and SCERT. Document analysis was used in which various documents were interpreted by the investigator to give voice and meaning around the topic of study.

Quality of Training Programmes for Elementary Teacher in Aizawl district

DIET Aizawl and SCERT cater to the qualitative improvement in the school system through various capacity building programmes for teachers. The various training programmes have been conducted with the objective of improving the quality of teachers in particular and the whole educational system in general. In order to find out the quality of these trainings which in turn affect the teaching learning process and education system, a questionnaire was developed and administered by the investigator to 50 teachers (25 males and 25 females) from different elementary schools. The responses of the teachers attending training under SCERT and DIET Aizawl were then analysed to see the quality of training programmes in improving school education. The following are the main findings on the basis of the response of the sampled teachers.

Analysis of respondents

All the respondents i.e. the teachers attended in-service training in SCERT and DIET Aizawl and they are from Elementary Schools. Amongst them, 30 of them are trained graduate, 13 are post graduates, 4 are higher secondary school passed and 2 are Matriculate and 1 is Under matric who is a W.E. teacher.

The teaching experiences of the respondents are as below:

More than 15 years	– 43
Between 11 – 15 years	– 2
Between 6-10 years	– 5
0 to 5 Years	- 0

Teacher's response regarding the quality of in-service training

I. Physical Facilities for Training

The physical facilities at SCERT and DIETs were found to be good by 78% of the trainees, average by 22% and poor by 0% as none of the respondents tick this category.

II. Academic Aspects of the Training:

Following Table 1.1 shows factor of academic aspects of training and responses given by the respondents.

Table 1.1: Academic aspects of training and responses

Sl. No.	Factors of academic aspects	Responses (in %)			No Responses (in %)
		Good	Average	Poor	
A	Objectives of the training	64	32	4	-
B	Content	18	16	2	2
C	Material Supplied	40	52	12	-
D	Use of Audio- Visual aids	58	34	6	2
E	Organization of Group Activities	76	20	-	2
F	Competency of Resource Persons	72	26	-	0

a) *Objectives of the training*

The objectives of the training provided were found to be good by 64% of the trainees, average by 32% and poor by 4%

b) *Content*

The content of the facilities provided were found to be good by 80% of the trainees, average by 16% and poor by 2% of the respondents, however, 2% of the respondents could not respond to this opinion.

c) *Material Supplied*

The materials supplied for the training were found to be good by 40% of the trainees, average by 52% and poor by 12%.

d) *Use of Audio- Visual aids*

The use of audio- visual aids in the trainings were found to be good by 58% of the trainees, average by 34% and poor by 6%, however, 2% of the respondents could not respond to this opinion.

e) *Organization of Group Activities*

The group activities organized in the training conducted were found to be good by 76% of the trainees, average by 20% and poor by none of the respondents, however, 2% of the respondents could not respond to this opinion.

f) *Competency of Resource Persons*

The resource persons of the trainings were found to be good by 72% of the respondents, average by 26% and poor by 0%, however, 2% of the respondents could not respond to this opinion

III. Contributions of SCERT and DIET Aizawl in Achieving Minimum Level of Learning, Developing Motivation, Enhancing School Enrolment & Sustaining higher rates of standards

Following Table 1.2 shows contribution of SCERT and DIET given by the respondents.

Table 1.2: Contribution of SCERT and DIET

Sl. No.	Components	Responses (in %)			No Responses (in %)
		Good	Average	Poor	
A	Achieving target of minimum level of learning	54	42	4	-
B	Developing Motivation	50	38	8	4
C	Enhancing enrolment in Schools	42	50	8	-
D	Sustaining higher rates of standards in classes	32	60	8	-

a) *Achieving target of minimum level of learning*

The role played by the training in achieving target of minimum level of learning were found to be good by 54% of the trainees, average by 42% and poor by 4% of the trainees.

b) *Developing Motivation*

The role of training received by teachers in developing motivation were found to be good by 50% of the trainees, average by 38% of the trainees and poor by 8% of the trainees, however ,4% of the respondents could not respond to this opinion.

c) *Enhancing enrolment in Schools*

The role played by teacher education in enhancement of enrolment in school were claimed to be good by 42%, average by 50% and poor by 8% of the respondents.

d) *Sustaining higher rates of standards in classes*

The role played by the training conducted in sustaining higher rate of standard in classes were found to be good, average and poor by 32%, 60% and 8% of the trainees respectively.

IV. Availability of Training Materials

Following Table 1.3 shows availability of teaching aids given by the respondents.

Table 1.3: Availability of Training Materials

Sl. No.	Training Materials	Responses (in %)			No Responses (in %)
		Good	Average	Poor	
A	Curriculum and Syllabi	66	24	10	-
B	Textbooks	60	28	12	-
C	Supplementary books	38	58	4	-
D	Teacher Guide/ Manual	48	40	12	-

E	Training Package	60	32	4	-
F	Photocopied publications/materials	46	50	4	-

a) *Curriculum and Syllabi*

The impact of the training in improving competency in using different method of teaching were found to be good by 66% of the trainees, average by 24% and poor by 10% of the trainee.

b) *Textbooks*

The availability of textbooks was found to be good by 60% of the respondents, average by 28% and poor by 12% of the trainees.

c) *Supplementary books*

The supply of supplementary books was found to be good by 38%, average by 58% and poor by 4% of the respondents.

d) *Teacher Guide/ Manual*

The teacher guide/manuals were claimed as good by 48%, average by 40% and poor by 12% of the respondent.

e) *Training Package*

The training package were found to be good by 64%, average by 32% and poor by 4% of the respondents who attended the training programme

f) *Photocopied publications/materials*

The Xeroxed publications/materials given out were found to be good by 46%, average by 50% and poor by 4% of the trainees.

Major findings of the study

Major findings of the present study were discussed in the following paragraph based on the objectives of the study:

The quality of training programmes for elementary teachers was analysed through the responses of in-service teachers in Aizawl district who undergo various training programmes at DIET and SCERT.

Majority of the respondents (78%) found the physical infrastructure facilities to be good and no respondents found it to be poor and thus the facilities for teacher education in Aizawl can be considered to be good enough to cater to the needs of the teachers.

The Academic aspects of the training was considered on the following areas – Objectives of the training, content, material supplied, use of audio-visual aids, organisation of group activities and competency of resource persons. Apart from the material supplied, majority of

the respondents found all other features to be good. However, the material supplied was rated average by 52% of the respondents and good by 40% of the respondents. Considering the overall scenario, the academic aspect of the training imparted by SCERT and DIET Aizawl was found to be good.

The contributions of SCERT and DIET Aizawl was considered on the following features - Achieving target of minimum level of learning, Developing Motivation, Enhancing enrolment in Schools and Sustaining higher rates of standards in classes. Apart from Achieving target of minimum level of learning (54%) and Developing Motivation (50%), the respondents rate the contribution of SCERT and DIET Aizawl to be average in enhancing enrolment in Schools (50%) and sustaining higher rates of standards in classes (60%). Thus, looking at the overall scenario, the contribution of SCERT and DIET Aizawl may be considered to be average or fairly well but not to the expected limit.

The availability of training materials was considered on the following features – Curriculum and Syllabi, Textbooks, Supplementary books, Teacher Guide/ Manual, Training Package, Photocopied publications/materials. In all the Curriculum and Syllabi, Textbooks and Training Package were considered to be good by majority of the respondents and Supplementary books, Teacher Guide/ Manual and Photocopied publications/materials were considered to be average by majority of the respondents. Thus, the training materials provided can be considered as average in the training programmes conducted for in-service teachers by the SCERT and DIET Aizawl.

Regarding the contributions of SCERT and DIETs in improving school education in the district, the responses of the sample of 50 teachers who has attended training in SCERT and DIET Aizawl were analysed. The findings from the responses to the questionnaire revealed that in various aspects of the training like physical facilities, academic aspects, availability of training materials, contributions made by SCERT and DIET Aizawl in improving the school status, percentages of response were high, only in sustaining higher rates of standards in class and enhancing enrolment in school, the highest percentage of response were average. Thus, the contributions of SCERT and DIETs in improving school education appeared to be good as perceived by the teachers.

Discussion of results

From the major findings of the study, SCERT and DIET Aizawl can be largely considered to be the sole performing institutes for promoting elementary teacher education in the district. Although not yet perfect by a long shot, SCERT Mizoram and DIET Aizawl have infrastructure and manpower to see through the various teacher education aspects which includes training of in-service teacher especially up to the elementary level. The in-service training programmes conducted were considered to be good in most aspects by most of the teachers who participated in the trainings. However, there is room for improvement especially in the training materials distributed and used in these training programmes. At the same time, these training programmes conducted by SCERT and DIET Aizawl did not seem to have a huge impact in the quality

aspect of school education especially in enhancing and retention of enrolment as well as standards of teaching in the classroom.

Implications and conclusions of the study

The study was carried out so that more will be understood about the teacher education in the district especially with respect to in-service teacher education at the elementary level. It also seeks to identify the sufficiency of the programmes conducted for Elementary School teachers with an impact of those programmes to the teachers as well as the satisfaction level.

On the basis of the study, the investigator found that SCERT Mizoram and DIET Aizawl are capable of engaging teachers to provide efficient in-service teacher training. The campus and the buildings were quite good; it can satisfy the requirement for conducting training of teachers. The institutions were well equipped with basic amenities like furniture and equipment for conducting training to hundreds of teachers.

As far as the quality of in-service training programmes was concerned, Elementary School teachers in Aizawl District were satisfied with the programmes conducted by DIET Aizawl and SCERT. On the other hand, preference to improve mode of transaction of curricular contents suitable for classroom practices and the felt need to increase the number of quality training programmes in order to provide appropriate in-service training to the teachers to enhance the quality of teaching is also there.

The findings from the present study can have an implication for the policy makers. Most of these implications relate directly to strategies that can be implemented by policy-makers to emphasise on the future of teacher education. The future trend will be on new development and changes and how fruitfully the face of teacher education will change the teaching learning process. It has become imperative to view the future not in isolation but to ensure the changed role of the teacher education institution and teacher educator, the teacher and the learner and also of the content to converge and grow in tandem.

Suggestions for further research

The present study provides a glimpse of the position of SCERT Mizoram and DIET Aizawl on the ground of providing in-service trainings to the teachers of Elementary Schools in Aizawl district. At the same time, there are eight full-fledged DIETs in Mizoram, hence, future studies could be performed to cover all DIETs in Mizoram.

The present study seeks to find out the quality of training programmes and its impact on teachers of Elementary Schools upon the sufficiency and effectiveness of teachers in their normal practice. Likewise, further studies could be performed to study the effectiveness to actual targeted groups who were the students and their families.

In studying the quality of in-service training programmes, the investigator selected only 50 (fifty) teachers for the sample of the study due to shortage of time. Future studies could be performed with larger numbers of teacher population to attain more reliable study and findings.

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A Study of Emotional Intelligence of High School Students

Grace Kim Khaute*

Abstract

The objective of the present study is to find out the emotional intelligence of high school students. For the study, a sample of 500 students belonging to five different schools in Churachandpur district of Manipur was selected. Emotional intelligence test developed by Arun Kumar Singh & Dr. Shruti Narain was used for data collection. It was found that majority of the students have average emotional intelligence.

Measures for improving the emotional intelligence of high school students have also been suggested based on the findings.

Keywords: *Emotions; Emotional Intelligence; High School, Students.*

Introduction

At any given point of time an individual experiences all kinds of emotions that often tend to result in physical and psychological changes so as to influence one's behaviour. In general, we can find that extroverts are more likely to be more social and express their emotions, while introverts are more likely to be socially withdrawn and conceal their emotions. The way an individual responds to such emotions like happiness, dread, irritation, love, embarrassment, hatred, shock, envy, grief, excitement, frustration, anxiety, failure, achievement, etc, is very important since it can either break or make a winner in life. This is when an individual's emotional intelligence becomes very important, because it helps an individual to acknowledge his/her emotional instinct and to behave in a rational manner and according to time and place. Emotional intelligence (EI) also known as emotional quotient (EQ) is the capability of individuals to recognize their own emotions and those of others. Although the term first appeared in 1964, it gained popularity in the 1995 best-selling book "Emotional Intelligence – Why it can matter more than IQ" by Daniel Goleman.

An emotionally intelligent person is more approachable, understanding, and compassionate and knows exactly how to behave or respond appropriately to various social

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situations at home, the community or even at the schools, colleges and workplace. He/she is mentally equipped to handle stressful and difficult situations and also to get laid back when situations are more casual and not demanding. The ability to say the right words, to comfort somebody, to encourage someone and to build a trusting relationship with others are few of the qualities that signify individuals having emotional intelligence. So having a high emotional intelligence will go a long way in establishing good social and personal relationship with others.

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

Goleman (1996) has presented five categories of emotional intelligence;

- Self-awareness* – the ability to know one’s emotions, strengths, weaknesses, drives values and goals and recognizes their impact on others while using gut feelings to guide decisions.
- Self-regulation* – involves controlling or redirecting one’s disruptive emotions and impulses and adapting to changing circumstances.
- Social skill* – managing relationships to get along with others
- Empathy* – considering other people’s feelings especially when making decisions
- Motivation* – being aware of what motivates them.

In short, emotional intelligence is the capacity of an individual to recognize and deal with one’s own emotions and the emotions of others so that individuals can live in unity and harmony with others. Peter Salovey and John Mayer have stated that emotional *intelligence* is “*the ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior*”.

Rationale

Churachandpur is the second largest district in Manipur and is inhabited largely by Chin-Kuki-Mizo speaking individuals. It is a rather cosmopolitan city with its inhabitants having very varied outlooks about life among other things – with some very orthodox and yet others who are quite contemporary when it comes to customs, traditions and dialects. High schools or any educational institutions for that matter have students coming from different backgrounds, customs, traditions, languages and dialects etc which often affect their upbringing and attitude towards others belonging to different communities. Keeping this in view, the study was conducted to study the emotional intelligence of high school students belonging to the multi-cultural environment of Churachandpur district and to suggest necessary measures to enable them to deal with their emotions and their relationships with the people around them.

Objectives

1. To examine the emotional intelligence of high school students
2. To examine the gender differences in the emotional intelligence of high school students
3. To suggest measures to improve the emotional intelligence of high school students

Null hypothesis

For the present study the following null hypothesis has been formulated for objective no.2

Ho= There is no significant difference between boys and girls with regard to their emotional intelligence

Methodology

For the present study descriptive survey method was followed.

Population and sample

The population in the present study consists of all high school students in 5 different schools of Churachandpur district of Manipur. In the first stage, purposive sampling technique was followed and the selection of sample students was restricted to students of classes IX and X. Then, out of 500 students, a sample of 100 students each from the 5 schools was selected by following random sampling technique. Further, out of the 100 high school students from each school, 50 would be boys and 50 girls.

Tools used for data collection

A standardized tool on Emotional Intelligence Scale (EIS-SANS) by Kumar Singh and Narain was used for collection of data.

Emotional Intelligence Scale (EIS-SANS) consists of 31 items that measure four dimensions of emotional intelligence as follow:

- (a) Understanding emotions-An individual's capacity to identify emotions in one's and other's physical states, feelings, and thoughts.
- (b) Understanding motivation-A high achievement drive together with the tendency to be optimistic and take initiative
- (c) Empathy-Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, leverage diversity, read the mood of a group, discern political realities and a tendency to take an interesting the lives of others.
- (d) Handling relations- To be able to manage and handle relations with others in a better way.

Higher total scores in each of the dimensions meant higher emotional intelligence.

Data collected was analyzed quantitatively using descriptive statistics like frequency, mean, S.D, percentage and t-tests.

Mode of data collection

The investigator visited the schools and the questionnaire on Emotional Intelligence Scale by Kumar Singh and Narain (2014) was distributed to the students selected for the study and the same was collected on the same day.

Analysis of data

Data collected was analyzed quantitatively using descriptive statistics like frequency, mean, S.D, percentage and t-tests

Findings and interpretation

The findings of the present study and their interpretations are presented in the following tables:

Table 1: Responses to Emotional Intelligence Scale

Serial no.	Items	Yes (%)		Total %	No (%)		Total %
		Boys	Girls		Boys	Girls	
1	Do you have a good relationship with your brother/sister?	250 (100%)	250 (100%)	100%	00 (0%)	00 (0%)	0%
2	Do you like talking to people?	200 (80%)	250 (100%)	90%	50 (20%)	00 (0%)	10%
3	Are you liked by others?	210 (84%)	250 (100%)	92%	40 (16%)	00 (0%)	8%
4	Do you take competition with your friends easily?	193 (77.2%)	237 (94.8%)	86%	57 (22.8%)	13 (5.2%)	14%
5	Are you usually aware about the reasons for your happiness or sadness?	125 (50%)	230 (92%)	71%	125 (50%)	20 (8%)	29%
6	Do you care for others happiness or sorrow?	237 (94.8%)	249 (99.6%)	97.20%	13 (5.2%)	01 (0.4%)	2.80%
7	Are you able to resolve the problems of others easily?	220 (88%)	215 (86%)	87%	30 (12%)	35 (14%)	13%
8	Do your family members care about your feelings?	234 (93.6%)	240 (96%)	94.80%	16 (6.4%)	20 (8%)	7.20%
9	Are you extremely disciplined?	234 (93.6%)	227 (90.8%)	92.20%	16 (6.4%)	23 (9.2%)	7.80%
10	Do you have many friends?	240 (96%)	238 (95.2%)	95.60%	10 (4%)	12 (4.8%)	4.40%

11	Do others often approach you for help?	230 (92%)	240 (96%)	94%	20 (8%)	10 (4%)	6%
12	Are you usually happy?	220 (88%)	215 (86%)	87%	30 (12%)	15 (6%)	9%
13	Do you often have to ask for help from others to finish your work?	220 (88%)	233 (93.2%)	90.60%	30 (12%)	17 (6.8%)	9.40%
14	Are you able to recognize people's intentions easily?	145 (58%)	140 (56%)	57%	105 (42%)	110 (44%)	43%
15	Are you able to react normally to your criticism by others?	45 (18%)	105 (42%)	30%	205 (83%)	145 (58%)	70%
16	Are you easily able to get over you're your failures and learn from your mistakes?	205 (82%)	249 (99.6%)	90.80%	45 (18%)	01 (0.4%)	9.20%
17	Are you often troubled by the fear of being rejected by friends?	220 (88%)	237 (94.8%)	91.40%	30 (12%)	13 (5.2%)	8.60%
18	Do others trust you?	241 (96.4%)	249 (99.6%)	98%	04 (1.6%)	01 (0.4%)	1%
19	Are you quickly able to take decisions?	168 (67.2%)	175 (70%)	68.60%	82 (32.8%)	75 (30%)	31.40%
20	Do you reject/disapprove of even the right thoughts of people whom you happen to dislike personally?	30 (12%)	12 (4.8%)	8.40%	220 (88%)	238 (95.2%)	91.60%
21	Do you often fall in love and get out of it as quickly?	45 (18%)	21 (8.4%)	13.20%	205 (82%)	229 (91.6%)	86.80%
22	Are you able to take jokes of others normally?	230 (92%)	225 (90%)	91%	20 (8%)	25 (10%)	9%
23	Do you like helping others?	243 (97.2%)	249 (99.6%)	98.40%	07 (2.8%)	01 (0.4%)	1.60%
24	Are you easily able to motivate others?	236 (94.4%)	205 (82%)	88.20%	14 (5.6%)	45 (18%)	11.80%
25	Do you find others sorrows as your own?	205 (82%)	232 (92.8%)	87.40%	45 (18%)	18 (7.2%)	12.60%
26	Do you find people with whom you often interact trustworthy?	218 (87.2%)	220 (88%)	87.60%	32 (12.8%)	30 (12%)	12.40%
27	Are you able to trust others?	231 (92.4%)	218 (87.2%)	89.80%	19 (7.6%)	32 (12.8%)	10.20%
28	Are others able to react normally to your jokes?	220 (88%)	240 (96%)	92%	30 (12%)	20 (8%)	10%
29	Are you able to achieve mercy and help of others easily?	243 (97.2%)	231 (92.4%)	94.80%	07 (2.8%)	19 (7.6%)	5.20%

A Study of Emotional Intelligence of High School Students

30	Do you find yourself a responsible person?	210 (84%)	222 (88.8%)	86.40%	40 (16%)	28 (11.2%)	13.60%
31	Are you able to easily calm down anger of others?	218 (87.2%)	234 (93.6%)	90.40%	32 (12.8%)	16 (6.4%)	9.60%

The figures in parentheses indicate percentages

From Table no.1, following interpretations have been made:

Item no.1 reveals that all the high school students irrespective of their gender have good relationship with their brother/sister.

Item no.2 reveals that all the girls liked talking to people whereas only 80% of the boys liked talking to people

Item no.3 reveals that all the girls believe that they were liked by others but only 84% of the boys felt the same, and 16% of the boys felt otherwise.

Item no.4 reveals that 94.8% of the girls take competition with friends easily as compared with 77.2% of the boys. 22.8% of boys did not take competition with friends easily while only 5.8% of girls felt that way.

Item no.5 reveals that 92% of the girls are usually aware about the reasons for their own happiness as compared to only 505 of the boys who do

Item no.6 reveals that 94.8% and 99.6% of boys and girls care for others happiness or sorrow respectively.

Item no.7 reveals that about 88% of high school boys and 86% high school girls are able to resolve the problems of others easily. On the other hand 12% of boys and 14% of girls felt otherwise.

Item no.8 reveals that majority of the boys, that is, 93.6% and most of the girls, that is, 96% believe that their family members care about their feelings.

Item no.9 reveals that 93.6% of high school boys and 90.8% of high school girls are extremely disciplined. However, 6.4 % of boys and 9.2% of girls are not extremely disciplined.

Item no.10 reveals that 96% of boys and 95.2% of girls have many friends as compared to 4% and 4.8% of boys and girls who don't have many friends respectively.

Item no.11 reveals that 92% of boys and 96% of girls are often approached by others for help.

Item no.12 reveals that 88% and 86% of high school boys and girls are usually happy respectively. As less as 12% of boys and 6% of girls feel otherwise

Item no.13 reveals that 88% of boys and 93.2% of girls often have to ask for help from others to finish their work

Item no.14 reveals that 58% of boys and 56% of girls are able to recognize people's intentions easily.

Item no.15 reveals that 18% of boys and 42% of girls are able to react normally to their criticism by others while 83% of boys and 54% of girls cannot react normally to their criticism by others.

Item no.16 reveals that 82% of boys and 99.6% of girls are easily able to get over their failures and learn from their mistakes.

Item no.17 reveals that 88% of boys and 94% of girls are often troubled by the fear of being rejected by friends. On the other hand, 12% of boys and 5.2% of girls are not often troubled by the fear of being rejected by friends.

Item no.18 reveals that 96.4% of boys and 99.6% of girls believe that others trust them.

Item no.19 reveals that 67.2% of boys and 70% of girls are quickly able to take decisions while 32.8% of boys and 30% of girls feel otherwise.

Item no.20 reveals that 88% of boys and 95.2% of girls do not reject/disapprove of even the right thoughts of people whom they happen to dislike personally. Only 12% of boys and 4.8% of girls reject/disapprove of even the right thoughts of people whom they happen to dislike personally.

Item no.21 reveals that 82% of boys and 91.6% of girls do not often fall in love and get out of it as quickly. Only 18% of boys and 8.4% of girls often fall in love and get out of it as quickly.

Item no.22 reveals that 92% of boys and 90% of girls are able to take jokes of others normally.

Item no.23 reveals that 97.2% of boys and 99.6% of girls like helping others.

Item no.24 reveals that 94.4% of boys and 82% of girls can easily motivate others.

Item no.25 reveals that 82% of boys and 92.8% of girls find others sorrows as their own.

Item no.26 reveals that 87.2% of boys and 88% of girls find people with whom they often interact trustworthy.

Item no.27 reveals that 92.4% of boys and 87.4% of girls are able to trust others.

Item no.28 reveals that 88% of boys and 96% of girls believe others are able to react normally to their jokes.

Item no.29 reveals that 97.2 % of boys and 92.4% of girls are able to achieve mercy and help of others easily.

Item no.30 reveals that 84 % of boys and 88.8% of girls find themselves as responsible persons.

Item no.31 reveals that 87.2% of boys and 93.6% of girls believe they are able to easily calm down anger of others.

Table 2: Category of Emotional Intelligence (girls)

Category	No. of students	Percentage
Low Emotional intelligence	33	13.2
Average Emotional intelligence	162	64.8
High Emotional intelligence	55	22

From table 2, it can be seen that out of all the high school girls taken for the study, 13.2% have low emotional intelligence, 64.8% have average emotional intelligence and 22% have high emotional intelligence.

Hence, it can be concluded that majority of high school girls have average emotional intelligence.

Table 3: Category of Emotional Intelligence (boys)

Category	No. of students	Percentage
Low Emotional intelligence	45	18
Average Emotional intelligence	154	61.6
High Emotional intelligence	51	20.4

From table 3, it can be seen that, out of all the high school boys taken for the study, 18% have low emotional intelligence, 61.6% have average emotional intelligence and 20.4% have high emotional intelligence.

Hence, it can be concluded that majority of high school boys have average emotional intelligence.

Table 4: Category of Emotional Intelligence Irrespective of Gender

Category	No. of students	Percentage
Low Emotional intelligence	78	15.6
Average Emotional intelligence	316	63.2
High Emotional intelligence	106	21.2

From table 4, it can be seen that among all the students irrespective of gender, 15.6% have low emotional intelligence, 63.2% have average emotional intelligence and 21.2% have high emotional intelligence.

Hence, it can be concluded that irrespective of gender, majority of the students have average emotional intelligence.

Table 5: t-value for High School Students Based on Gender

Gender	N	Mean	S.D.	t-test	
Boys	250	24.16	382	2.59*	1.97**
Girls	250	25.55	404		
Total	500	24.85	393		

*0.01 level **0.05 level

Table 5, reveals that the calculated t-value for boys and girls is less than the table values at 0.01 and 0.05 levels of significance. Therefore the null hypothesis can be accepted.

Hence, it can be concluded that there is no significant difference between boys and girls with regard to their emotional intelligence.

Major findings

1. From the present study it was found that out of all the high school girls, 13.2% have low emotional intelligence, 64.8% have average emotional intelligence and 22% have high emotional intelligence. This indicates that majority of high school girls have average emotional intelligence.
2. It was also found that out of all the high school boys taken for the study, 18% have low emotional intelligence, 61.6% have average emotional intelligence and 20.4% have high emotional intelligence. This indicates that majority of high school boys have average emotional intelligence.
3. It was found that when all the students irrespective of gender were taken, 15.6% have low emotional intelligence, 63.2% have average emotional intelligence and 21.2% have high emotional intelligence. This indicates that irrespective of gender, majority of the students have average emotional intelligence.
4. The present study indicates that there is no significant difference between boys and girls with regard to their emotional intelligence.

Suggestions:

From the findings of the present study the following suggestions have been made;

1. High schools should provide congenial atmosphere for their students so that they can build good relationships and have good communications with the people around them.
2. Various clubs should be introduced in the schools so that students can participate, make friends, learn about one another, and cooperate with one another.
3. There should be ethics and morality classes or such subjects in the curriculum through which topics like positive attitudes, care and concern for others, respect for fellow citizens, being compassionate, control anger and frustrations, etc., can be taught to students.

4. Organize various activities like Tolerance Day, Being Human Day, a visit to Orphanages, Old Age homes and rehabilitation centers etc, with the effect that students develop sympathetic attitude towards others in the society.
5. Inculcate positive attitudes so that individuals do not become judgmental towards others and become more sensitive to the feelings of others around them.

Conclusions

The growth and progress in technology and the changes in our social traditions in the last few decades have brought about many new habits and lifestyles in a big way. Although people have become more educated, better-informed, modern, flexible, accommodating per se, yet in many areas of life people have become selfish, demanding, egoistic, opportunistic, competitive, and more savage than ever to survive in the world of work. Hence, people often lack empathy, care and concern for others. It is very important to accept and understand other's emotions and feelings if we are to exist with one another. It is possible to improve one's emotional intelligence which can enhance one's intra and inter-personal skills by being more humane in our approach to others and by inculcating and practicing good attitudes and behaviours. High school students are young adults and in the transitional stage from adolescence to adulthood. Therefore it is important that students' emotional intelligence be improved and that proper guidance be given to them both at home and largely at the school because students spend a lot of their "active/awake" time in the classrooms. If more people have high emotional intelligence than social relationships will be better and the world will be a better place to live in.

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Role of Authoritarian Parenting Style and Impulsivity on Substance Abuse

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Abstract

Psychological construct of parenting style has been accepted as the main factor of children's psychological problems. Authoritarian parenting has often been understood as a strict and demanding style of rearing a child with minimal expression and response. Respondents were substance abusers and non-abusers drawn using a multi-stage random sampling technique. The study examined the effect of authoritarian parenting styles and impulsivity; attentional and motor impulsivity, among substance abusers and non-abusers who were sharing the same demographic variables; evaluated using the Drug Abuse Screening Test (DAST, 1982), Parental Authority Questionnaire (Buri, 1991) and the Barratt Impulsiveness Scale (BIS-11; Patton et al., 1995). The results revealed that substance abusers scored higher on authoritarian parenting, motor impulsivity and attentional impulsivity; and positive relation was found between the dependent variables. Results explain the importance of parenting style for moulding the personality of children.

Keywords: authoritarian, parenting, impulsivity, attention, motor impulsivity.

Introduction

Substance abuse or use of psychoactive substances has had a long history dating back to the ancient world. In the modern world, new substances of abuse emerged along with the advancement in technology and thus the manner of utilization. Predisposing factor of substance abuse can be identified broadly as environmental and genetic factors (Vetulani, 2001). The understanding of substance abuse and the reason as to why one is connected to it is a bottom up approach involving subsequent studies.

Baumrind's (1971) general styles of parenting such as Authoritative, Authoritarian and Permissive, extended by Maccoby & Martin (1983) including neglectful parenting style is one of the most widely endorsed classifications. One of them which is commonly known as

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'asian parenting' or authoritarian style as in Baumrind's parenting, is a style of rearing where parents ruled with an iron fist and children have none or minimal chance for expression and response. Strict and demanding rules are laid out, which children have to abide to absolutely and generally with no chance for negotiating. This traditional style seems like a good and indisputable rearing style due to its rigidity and firmness. However, authoritarian style of parenting compared to an authoritative style had a higher chance of developing delinquent behaviour (Terry, 2004; Bronte-Tinkew et al, 2006; Diggs et al, 2015) and specifically, anticipates adolescent tobacco use (Cox, 2001). Non-authoritative styles such as authoritarian, neglectful and permissive styles also imposed higher chances of substance use (Bronte-Tinkew et al, 2006; Benchaya et al, 2019; Gatune, 2020). Negative parenting practices such as poor monitoring, low warmth, negligence, rejection and parental substance use strongly predicted substance use and other delinquent behaviours (Rai, 2008; Holth, 2014; Vermeulen-Smit et al, 2015; Martinez-Loredo et al, 2016; Brewer, 2017). Some studies linked parenting style, substance use and impulsivity with the latter functioning as a mediator (Malakar & Mullick, 2018; Ran et al, 2021).

In addition to parenting style, one prominent element in substance use or abuse is impulsivity, which often gets linked to blundered decision makings. The two subsets of this - impulsivity, unlimitedly motor and attentional impulsivity, are focused within the present study. Motor impulsivity is often explained as behaviours involving action without forethought (Patton et al, 1995; Stanford et al, 2009). Dickman's (1993) understanding of dysfunctional impulsivity can be regarded as synonymous to motor impulsivity. Attentional impulsivity on the other hand refers to contemplation and the ability to draw focus on current task (Patton et al, 1995). The role of impulsivity on substance abuse is multifaceted and a number of impulsivity measures impact in diverse ways. The negative impact of motor impulsivity and inattention often leads to maladaptive behaviour and behaviours detrimental to well-being. Attentional and motor impulsivity directly influence substance use specifically among methamphetamine users (Cservenka & Ray, 2017) and other substance of abuse (Mitchell & Potenza, 2014) and forms of addictivity (Meule et al, 2017). Delay discounting often used as a measure for impulsivity emerged as a core disability among substance users and obesity (Mole et al, 2014).

Parenting styles and impulsivity seem to be connected albeit the cause-effect relationship determination is arduous. Neuropsychological studies often reveal the intrinsic nature of impulsivity collaborating with genetical studies (Bezdjian et al, 2011; Pavlov et al, 2012). Impulsivity may also play a mediating role in parenting style effects to different behaviours such as self-harm (Ran et al, 2021). Abuse of psychoactive substance is a problem involving deficit in withholding and inhibiting immediate reward-related activity. Attention capacity and motor impulsivity is often accompanied with substance use and abuse (de Wit, 2008; Winstanley, 2010; Cservenka & Ray, 2017). Attentional impulsivity and motor impulsivity is also connected to other forms of addiction such as 'food addiction' (Meule et al, 2017). The involvement of impulsivity traits in substance abuse and other forms of addiction cannot be undermined.

Objectives

The present study investigates the role of authoritarian parenting style, attention and motor impulsivity among substance abusers by outlining the following problem:

- (i) To examine perceived authoritarian parenting among substance abusers and non substance abusers.
- (ii) To examine the impact of attention and motor impulsivities of substance abusers and substance non-abusers.
- (iii) To examine whether significant relationship exists between attention and motor impulsivity among substance users.

Hypotheses

To meet the objectives of the study, the following hypotheses were formulated:

- (i) There will be significant difference between substance abusers and substance non-abusers on authoritarian parenting style
- (ii) There will be significant difference between substance abusers and substance non-abusers about their motor impulsivity.
- (iii) There will be significant difference between substance abusers and substance non-abusers on attentional impulsivity.
- (iv) There will be significant positive correlation between attentional impulsivity and motor impulsivity

Methodology

Samples:

200 Mizo Male adolescents were screened out from the target population using a multi-stage random sampling procedure, consisting of male adolescent substance abuser and substance non-abuser. Their age ranged from 13-19 years and most of them consist of school going students and adolescents from observation homes from different district capitals of Mizoram.

Tools:

1) Drug Abuse Screening Test (Skinner, 1982)

The DAST-10 was originally designed by H.A Skinner to provide a brief, self-report instrument for population screening, clinical case finding and treatment evaluation research. The DAST yields a quantitative index of the degree of consequences related to drug abuse. The DAST-10 is a 10-item self-report instrument that has been condensed from the 28-item DAST.

2) Parental Authority Questionnaire (PAQ; Buri, 1991)

Buri (1991) developed a self report measure asking an adult to respond to how their parents acted towards them. The PAQ has three subscales: *authoritarian, authoritative and permissiveness*. The measure consists of 30 items, 10 for each of the different subscales in a five point Likert format ranging from strongly agree -1 to Strongly disagree-5. The PAQ is scored by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50. 23, 27 and 30. The scale consisted of two sets, each for the perception of father and mother with the similar items.

3) Barratt Impulsiveness Scale (BIS-11; Patton et al., 1995)

BIS-11 is a questionnaire designed to assess the personality/ behavioural construct of impulsiveness and the most widely cited instrument for the assessment of impulsiveness. The BIS-11 factor structure which includes 30 items that are scored to yield six first-order factors (*attention, motor, self-control, cognitive complexity, perseverance, and cognitive instability impulsiveness*) and three second-order factors (*attentional, motor, and non-planning impulsiveness*). The BIS uses a 4-point Likert type scale ranging from Rarely/Never - 1 to Almost Always - 5.

Design

A control group design was utilized to meet the objectives of the study with substance abusers as the treatment group and substance non-abusers as the control group. The two independent groups were matched with 100 respondents within each group who are assigned randomly using a simple random technique.

Procedure

Socio-demographic profile was constructed for the study to include more information and variables. 400 copies of the compiled psychological scale along with consent forms were produced. Necessary permission from the authorities and guardians was taken before conduction of the tests with clear instructions about the purpose of the study and instructions as per manual of the tests. The administration of the tests strictly observed the manuals and ethics of research as per APA norms. The test was conducted in individual condition and queries were clarified with careful scrutiny before the respondents left the room.

Results

The data was screened for missing values and outliers, the psychometric adequacy of the scales were checked and the scale is deemed a reliable measure of the construct within the selected population; attention subscale ($\alpha=.83$), motor impulsivity subscale ($\alpha=.89$) and authoritarian ($\alpha=.82$).

Hypothesis 1

In the first hypothesis we can reject the null hypothesis and the alternate hypothesis is fairly admissible suggested by the statistics. The independent t-test result showed that there is significant difference between substance abusers and substance non-abusers on perceived authoritarian parenting [$t(198) = -8.6$; $p < .01$]. The effect size of the mean difference was large (Cohen's $d = 1.04$). Therefore a large number of the sample from substance abuser group perceived their parents as being authoritarian and the impact of that perception is a strong one.

Hypothesis 2

The result of the second hypothesis was similar to Hypothesis 1. The statement that there will be difference between substance non-abusers and substance abusers on motor impulsivity is acceptable [$t(198) = -12.4$; $p < .01$]. The effect size of the mean difference was large (Cohen's $d = 1.30$) and we can say that substance abusers have greater motor impulsivity i.e action without forethought (Patton et al, 1995). The difference observed between the two groups is a landslide.

Hypothesis 3

The third hypothesis can also be accepted as the independent t test result showed significant difference between substance non-abusers and substance abusers [$t(198) = -12.1$; $p < .01$] on attentional impulsivity. The calculated effect size of the mean difference is equal to 1.30. The difference between substance non-abusers and substance abusers about their attentional impulsivity is a large one. Therefore it is sufficient to say that substance abusers have greater (mean =13.6) difficulty in maintaining their attention.

Hypothesis 4

In the fourth hypothesis, the result came from the substance abuser faction only. The statistics showed that both attention and motor impulsivity are related, though not strong enough considering they are part of the bigger factor. There was a positive correlation between attentional impulsivity and motor impulsivity ($r = .53$; $r^2 = .28$). Attentional impulsivity and motor impulsivity both accounted for about 28% of communal variation among substance abuser.

Table showing the mean, sd, reliability coefficients, homogeneity and t-test on attention, motor impulsivity and authoritarian parenting scores of substance abusers and substance non-abusers

	Substance non-abusers		Substance abusers		Cronbach's alpha	Levene's test		Independent t-test			
	Mean	sd	Mean	sd		F	Sig	df	t	Cohen's <i>d</i>	Pearson <i>r</i>
Attentional impulsivity	9.2	2.7	13.6	2.3	0.83	0.78	0.37	198	-12.1**	1.3	.53**
Motor impulsivity	12.6	2.7	17.4	2.7	0.89	0.003	0.96	198	-12.4**	1.3	
Authoritarian parenting	23.8	3.8	28.3	3.5	0.82	0.41	0.52	198	-8.6**	1.04	-

* significant at .05 level

** significant at .01 level

Conclusion

Impulsivity has been strongly associated with substance abuse and these substances change performance in measures of impulsivity (de Wit, 2008). The present study shows that substance abusers compared to non-abusers clearly had difficulty in maintaining their attention and had composure problem. In addition to that, substance abusers are likely to act instantly and without forethought compared to non-abusers. Although identification of the relationship between attentional impulsivity and motor impulsivity among substance abuser is uncomplicated, determining the cause-effect relationship is arduous. Cservenka & Ray (2017) found that among methamphetamine users attentional and motor impulsivity was high although it doesn't justify whether they are the antecedents. The same association was observed among abusers of other substance who are impulsive (Mitchell & Potenza, 2014). Impulsivity seems to be the outcome or the antecedent among substance users (Moeller et al, 2001; de Wit, 2008; Mitchell & Potenza, 2014; Cservenka & Ray, 2017) and may induce the behaviour of substance use or any other forms of problem addiction (Yan et al, 2016; Meule et al, 2017). Among ADHD patients, those who were dependent on cocaine are absolutely more likely to take actions at an instant and without delaying them. (Crunelle et al., 2013). Although the above referred studies highlight the prominence of impulsivity in substance abuse, these studies may be overlooking the direction of the cause-effect relationship. Therefore it is unclear as to how impulsivity exactly influences substance abuse as the impact is diverse and substance abuse may also increase impulsivity.

Authoritarian rearing style had deep negative impact among the respondents where parents imposed strict rules with minimal chance of response. Most of the substance abusers in the present study perceived their parents as strict and demanding and the child has none or minimum chance for responding in their relationship. The difference between the two groups was large enough to conclude that the perception of substance abusers about their parents rearing style as being authoritarian is immense by a landslide. Predating studies showed authoritarian parenting to have good prospects in developing delinquent behaviour, and substance abuse in specific (Terry, 2004; Gatune, 2020). Authoritarian parenting still resulted better compared to the neglectful style regarding lifetime usage and dose of usage (Montgomery et al., 2008). Non-authoritative parenting styles have higher chance of developing substance abuse (Clausen, 1996; Bronte-Tinkew et al, 2006; Benchaya et al, 2019) while authoritative style seem to have better consequence (Becoña et al, 2015). In contradiction to the present study and several other studies, parenting may not be a prominent factor in substance abuse (Berge et al, 2016).

Limitations

There are many limitations to this study such as incapability to include more respondents, incompetent design and the non inclusion of socio-demographic variables. The predictability of the variables to substance use was not included within the design. It is advisable that later studies include regression model for predicting the impact of risk factors. The inadequacy of the study regarding socio-demographic variables must be remitted by future studies as they are efficient in substance abuse studies.

Suggestion

The study was directed towards understanding dissimilarities between substance abuser and substance non-abuser in general. The result of the study shows the importance of parenting and nurturing of adolescents, personality traits such as motor impulsivity and attentional impulsivity. Therefore it is vital to formulate interventions that would stress more on parent-child relationship and developing intervention strategies that focus on inhibition training for adolescents who developed impulsive traits.

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Attitude of Prospective Teachers towards Teaching Profession

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Abstract

Teaching as a profession requires competence, dedication and a positive attitude. The complex requirement of this profession can only be met by continuous development of knowledge, skills and attitudes of future teachers through efficient teacher education programme. The present study titled, "Attitude of Prospective Teachers Towards Teaching Profession" is conducted on 300 prospective teachers of Mizoram. Teacher Attitude Scale (TAS-GL) developed by T.C.Goyal is used for collection and interpretation of data. The study found that majority of the prospective teachers of Mizoram have favourable attitude towards the teaching profession. Gender and the type of teacher education programme (secondary/elementary) are also found to be defining factors of attitude towards teaching profession.

Keywords: *Attitude, Teaching profession, Prospective teachers*

Theoretical Background

The teaching profession is considered to be one of the noblest in the vast array of professions. It involves the process of recreating man and facilitating the transformation of man into valuable human resource by imparting knowledge and developing skills.

According to Allport (1954), "Attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". It is thus a mental process that determines both the actual and potential response of an individual towards his environment. The attitude of a person towards their profession is considered to be an influential factor for better performance in the profession. Various studies have shown a positive correlation between teacher's attitude towards their profession and their effectiveness (Stronge,2007), positive correlation between attitude towards teaching profession and academic achievement of prospective teachers (Patil,2012), positive correlation between attitude and teaching efficiency

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(Gupta,1977). The influence of the teacher's attitude on his or her performance in the profession is a testament for teacher education programmes to focus on developing a positive attitude towards teaching profession.

Rationale of the study

Attitude towards teaching profession, as highlighted in many studies is a determining factor for success in the profession. The quality of teaching in our educational system thus highly depends on securing competent teachers with a positive attitude towards the profession. The prospective teachers, who are the future of the profession must be equipped with favorable attitude towards the profession to uphold and attain the goals of teaching. Thus, a study on the attitude of prospective teachers become crucial to shed light on the current status of the prospective teachers of Mizoram and also to provide baseline information for the development of an enhanced teacher education programme in the state.

Objectives

1. To study the attitude of prospective teachers of Mizoram towards teaching profession.
2. To compare the attitude of male and female prospective teachers of Mizoram towards teaching profession
3. To compare the attitude of prospective secondary and elementary teachers of Mizoram towards teaching profession

Methodology

The present study is a descriptive survey research which attempts to find out the status of prospective teachers of Mizoram on their attitude towards teaching profession.

Sample

For the present study, simple random sampling technique was used to draw the sample. Keeping in view the proportion of prospective teachers, a sample of 300 prospective teachers, 180 from secondary level i.e, Bachelor of Education (B.Ed) and 120 from elementary level i.e, Diploma in Elementary Education (D.El.Ed) were taken from the Institute of Advanced Studies in Education (IASE);Department of Education, Mizoram University; District Institute of Education and Training(DIET), Aizawl and State Council of Educational Research and Training (SCERT).

Tool Used

For the present study, Teacher Attitude Scale (TAS-GL) developed by T.C.Goyal is used.

Procedure

The investigator personally visited the institutions selected for the present study and took permission from the concerned authorities to collect data. After receiving approval from

the concerned authorities, the investigator built rapport with the participants in their respective classrooms and distributed questionnaires to the prospective teachers and gave thorough instructions beforehand. Each subject was to respond by reacting to the statement and putting a tick mark against those items only with which he/she agreed. The investigator made sure that all questions were answered before collecting the questionnaire.

While administering all the tests, the respondents were assured that their answers and scores would be treated with strict confidence. After getting the response sheets, the next step was to score them. Scoring of the answers sheets was done strictly according to the instructions given in the manual.

Data analysis

The analysis of data was carried out using appropriate statistical techniques, viz, percentage, mean, standard deviation and t-test.

1. Percentage was used to find out the percentage of level of attitude of prospective teachers towards teaching profession.
2. Mean was used to determine the average of the attitude possessed by the prospective teachers.
3. Standard Deviation was used to determine the deviation in the attitude of the prospective teachers.
4. The t-test is used to test the significance of mean difference among the different samples.

Analysis and interpretation

1. Overall Attitude of Prospective Teachers of Mizoram towards Teaching Profession

The following table 1 shows the overall attitude of prospective teachers of Mizoram towards teaching profession:

Table 1: Overall Attitude Level of Prospective Teachers of Mizoram towards Teaching Profession.

Sl no	Score Range	Category	No. of Students	Percentage
1	0-2.9	Most Favorable	22	7.33
2	3-4.9	Favorable	244	81.33
3	5-5.9	Neutral	29	9.67
4	6-6.9	Unfavorable	5	1.67
5	7-8.9	Most unfavorable	0	0

Table 1 indicates the overall level of attitude possessed by prospective teachers towards teaching profession. It shows that out of 300 respondents, 22 (7.33%) have the most favourable

attitude, 244 (81.33%) prospective teachers have favourable attitudes, 29 (9.67%) of them are neutral in their attitude and 5 (1.67%) have unfavourable attitude towards teaching profession. This reveals that majority of the prospective teachers have favourable attitudes towards teaching profession.

2. Comparison of The Attitude of Male and Female Prospective Teachers Towards Teaching Profession.

The following Table 2 shows the comparison of the attitude of male and female prospective teachers towards teaching profession:

Table 2: Comparison of The Attitude of Male and Female Prospective Teachers Towards Teaching Profession.

Gender	No. of students	Mean	Standard Deviation	t-ratio	Significance Level
Male	109	4.35	0.77	5.63	Significant at 0.01 level
Female	191	3.84	0.72		

A quick glance at Table 2 highlights the comparison made between male and female prospective teachers with respect to their attitude towards teaching profession. The table indicates that the calculated value of 't' turns out to be 5.63, which is more than the critical value of 't', therefore it can be concluded that male and female prospective teachers differ significantly in their attitude towards teaching profession.

3. Comparison of the Attitude of Prospective Elementary and Secondary Teachers towards Teaching Profession.

The following Table 3 shows the comparison of prospective elementary and secondary teachers with respect to their attitude towards teaching profession.

Table 3: Comparison of the Attitude of Prospective Elementary and Secondary Teachers towards Teaching Profession.

Programme	No. of students	Mean	Standard Deviation	t-ratio	Significance Level
Elementary	120	4.14	1.75	2.16	Significant at 0.05 level
Secondary	180	3.95	1.79		

A cursory glance at Table 3 indicates the comparison made on the attitude of prospective elementary and secondary teachers towards teaching profession. The obtained value of 't' given in the table is 2.16, which is greater than the critical value of 't' at 0.05 level of confidence. Therefore, it can be concluded that there is significant difference between prospective elementary and secondary teachers in their attitude towards teaching profession.

Findings and discussion

The major findings derived from the present study are as follows:

Findings Relating to Objective No.1

Overall Attitude of Prospective Teachers towards Teaching Profession.

The present study in relation to the overall attitude of prospective teachers towards teaching profession found that majority (81.33%) of the prospective teachers have favourable attitudes towards teaching profession.

Discussion: The present study, conducted to find out the attitude of prospective teachers of Mizoram towards teaching profession found that majority of the prospective teachers possess a favorable attitude towards teaching profession. This finding is backed up by the findings of related studies conducted prior to the present study. Studies conducted by Butch (1959), Demir (2016) and Patil (2012) found that prospective teachers have favorable and positive attitude towards teaching profession.

The positive attitude of the prospective teachers may be determined by personal traits, social environment as well as the perception of the teaching profession, status of teachers, salary, nature of work etc. at the individual and social level. The quality and nature of teacher education and the professional development experiences, that they have been exposed to may also be an influential factor in the formation of such attitude. In the light of this finding, the strategic role of the teacher education institutions and the quality that is embedded in the programmes must be emphasized as prospective teachers will be enabled to develop a more positive attitude that would be a strong determinant for efficiency in their profession. The implication for this finding is that prospective teachers will be filled with fresh minds having the right attitude to foster the cause of teaching efficiently in Mizoram.

Findings Relating to Objective No.2

Comparison of the Attitude of Male and Female Prospective Teachers towards Teaching Profession

The gender-based comparison reveals a significant difference between the male and female prospective teachers in their attitude towards teaching profession.

Discussion: In the light of the findings of the present study, it can be said that gender is a determining factor in the attitude of prospective teachers of Mizoram towards teaching profession. The female prospective teachers are found to have a more favorable attitude towards their teaching profession than their male counterparts. (The mean of the female prospective teachers is less than the male because the scoring in the attitude scale was done in the reverse i.e. the lesser the score, the more favourable the attitude of the teachers) This finding is in consonance with previous studies conducted by Ramakrishnaiah (1980), Shukla (1997), and Pancholi and Bhardwad (2015) who found that female prospective teachers have favourable attitude than the male prospective teachers.

Findings Relating to Objective No.3

Comparison of the Attitude of Prospective Elementary and Secondary Teachers towards Teaching Profession

The present study found a significant difference between prospective Elementary and Secondary teachers in their attitude towards teaching profession.

Discussion: The significant difference found between prospective Elementary and Secondary teachers in their attitude towards teaching profession resulted in favour of the prospective Secondary teachers. (The mean of the secondary prospective teachers is less than the male because the scoring in the attitude scale was done in the reverse i.e. the lesser the score, the more favourable the attitude of the teachers) The reason why prospective secondary teachers have a more positive attitude towards their profession could be attributed to the nature of professional education as well as the experiences provided in the secondary teacher education programs. The curriculum of the programs as well as the environment the prospective secondary teachers are exposed to, can also be a contributing factor. The investigator however, found no literature on previous studies that could be linked to this particular finding.

Conclusion

The attitudes of teachers towards their profession and the way they perceive it affects their performance. The prospective teachers, who are the future of the profession, must be equipped not only with knowledge and skills, but also with favorable attitude towards their profession. The present study conducted among the prospective teachers enrolled in various teacher education programs within the state shows that the prospective teachers of Mizoram have a favorable attitude towards teaching profession. It is also found that gender and the type of program that prospective teachers are enrolled in, are defining factors of the attitude towards teaching profession.

The study has provided a clear view of the attitude of prospective teachers of Mizoram towards teaching profession, which is positive in overall. This positive attitude reflects the status of the future teachers and that of the teacher education programs in the state. In light of the findings of the present study, the prospective teachers are likely to be filled with fresh minds, having the right attitude to foster effective, efficient and quality teaching in Mizoram.

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Moral Values of Middle School Students in Aizawl City: A Critical Study

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Abstract

We have all heard the oft repeated quote, "Education is all-round development". The education system of old indeed seemed to lay stress on an individual's overall/all-round development- personal, social and specially the moral. In ancient times, education was equated with sound morality. An educated person was expected to be, among many things, a person of good and sound moral character. In fact, to achieve this objective of education, the curriculum of old was infused with activities and content that could cater to the moral development aspects of an individual. The modern system of education too, in its own right incorporates and instills many moral values in to its system. As such, the present study is a modest undertaking to systematically survey, and to compare whether there are any differences in the moral values of middle school students in Aizawl city with regard to their gender.

Keywords: *Moral values, Middle school students, Gender*

Introduction:

Moral values are the principles by which we define something(s) as right and wrong. They involve the internalization of a set of values which emanate from the self, the family, community, religion, government, or any other entity that impacts the thoughts of the individual. It is basically the sum total of an individual's way of behaving that is often judged through an individual's ethical beliefs.

The psychologist's concept of moral behavior is much like the layman's psychoanalysts' concept of conscience or moral character (Donelson, 1973). The word 'MORAL' is derived from the Latin word 'MOS' which means custom, practice or rule, a way of accomplishing things.

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Morality is inferred from a person's intrinsically motivated resistance to temptation and from his guilt feelings that follow acts of transgression when he understands and also accepts prevailing standards of morality of the specific society (Kohlberg, 1963). Piaget (1968) was the first psychologist who interpreted the child's concept of moral values or values. Moral values play an important role in shaping personality development of the children. Freud considered super-ego as the moral commander of the personality and emphasized its observing, judging and punishing aspects. According to him, Super-ego is the ethical arm of personality that consists of conscience and ego ideal. He also explored an effective dimension of morality and also threw light on the dark corners of personality out of which morality grows. Kohlberg (1963) also described general structure and forms of moral thought. Generally, we consider the word moral as good and right conduct of the children or person.

NCERT (1987) in its resource material part-1 stated that every society wants to inculcate in its children's knowledge skills and certain qualities which may help them become good citizens which is called character education or value education. This includes Rastriya Panchaseel namely

a) Cleanliness b) Truthfulness c) Hardwork d) Equality and e) Cooperation

The Programme of Action NPE (1992) also emphasised value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception, ethical considerations and character building. It stressed the role of education in combating obscurantism, religious fanaticism, exploitation and injustice as well as the inculcation of values.

Rationale of the Study:

Moral value plays an important role in our life. Moral values are related to, but not indistinguishable with, moral behavior: it is possible to know the right thing to do, but not actually do it. It is also not the same as knowledge of social conventions, which are capricious customs needed for the smooth operation of society. Social conventions do have moral elements to them, but primarily, they have practical purposes. Moral values are standard accepted principles of life; it is concerned with the principles of right and wrong behavior and the goodness and badness of human character. It provides a structure for life. The moral value of courage gives everyone the determination to face anything that impedes the progress throughout life. Throughout history, morally responsible individuals have been known to be better respected in society too. However, sound moral values are not something that can be inculcated overnight. Besides, years may be required before a person may be said to be morally responsible. Therefore, there is a need not only to inculcate moral values at a tender age, but care must also be taken to assess what kinds of moral behaviors students are engaged in so that better and more meaningful measures may be adopted.

Positive moral values are important because they allow one to have an overall feeling of peace and joy. It can give meaning and purpose to life. Moral values are generally shared values. If we did have values in common, it would be exceedingly difficult to agree on anyone

course of action. School going children also need to have good moral values in their everyday living. Therefore, there is a need to know the status of moral values among the school going students and this study is a modest attempt to find out just how much emphasis is needed to study the moral values among the middle school students.

The Education Commission (1964-66) states that a serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values. In the life of majority of Indians, religion is a great motivating force and is intimately bound up with the formation of character and the inculcation of ethical values. A national system of education that is related to life needs and aspirations of the people cannot afford to ignore this purposeful force.

Statement of the Problem:

The problem of the present study is stated as, “*Moral Values of Middle School Students in Aizawl City: A Critical Study*”

Objectives of the Study:

The study was conducted with the following objectives:

1. To find out the moral values of middle school students in Aizawl City.
2. To compare the moral values of middle school students in Aizawl City with regards to their gender.
3. To offer suggestions in the light of the findings of the study.

Hypothesis of the Study:

In connection to the second objective of the study the following null hypothesis was formulated for empirical testing:

1. There is no significant difference in the moral values of middle school students in Aizawl City with regards to their gender.

Operational Definition of Keywords:

Different words have their different connotations according to their place of reference. In the present study, the words which are used in the title of the topic have the following operational meaning.

Morality: Morality may be defined as “the doctrine of right and wrong in human conduct.”

Moral Values: Moral values are those traits against which people measure right and wrong and the standards of good and evil, which govern an individual’s behavior and choices. Individual’s moral may derive from society and government, religion or self. For the present

study, moral value is the score obtained from the Moral Value Scale developed by Alpana Sen Gupta and Arun Kumar Singh.

Middle School Students: Middle school students are students of Aizawl city who are studying in classes 7 and 8.

Gender: Gender means both male and female Middle School Students of Aizawl City.

Method of Study:

The main objective of the present study is to study the moral values of middle school students in Aizawl City as such status survey method was followed.

Population and Sample:

The population of the present study includes all middle school students in Aizawl City. The sample of the study comprised of 100 students out of which 50 were males and 50 were females selected from Government Comprehensive Model School.

Tool Used:

For the present study, 'Moral Values Scale (MVS)' developed by Alpana Sen Gupta and Arun Kumar Singh in 1998 was used for collecting the data.

Collection of Data:

The investigators personally went to the school to collect data from the students of Government Comprehensive Model School. The selected students of class VII and VIII were given the questionnaire of moral values scale and they were asked to tick their preference in the test booklet. Before administering the test, the instructions given in the test booklet was read and explained to the subjects by the investigators. Having made sure that the subjects had understood the instruction and procedure for answering the test booklet; the actual administration of the test was started. After completing the test, the investigators collected those booklets and carefully checked each of the answer sheets. After that, the scoring of the test was done according to the manual and the score was then tabulated. The tabulated data was then analysed and interpreted according to the norms given in the manual.

Analysis and Interpretation of the Data:

The present chapter deals with the analysis and interpretation of the data collected from the middle school students in Aizawl City. The responses obtained from the subjects were scored by following the standard scoring procedures. The scores were classified, tabulated and analysed in accordance with the norms provided in the manual. Standard statistical methods were employed for analysis of data. The findings of the study are presented as follows with the objectives of the study accordingly.

Objective No. 1: To find out the moral values of the middle school students in Aizawl City.

The following table shows the number and percentage of moral values of all respondents which is categorized under three levels.

Table No.I**Moral Values of Middle School Students in Aizawl City**

Description	No. of Students	%
HIGH	28	28
MEDIUM	44	44
LOW	28	28

The above table shows that majority i.e.44% of the middle school students in Aizawl City are categorized as having medium moral value and the percentage of the students who have high moral value is 28%. And again the percentage of the students who have low moral value is 28%. Thus, it can be interpreted that majority of the middle school students in Aizawl City have medium moral value.

Objective No. 2: To compare the moral values of middle school students in Aizawl City with regards to their gender.

Hypothesis No. 1: *There is no significant difference in the moral values of middle school students in Aizawl City with regards to their gender.*

The moral value of the students was compared on the basis of their gender. For this comparison, the Mean, Standard Deviation and the 't' value was calculated by using statistical methods and the significant level was also tested at .01 and .05 levels. The following table shows the results of the comparison.

Table No. II**Comparison of Moral Value of Middle School Students in Aizawl City with regards to their Gender**

Groups	N	Mean	SD	t-value	Sig. Level
Male Vs. Female	50 50	24.89 23.88	5.9 3.6	1.03	NS

*NS= Not Significant

Looking at the above table, it is seen that the mean of males is found to be greater than the mean of females, but the difference is not very high and the obtained t-value i.e. 1.03 is not significant at any level. Therefore, the hypothesis- '*There is no significant difference in the moral values of middle school students in Aizawl City with regards to their gender*' cannot be rejected. Thus, it can be interpreted that middle school students in Aizawl City do not differ significantly in their moral values with reference to their gender.

Major Findings of the Study:

- It was found that majority of the middle school students in Aizawl City have medium moral values.
- The study found that middle school students in Aizawl City do not differ significantly in their moral values with reference to their gender.

Suggestion:

- The parents of the school going students should create awareness in their children about the importance of moral values in our everyday life including our learning system.
- The teacher should talk about the importance of morality to the students and they should also teach about good morals in school.
- The education department should include moral science as one of the school subject at each and every level at the school.
- Moral assessments of students should be made a mandatory aspect of the overall assessments of students.
- Teachers should acquaint students about contextual scenarios where moral values may be upheld by students.

Conclusion:

From the analyses of the findings of the present study, it can be concluded that, in general, the moral value of the middle school students is good and normal. However, moral value or morality is not something that is transient. Therefore, parents and teachers alike have the pressing responsibility to take care of and nurture the moral values of the students. Students should be made aware of the importance of keeping their moral values in line with the natural human moral code. Yes, students can be taught about moral values theoretically, but if teachers make conscious efforts to inculcate in children at a very young age moral values such as respect, honesty, compassion, hard work, kindness, gratitude, sharing, cooperation, responsibility and generosity etc., it would, no doubt, go a long way in shaping their later adult lives. It would help them to become strong, undeterred and responsible individuals in the society and society as a whole is undoubtedly bound to greatly benefit from it as such.

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Attitude of Mizo Post Graduate Students towards Family Planning and Birth Control

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Abstract

The purpose of the study was to measure the attitudes of Mizo post graduate students towards family planning and birth control. Samples of 500 students from different departments under different schools were selected randomly from Mizoram University. Family Planning and Birth Control Attitude Scale designed, developed and validated by Rajamanickam (1998) was used as a tool for collection of data. T-test was used to determine the significance of difference. The study found out that there was no significant difference between males and females and also between the different church denominations.

Keywords: *Post graduate students, Family planning, Birth control.*

Introduction

Family is the most valuable and important gift that God has given us. It is the first place where one learns his/her lessons regarding relationships with others. Family is really an important word. It means to feel secure, to have someone who you can count on, whom you can share your problems with. It is also about encouragement, understanding, hope, comfort, advice, values, morals, ideals and faith. This is one of the main reasons why family is important in our life. A perfect family can be a great example for the whole society. Family very much impacts the society and society too very much impacts a country. So, an ideal country is not only built by the government but also by each and every family member. So, every family is a principal key to the society, this is why family is important in our lives.

The concepts of 'family planning and birth control' have been jointly used by the demographers in India for the past fifty years since independence in the context of the study of the population problems. Family planning programs benefit not only parents and children but also the society and the nation, by being able to keep the number of new births under control allows for less population growth. With less population growth this will allow for more resources towards those already existing in the Indian population, with more resources comes longer life expectancy and better health.

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Rationale of the Study

The family planning program in Mizoram was launched in the mid-nineties under the auspices of the Health Department, Govt. of Mizoram. Initially, the Mizo people were not appreciative of the family planning programme and were more or less against it. The reason for this was that the Mizo people believed that their population was very small when compared with the population of the other inhabitants of various states of India. Besides this, the Mizo people had a misconception about the meaning of family planning. They thought that acceptance of family planning meant giving birth to only two (2) children. With the strong belief that the Mizo population was already very small compared to the other states, the idea of giving birth to not more than two (2) children was totally unacceptable.

We know that family planning is very important for the health of the mother and her child but in some situations one may not need family planning or birth control. Compared to other states in India, Mizos are very less in terms of population and there is a growing fear that if the youths and young parents follow family planning or control the birth of children, then, soon Mizoram will be over populated by the outsiders. However, the opinion of all people may not be in the same direction. Some may want and need family planning and birth control and some may have negative feelings about the means of family planning and birth control. Majority of the Mizos belong to Christian religion and their mindset and behaviour is greatly affected by the beliefs, doctrines and teachings of Christianity. The issue of Family planning and birth control has now become one great concern even among different Church denominations in Mizoram, as it is believed that whether one has children or not is entirely the will of God.

Operational Definitions of the terms used

- 1. Post Graduate students:** Post graduate students for the present study will mean those students who are pursuing Masters' degree in different departments of Mizoram University.
- 2. Family Planning:** Family planning services are defined as 'educational, comprehensive media or social activities which enable individuals, including minors, to determine freely the number and spacing of their children and to select the means by which this may be achieved. Family planning may involve consideration of the number of children a woman wishes to have, including the choice to have no children, as well as the age at which she wishes to have them. Family planning is sometimes used as a synonym or euphemism for access to and the use of contraception.
- 3. Birth Control:** Birth control also known as contraception and fertility control is a method or device used to prevent pregnancy. Planning, making available and using birth control is called family planning. Some cultures limit or discourage access to birth control because they consider it to be morally, religiously or politically undesirable.

Objectives of the study

- 1) To reveal the attitudes of Mizo post graduate students towards family planning and birth control.

- 2) To compare the attitudes of Mizo post graduate students towards family planning and birth control based on gender.
- 3) To compare the attitudes of Mizo post graduate students towards family planning and birth control based on Church denomination.

Hypothesis

1. Mizo post graduate students have positive attitudes towards family planning and birth control.

Null Hypothesis

1. There is no significant difference between male and female Mizo post graduate students in their attitude towards family planning and birth control.
2. There is no significant difference among Mizo post graduate students belonging to various Church denominations in their attitude towards family planning and birth control.

Methodology

For the study Descriptive survey method is adopted.

Population and Sample

In the present study, multi-stage random sampling design was employed to select sample from the population. The present study comprises twelve (12) departments; from the total nine (9) schools in Mizoram University. Four (4) schools were selected randomly, where three (3) departments each were selected randomly from the randomly selected four (4) schools. The total number of Mizo post graduate students selected was five hundred (500) in which there were two hundred and eleven (211) male students and two hundred eighty nine (289) female students. Based on the different denominations which were Presbyterian Church of India, Baptist Church of India, Salvation Army, Catholic, United Pentecostal Church, Seventh Day Adventist and other denominations.

Tools used

With the intention of finding out the attitude of Mizo post graduate students towards family planning and birth control, Family Planning and Birth Control Attitude Scale designed, developed and validated by Rajamanickam (1998) was used.

This test booklet questionnaire Rajamanickam (1998) is based on family planning and birth control. In very statement one idea about family planning and birth control is expressed. They are expressed in the statements with serial numbers on the scale. The scale consists of 32 positive and 32 negative statements.

Mode of Data Collection and Analysis

Collection of Data

After giving the necessary instructions and directions, the questionnaire was handed out to the students. After the students completed answering the questionnaire the researcher collected the entire filled questionnaire immediately after completion.

Each statement were given five choices as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). These responses were scored as 1,2,3,4,5 for negative statements and 5,4,3,2,1 for positive statements as given in the manual (Family Planning and Birth Control Attitude Scale, 1998).

Data Analysis

The analysis of data was carried out with statistical techniques like mean and standard deviation for the present study and to examine whether group means differ from one another; 't' test was used. For all the techniques mentioned, manual calculation and Microsoft Excel 2010 were used.

Analysis and Interpretation of Data

1. To reveal the attitude of Mizo post graduate students towards family planning and birth control.

In order to find out the attitude of Mizo post graduate students towards Family Planning and Birth Control, their responses are classified into positive, negative and neutral responses which are presented in the following table:

Table No – 4.1

Attitude of Mizo Post Graduate Students towards Family Planning and Birth Control

Gender	Number	Positive	Negative	Neutral
Male	211	2 (0.95%)	2 (0.95%)	207 (98.104%)
Female	289	5 (1.73%)	4 (1.38%)	280 (96.88%)
Total	500	7 (1.4%)	6 (1.2%)	487 (97.4%)

The above table reveals that out of 500 Mizo post graduate students 1.4% have positive attitudes towards family planning and birth control while 1.2% have negative attitudes towards family planning and birth control. It is also seen that 97.4% are neutral in their attitudes towards family planning and birth control.

Out of a total of 211 males 0.95% has positive attitudes towards family planning and birth control and also 0.95% has negative attitudes towards family planning and birth control while 98.104% have neutral attitudes towards family planning and birth control. Also out of a total of 289 females 1.73% has positive attitudes while 1.38% has negative attitudes towards family planning and birth control. It is also seen that 96.88% are neutral in their attitudes towards family planning and birth control.

Therefore, the hypothesis, *Mizo post graduate students have positive attitudes towards family planning and birth control* is rejected. This finding states that the students have neutral attitudes more than positive attitudes towards family planning and birth control.

2. To compare the attitudes of Mizo post graduate students towards family planning and birth control based on gender.

In order to compare the samples attitudes towards family planning and birth control they are divided into two groups based on gender - male and female and different statistical techniques were employed which are presented as follows:

Table No. – 4.2

Comparison of Attitudes of Mizo Post Graduate Students towards Family Planning and Birth Control Based on Gender.

Gender	Sample	Mean	SD	SEM _D	t-value
Male	211	189.73	13.46	1.25	0.05
Female	289	189.8	14.55		

Analysis of data from the above table reflects the result for the comparison of attitudes of towards family planning and birth control between Male and Female of Mizo post graduate students. The mean value for male and female students is 189.73 and 189.80 respectively. This tables shows that the test is not significant at 0.1 level. So, there is no difference between male and female in relation to their attitudes towards family planning and birth control.

Therefore, the null hypothesis, *there is no significant difference between male and female Mizo post graduate students in their attitude towards family planning and birth control* is accepted. This finding states that the attitudes of male and female towards family planning and birth control are no different at all.

3: To compare the attitudes of Mizo post graduate students toward family planning and birth control based on denominations.

In order to compare the samples attitudes towards family planning and birth control they are divided into seven groups based on denominations – Presbyterian Church of India (PCI), Baptist Church of India (BCI), Salvation Army (SA), Catholic, United Pentecostal Church (UPC), Seventh Day Adventist (SDA) and other denominations, different statistical techniques were employed which are presented as follows:

Table No.—4.3**Comparison of Attitudes towards family planning and birth control between Presbyterian Church of India and other Denominations**

Denomination	Sample	Mean	SD	SEM _D	t-value
PCI	101	187.48	12.65	1.9	1.08
BCI	84	189.55	13.07		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between PCI and BCI in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
PCI	101	187.48	12.65	2	1.36
SA	76	190.21	13.55		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between PCI and SA in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
PCI	101	187.48	12.65	1.9	0.86
Catholic	67	185.84	11.67		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between PCI and Catholic in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
PCI	101	187.48	12.65	2.15	2.8
UPC	74	193.5	15.003		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between PCI and UPC in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
PCI	101	187.48	12.65	2.7	2.4
SDA	56	193.96	17.944		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between PCI and UPC in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
PCI	101	187.48	12.65	2.543	0.62
Others	42	189.05	14.34		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between PCI and Others in relation to their attitudes towards family planning and birth control.

Table No. – 4.4

Comparison of Attitudes towards family planning and birth control between Baptist Church of India and other Denominations

Denomination	Sample	Mean	SD	SEM _D	t-value
BCI	84	189.55	13.07	2.1	0.314
SA	76	190.21	13.55		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between BCI and SA in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
BCI	84	189.55	13.07	2.02	1.83
Catholic	67	185.84	11.67		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between BCI and Catholic in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
BCI	84	189.55	13.07	2.25	1.75
UPC	74	193.5	15.003		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between BCI and UPC in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
BCI	84	189.55	13.07	2.78	1.58
SDA	56	193.96	17.944		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between BCI and SDA in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
BCI	84	189.55	13.07	2.631	0.19
Others	42	189.05	14.34		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between BCI and Others in relation to their attitudes towards family planning and birth control.

Table No. – 4.5**Comparison of Attitudes towards Family Planning and Birth Control between Salvation Army and other Denominations**

Denomination	Sample	Mean	SD	SEM _D	t-value
SA	76	190.21	13.55	2.1	2.08
Catholic	67	185.84	11.67		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between SA and Catholic in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
SA	76	190.21	13.55	2.34	1.4
UPC	74	193.5	15.003		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between SA and UPC in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
SA	76	190.21	13.55	2.85	1.32
SDA	56	193.96	17.944		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between SA and SDA in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	T
SA	76	190.21	13.55	2.703	0.43
Others	42	189.05	14.34		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between SA and Others in relation to their attitudes towards family planning and birth control.

Table No. – 4.6**Comparison of Attitudes towards Family Planning and Birth Control between Catholic and other Denominations**

Denomination	Sample	Mean	SD	SEM _D	t-value
Catholic	67	185.84	11.67	2.25	3.4
UPC	74	193.5	15.003		

This tables shows that the test is significant at 0.1 level. So, there is a difference between Catholic and UPC in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
Catholic	67	185.84	11.67	2.78	2.92
SDA	56	193.96	17.944		

This tables shows that the test is significant at 0.1 level. So, there is a difference between Catholic and SDA in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
Catholic	67	185.84	11.67	2.63	1.22
Others	42	189.05	14.34		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between Catholic and Others in relation to their attitudes towards family planning and birth control.

Table No. – 4.7

Comparison of Attitudes towards Family Planning and Birth Control between United Pentecostal Church and other Denominations

Denomination	Sample	Mean	SD	SEM _D	t-value
UPC	74	193.5	15.003	2.96	0.15
SDA	56	193.96	17.944		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between UPC and SDA in relation to their attitudes towards family planning and birth control.

Denomination	Sample	Mean	SD	SEM _D	t-value
UPC	74	193.5	15.003	2.82	1.57
Others	42	189.05	14.34		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between UPC and Others in relation to their attitudes towards family planning and birth control.

Table No. -4.8

Comparison of Attitudes towards Family Planning and Birth Control between Seventh Day Adventist and others

Denomination	Sample	Mean	SD	SEM _D	t-value
SDA	56	193.96	17.944	3.26	1.5
Others	42	189.05	14.34		

This tables shows that the test is not significant at 0.1 level. So, there is no difference between SDA and Others in relation to their attitudes towards family planning and birth control.

Therefore, the null hypothesis, '*there is no significant difference among Mizo post graduate students belonging to various Church denominations in their attitude towards family planning and birth control*' is accepted. There was no difference between the different denominations in their attitudes towards family planning and birth control.

Major Findings

- 1) Among 500 Mizo post graduate students 1.4% has positive attitudes towards family planning and birth control while 1.2% has negative attitudes towards family planning and birth control. It is also seen that 97.4% are neutral in their attitudes towards family planning and birth control. Therefore, the majority of students have neutral attitude towards family planning and birth control which indicates that they are neither favourable nor unfavourable about the matters of family planning and birth control.
- 2) Based on gender the students have no difference between them towards the family planning and birth control programme. They have the same attitudes towards it neither of them are not highly favourable nor highly favourable.
- 3) Among the different denominations Presbyterian Church of India have no significant difference in their attitudes with the other different denominations towards the programme of family planning and birth control.
- 4) Baptist Church of India have no significant difference in their attitudes with other different denominations towards family planning and birth control.
- 5) Catholic and United Pentecostal Church and Seventh Day Adventist have significant difference between them towards the family planning and birth control programme, the mean value shows that United Pentecostal Church and Seventh Day Adventist have higher level of attitudes towards family planning and birth control whereas, Catholic and others have no significant difference between them.
- 6) United Pentecostal Church and other denominations have no significant difference between them towards family planning and birth control programme. And also Seventh Day Adventist has no significant difference in their attitudes with other denominations towards family planning and birth control.
- 7) The overall interpretation indicates that there are no significant difference between male and female and all the different denominations towards family planning and birth control. Also the post graduate students have neutral attitudes towards family planning and birth control, they do not have such thoughts about the programmes and the outcomes of it.

Conclusion

India is the first country that launched a National Family Planning Programme in 1952, emphasizing fertility regulation for reducing birth rates to the extent necessary to stabilize the population at a level consistent with the socio-economic development and environment

protection. Since then the demographic and health profiles of India have steadily improved. The family planning program in Mizoram was launched in the mid-nineties under the auspices of the Health Department, Govt. of Mizoram. Initially, the Mizo people were not appreciative of the family planning program and were more or less against it. It is clear from this study that Mizo post graduate students have no thought about the programme as they fall in the level of neutral attitudes towards family planning and birth control. As far as both the genders go, males and females do not have any different attitudes towards it and it is also the same for the different denominations. So, this clearly indicates the need for developing awareness for family planning and birth control among the youth.

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