Study of Relationship of Behavioural Pattern and Level of Aspiration, Home Environment, Emotional Intelligence of Kannada and English medium Secondary School Students

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Abstract – Education is basis of every human's life. Education enhances and grows ones personality in a beautiful manner. To be educated is to be civilized. At the National level we see that English medium schools are the most popular on the contrary the situation at the state level is different in the state of Karnataka especially people are more inclined towards schools with kannada medium.

Key Words – Behavioural Pattern, Level of Aspiration, Home environment, Emotional intelligence, Secondary School, Medium

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INTRODUCTION

Education is a Social process by which knowledge is transferred to students through the intermediaries. Type A and B behavior's were first described by two cardiologists Friedman and Rose man (1959) who were studying beast disease. Briefly a) competitive achievement orientation goal striving without a sense of accomplishment and joy. b) Time urgency consistently racing the clock, impatience, over scheduling.

Level of Aspiration is the possible goal (score) an individual sets in the performance. The level of aspiration which a person setup for himself is frequently determined by the amount of self-esteem which he needs to maintain.

Behavioral Pattern:

Culture is a set of values beliefs and behaviours shared by group of people, it is a set of human made objectives and subjective elements it is transmitted through generations. Culture makes individuals to confirm the norms

Definitions of the Behavioural Patterns:

The Type A behavior Pattern, as referred to in psychology, refers to a set of dominant behaviors and emotional reactions that include a high emphasis of competition, impatience, hostility and aggression. These are people who are extremely intense and driven to succeed. People who possess this personality type are at a higher risk of coronary heart disease, as well as other stress-related conditions, than other personality types.

Friedman and Rosenman conducted studies on the relationship between stress and heart disease. One of the outcomes was the discovery of Type A and Type B personalities. People who are classified as having Type A personality have characteristics like: they have a sense of time urgency, find it difficult to relax, and often become impatient and angry when they get delayed (or if they are going to be late) or are around other people whom they view as incompetent. They are the opposite of Type B people.

Level of Aspiration:

level of aspiration are more realistic in generally secured, self confident individuals who anticipate success and are able to tolerate failure well .it has long been apparent that people frequently are influenced by other people is terms of level of aspiration.

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Level of Aspirations:

Here are few typical sequences of events is a level of aspiration

1.   Last performance

2.   Setting of Aspiration for the next performance.

3.   New performance.

4.   Psychologicla reaction due to the new performance.

5.   The family is a social construction.

Home Environment:

Environment is influenced by number of factors like constellation, number of children in the family. Martial relationships between husband and wife. Maternal employment,socio-economic status and religious background of the family.

Emotional Intelligence:

Daniel Goleman (1995, 1998) has argued strongly that this other kind of intelligence is more important for a happy, productive life than IQ. Goleman terms this kind of intelligence emotional intelligence (or EQ for short) and defines it as a Chester of traits or abilities relating to the emotional side of life. Let's take a closer look at the major components of emotional intelligence and then examine current evidence concerning its existence and effects.

Major components of emotional intelligence:

Goleman (1995) suggests that emotional intelligence consists of five major parts 1) a knowledge of our own emotions. 2) managing our emotions, 3) motivating ourselves, 4) Recognizing the emotions of others, and 5) handling relationships. Each of these elements, he contends, plays an important role in shopping the outcomes we experience in life.

OBJECTIVES OF THE STUDY:

For the present study the following objectives are framed.

1.   To identify the behavioural pattern of Secondary School Students.

2.   To identify the Secondary School Students level of aspiration.

3.   To identify the home environment of Secondary School Students.

4.   To identify the emotional intelligence of Secondary School Students.

HYPOTHESIS OF THE STUDY:

Null hypothesis

(H0): No significant difference between male and female students of secondary schools with respect to behavioral pattern and its components i.e.

•   Behavioral pattern A

•   Behavioral pattern B

Null hypothesis (H0): No significant difference between male and female students of secondary schools with respect to scores of

•   Emotional intelligence,

•   Aspiration and

•   Home environment

Null hypothesis (H0): No significant difference between Kannada and English medium students of secondary schools with respect to behavioral pattern and its components i.e.

•   Behavioral pattern A

•   Behavioral pattern B

Null hypothesis (H0): No significant difference between Kannada and English medium students of secondary schools with respect to scores of:

•   Emotional intelligence,

•   Aspiration and

•   Home environment

SAMPLE OF THE STUDY:

The entire population refers to the Secondary School Students of government and private Secondary Schools of Bellary Dist. The Cluster sampling technique is found to be most suitable for the present study

The present study is connected with emotional intelligence, aspiration, home environment and behavioral pattern of students of secondary schools. Hence, main sample of the study would be students of secondary schools. A total of 480 students were selected in which, 240 each from government and private in rural (240) and urban (240) areas with Kannada and English medium schools.

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METHOD OF THE STUDY:

For the present study an investigator were adopted the descriptive survey method.

Tools used for the study:

1.   Behavioural pattern scale

2.   Scale of level of aspiration

3.   Home Environment scale

4.   Emotional Intelligence Scale

Statistical techniques used in the study:

•   In order to test the hypotheses stated in the present study the following statistical techniques were employed

1.   Descriptive statistics

2.   Differential statistics

3.   Correlation Technique

4.   Multiple linear Regression Technique

5.   Path analysis

RESULTS AND DISCUSSIONS:

To the above hypothesis the sample one is independent and the three are dependent descriptive statistics were applied and the results are presented in the following table:

Table: Summery including mean, SD, SE, t-value and p-value between Kannada and English medium students of secondary schools with respect to behavioral pattern and its components

Variable	Mediums	Mean	SD	SE	t-value	P-value
Total behavioral pattern	Kannada medium	117.58	17.53	1.13		
	English medium	123.80	17.01	1.10	-3.9405	0.0001,S
Behavioral Pattern A	Kannada medium	57.71	11.61	0.75		
	English medium	61.13	11.28	0.73	-3.2738	0.0011,S
Behavioral Pattern B	Kannada medium	59.88	8.96	0.58		
	English medium	62.67	8.44	0.55	-3.5136	0.0005,S

From the results of the above table, it can be seen that,

■   The Kannada medium and English medium students of secondary schools differ significantly with respect to total behavioral pattern scores (t=-3.9405, p<0.05) at 5% level of significance. Hence, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means that,

the English medium students of secondary schools have significant higher total behavioral pattern scores as compared to Kannada medium students of secondary schools.

■   Figure: Comparison of Kannada medium and English medium students of secondary schools with respect to total behavioral pattern and its component scores
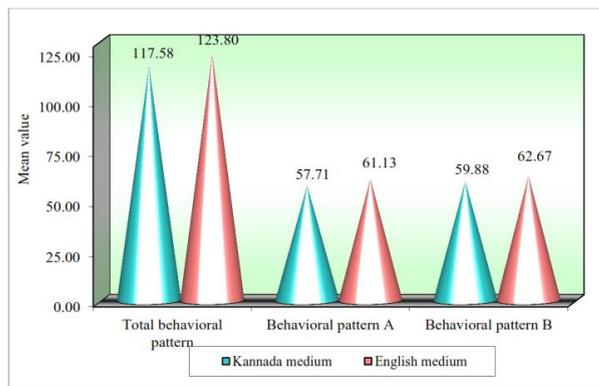

Table: Summery including mean, SD, SE, t-value and p-value between Kannada and English medium students of secondary schools with respect to scores of emotional intelligence, aspiration and home environment

Variable	Mediums	Mean	SD	SE	t-value	P-value
Emotional intelligence	Kannada medium	22.89	4.34	0.28		
	English medium	24.52	4.04	0.26	-4.2636	0.0001,S
Aspiration	Kannada medium	200.73	58.97	3.81		
	English medium	209.64	62.42	4.03	-1.6079	0.1085,NS
Home environment	Kannada medium	218.47	29.92	1.93		
	English medium	226.27	28.91	1.87	-2.9041	0.0039,S

From the results of the above table, it can be seen that,

■   The Kannada medium and English medium students of secondary schools differ significantly with respect to emotional intelligence scores (t=-4.2636, p<0.05) at 5% level of significance. Hence, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means that, the English medium students of secondary schools have significant higher emotional intelligence scores as compared to Kannada medium students of secondary schools.

■   The Kannada medium and English medium students of secondary schools do not differ significantly with respect to aspiration scores (t=-1.6079, p>0.05) at 5% level of significance. Hence, the null hypothesis (H_0) is accepted and alternative hypothesis

(H_1) is rejected. It means that, the Kannada medium and English medium students of secondary schools have similar aspiration scores.

■ The Kannada medium and English medium students of secondary schools differ significantly with respect to home environment scores (t=-2.9041, p<0.05) at 5% level of significance. Hence, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means that, the English medium students of secondary schools have significant higher home environment scores as compared to Kannada medium students of secondary schools. The mean and SD scores are also presented in the following figure.
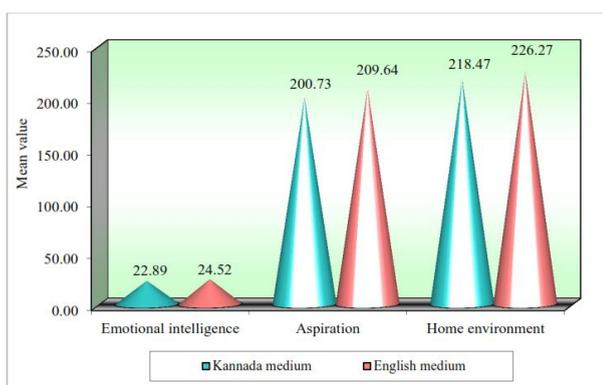

Figure: Comparison of Kannada medium and English medium students of secondary schools with respect to emotional intelligence, aspiration and home environment scores

MAJOR FINDINGS:

► The Kannada medium and English medium students of secondary schools differ significantly with respect to total behavioral pattern scores

► The Kannada medium and English medium students of secondary schools differ significantly with respect to component of total behavioral pattern i.e. behavioral pattern A scores

► The Kannada medium and English medium students of secondary schools differ significantly with respect to component of total behavioral pattern i.e. behavioral pattern B scores

► The Kannada medium and English medium students of secondary schools differ significantly with respect to emotional intelligence scores

► The Kannada medium and English medium students of secondary schools do not differ significantly with respect to aspiration scores

► The Kannada medium and English medium students of secondary schools differ significantly with respect to home environment score.

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