



## Reducing The Gognitive Dissonance

*The world in which we are living today is an age of tension, anxiety, violence, crime, fear and dissonance. We all do experience stress in one or another form throughout our lives. However, some form of dissonance lead to development of wide variety of symptoms and disorders that affect our health. Dissonance relief is related to our success/failure in our efforts. In a simple manner, dissonance is described as lack of physical and mental wellbeing caused by unhappy situations which are not under our control.*

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### Introduction :

The 21st century, inspite of all its scientific and materialistic advances has been described as an 'age of anxiety'. Karen Homey is of the opinion that modern society necessarily generates what you call basic anxiety' and very few are free from it, and in order to overcome this anxiety certain neurotic trends like restlessness, loneliness, aggressiveness, helplessness, compulsiveness and radicalism, etc develop. This seems to be a new form of religion.

### Cognitive Dissonance :

In psychology, cognitive dissonance is the mental stress or discomfort experienced by an individual who holds two or more contradictory beliefs, ideas, or values at the same time, or is confronted by new information that conflicts with existing beliefs, ideas, or values.

Leon Festinger's theory of cognitive dissonance focuses on how humans strive for internal consistency. When inconsistency (dissonance) is experienced, individuals tend to become psychologically uncomfortable and are motivated to attempt to reduce this dissonance, as well as actively avoiding situations and information which are likely to increase it (Baron.R.A. 2009).

### Description :

This is the feeling of uncomfortable tension which comes from holding two conflicting thoughts in the mind at the same time.

#### Dissonance increases with :

- (a) The importance of the subject to us.
- (b) How strongly the dissonant thoughts conflict.
- (c) Our inability to rationalize and explain away the conflict.

Dissonance is often strong when we believe something about ourselves and then do something against that belief. If I believe I am good but do something bad, then the discomfort I feel as a result is cognitive dissonance.

Cognitive dissonance is a very powerful motivator which will often lead us to change one or other of the conflicting belief or action. The discomfort often feels like a tension between the two Opposing thoughts. To release the tension we can take one of three actions :

- (i) Change our behavior.
- (ii) Justify bur behavior by changing the conflicting cognition.
- (iii) Justify our behavior by adding new cognitions.

Dissonance is most powerful when it is about our self-image. Feelings of foolishness, immorality and so on (including internal. projections during decision-making) are dissonance in action.

If an action has been completed and cannot be undone, then the after-the-fact dissonance compels us to change our beliefs. If beliefs are moved, then the dissonance appears during decision-making, forcing us to take actions we would not have taken before.

Cognitive dissonance appears in virtually all evaluations and decisions and is the central mechanism by which we experience new differences in the world. When we see other people behaved differently to our images of them, when we hold any conflicting thoughts, we experience dissonance. Dissonance increases with the importance and impact of the decision, along with the difficulty of reversing it. Discomfort about making the wrong choice of car is bigger than when choosing a lamp.

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### **Symptoms of Dissonance :**

Psychologists, Physiologist and medical scientists and many others have found that the term 'dissonance' can be borrowed from physics to explain many of the symptoms described above. It has been shown those rapid socio-cultural changes, ecological changes, certain psychological factors, life styles, all contribute to the dissonance. (Parameswaran. E. G, Beena. C. 2002). In the simplest language dissonance can be described as a lack of mental and physical wellbeing caused by unhappy situations or stimuli not under our control. The mind reacts with jealousy, hatred, anger, anxiety, sadness, depression, fear and panic. The mind and body are closely interlinked, and these emotions also adversely affect our physical health. If we cannot manage or prevent these emotions; we start experiencing great physical and mental stress. Unless relieved, such tensions may eventually produce serious illness, even heart attacks or strokes.

Dissonance is associated with physiological symptoms, Characteristic of sympathetic nervous system activity. The symptoms vary among individuals because of the differing sensitivities of organs to the experience of stress.

#### **(a) Physiological Symptoms :**

These comprise :

- (i) Increase in heart rate
- (ii) Increased blood pressure
- (iii) Sweating
- (iv) Raised blood coagulation rate
- (v) Increased ventilation (vi) Raised blood glucose level.

#### **(b) Subjective Symptoms :**

These include :

- (i) Tiredness and /or difficulty in sleeping
- (ii) Muscle tension particularly in neck and shoulder muscles
- (iii) Indigestion, constipation, diarrhea
- (iv) Palpitations Headache Difficulty in concentrating and a tendency to worry. (v) Impatience : feeling irritable and easily roused to anger

#### **(c) Behavioral Symptoms :**

Behavioral Symptoms include :

- (i) Increased consumption of alcohol, tobacco, food etc.
- (ii) Loss of appetite or excessive eating.
- (iii) Restlessness
- (iv) Loss of interest in family life.

### **Coping With Dissonance :**

In service learning and integrative ethical education, an important theme is getting students to help others. There are times though, when students need help especially when they experience stressful events. As children get older, they more accurately appraise a stressful, situation and determine how much control one can have over it. Older children generate more coping alternatives to stressful conditions and use more cognitive coping strategies. They are better

than younger children at intentionally shifting their thoughts to something that is less stressful; and at refraining or changing one's perception of a stressful situation. For example, a younger child may be very disappointed that a teacher did not say hello when the child arrived in the classroom. An older child may reframe the situation and think, my teacher may have been busy with other things and just forgot to say hello.

By 10 years of age most children are able to use these cognitive strategies to cope with dissonance. However in families that have not been supportive and are characterized by turmoil or trauma, children may be so overwhelmed by stress that they do not use such strategies.

Following are some strategies teachers can use to help students cope with stressful events.

(i) Reassure children (numerous times, if necessary) of their safety and security.

(ii) Allow children to retell events and be patient in listening to them.

(iii) Encourage children to talk about any disturbing or confusing feelings, reassuring them that such feelings are normal after a stressful event.

(iv) Protect children from re-exposure to frightening situations and reminders of the trauma-for example, by limiting discussion of the event in front of the children.

(v) Help children make sense of what happened, keeping in mind that children may misunderstand what took place. (Santrock, J.W. 2011).

### **Logical Techniques to Reduce Dissonance :**

#### **(a) Locus of Control :**

According to Rotter (1966) the locus of control is a concept which refers to the individual's awareness of the degree of control he or she has over the environment. If he feels he has influence over most situations in his life, he is said to have an internal locus of control. If, on the other hand, he believes that his life is largely controlled by other factors such as fate, past or other people, his locus is said to be external. The more influence an individual believes he has over his environment the less likely he will be victimized by stress.

#### **(b) Management of Emotions :**

To remove mental dissonance we should first try to prevent stress-producing emotions from arising in our minds. Nevertheless, if they arise, they have to be handled carefully. Worry causes dissonance. Worry, anxiety and fear are states of mental apprehension. The disaster has not come, yet its apprehension causes dissonance. When disaster strikes, we are no longer afraid, anxious or worried.

Cognitive dissonance theory is founded on the assumption that individuals seek consistency between their expectations and their reality. Because of this, people engage in a process called dissonance reduction to bring their cognitions and actions in line with one another. According to Festinger, dissonance reduction can be achieved in four ways.

(1) Change behavior or cognition ("I will not eat any more of this doughnut")

(2) Justify behavior or cognition by changing the conflicting cognition ("I'm allowed to cheat every once in a while")

(3) Justify behavior or cognition by adding new cognitions ("I'll spend 30 extra minutes at the gym to work this off")

(4) Ignore or deny any information that conflicts with existing beliefs ("This doughnut is not high fat")

**(c) Elimination of Attachment :**

According to most of the religious psychology, stress-producing emotions are caused by attachment. As mentioned earlier, attachment means getting involved with anything in a selfish way. This selfish involvement causes fear, worry and anxiety. To get rid of attachment it is helpful to develop a realistic view of the world.

**(d) Getting rid of Stress Through Positive Comparisons :**

Comparisons can cause either happiness or unhappiness. The kind of comparison that causes unhappiness may be called negative comparison. The kind that causes happiness may be called positive comparison. Positive comparison can help in getting rid of psychological dissonance. (Bhavya.M.S. 2012)

**Conclusion :**

The different religious scriptures say that there cannot be an action that does not produce any effect. In other words, every good effort must produce a beneficial effect. The Bhagavad Gita says that one who does good deeds will never suffer from any bad consequences. The implications of Sermon on the Mount of Jesus Christ are also the same. All that a student has to do is to practice regularly under the guidance of the proper teacher to draw benefits from deepest source of power; which is left miserably undeveloped; making self-unknown to him or her.

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# Effect of Women Empowerment, Educational Level and Occupational Type on Vocational Maturity of Women

*The purpose of the study was to find out the effect of women empowerment, type of work and their educational level on vocational maturity of women. This sample consists of 420 married and unmarried working women from rural and urban population of Durg district, between the age group of 18-30 years. Stratified random sampling technique was used for the present study. Women empowerment scale of Guffran and Bist (2006) and self-developed vocational maturity scale tool have been used. The collected data was interpreted by statistical factorial design 2 X 2 X 3. The result revealed that there was significant effect of women empowerment, type of work and educational level on vocational maturity of women.*

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## Introduction :

Vocational maturity or career maturity, is the degree which one has reached in cognitive, emotional and other psychological factors whereby one acquires the capacity of making realistic and mature career choices.

There seems to be a prominent difference between Vocational maturity itself and Vocational maturity for women which are evident through studies under the aforementioned heads. Vocational maturity also plays an important role in physical and mental maturity of any person. A vocationally mature person chooses an occupation for him/herself, creates a plan to achieve it and achieve their goals accordingly. In case of women, physical maturity is attained much before men of same age, but if we talk about vocational maturity, several factors contribute towards it. Positive attitude of family towards it, gender equality, emphasis on girl education, Economic independency of women etc. are some of the factors which contribute towards vocational maturity in women.

There is a close connection between vocational maturity and women empowerment. An economically independent woman can be called empowered and for economic independence, vocational maturity is the key element. Thus, vocational maturity is a progressive step towards women empowerment.

Today the contribution of women towards social and economic growth is equal to that of men. When this contribution ratio is same, vocation maturity is bound to be present. If a woman is able to contribute towards economy of the house, their respect and responsibilities increase in the house, which is very much required at this time. Factors

like control of expenses, reasonable freedom from time restrictions, domestic violence etc. are on some level, eventually related to economic ability.

The investigator chose “effects of women empowerment, educational level and occupational type on vocational maturity of women.” As the topic.

Kaur (1992) studied self-concept and locus of control as predictors of career maturity on sex sub-groups. It is found that Self-concept had no significant contribution in the prediction of attitudes towards career maturity for boys, but it was a significant predictor for girls and for the total sample.. Sex was not a significant predictor of attitudes towards career maturity and total competencies of career maturity. Malhotra & Mather (1997) Observed Education may be one of the most important influences on women's employment and its link to empowerment because of its relation to life chances and outcomes. While more educated and employed women may have a greater say in financial decisions, they do not necessarily have more say in other matters in the household. Saunders (1998) found that depression and dysfunctional career thinking were found to account for a significant amount of variance in career indecision. A significant positive relationship was also found between depression and dysfunctional career thinking. Regarding self-concept, it has been found that self-concept and locus of control are significant predictors of career maturity in a mixed sample. Srivastava (2004) analyzed the functioning of SHGs and their role in different areas concerning women like health, education, local politics, gender sensitization and economic empowerment. The study recommended that all NGOs

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working for women and SHGs should form a common platform to work for women's upliftment. Hasan (2006) observed that all the three independent variables (self-concept, occupational aspiration and gender) were found to be potential enough in generating variance in career maturity. On comparison of public and government schools, the results indicated that the students of public schools possess a higher career maturity attitude, career maturity competence, as well as self concept and achievement motivation as compared to government schools. Kumar(2014)observed a positive correlation between vocational maturity and family environment of senior secondary students. A positive correlation between vocational maturity, study habit, family environment and educational achievement of senior secondary students was found.

**Objective :**

To study the main and interactional effect of women empowerment, type of work and educational level on vocational maturity of women of DURG district.

**Hypothesis :**

**H0 :** There would be no significant main and interactional effect of women empowerment, type of work and educational level on vocational maturity of women of DURG district

**Sample :** Sample consists of 420 married and unmarried working women from rural and urban population of Durg district in Chhattisgarh between the age group of 18-30 years. Stratified random sampling technique was used for the study.

**Tool :** In this study women empowerment scale of Guffran and Bist(2006) has been used to measure women empowerment. Self developed tool for measuring vocational maturity has been used.

**Delimitations :**

- (i) On the basis of educational level and type of work, 420 working women of durg district were selected.
- (ii) Women between the age group of 18 to 30 years have been selected for study.
- (iii) Sampling is taken from a combined mix of married and unmarried women, from urban and rural population.

**Table 1 : Main and Interactional effect of women empowerment, type of work and educational level on vocational maturity**

Source of variance	Sum of squares	df	Mean of square	F value
Women empowerment(A)	1268-81	1	1268-81	10-26**
Type of work(B)	678-94	1	678-94	5-49**
Educational level (C)	10701-48	2	5350-74	43-30**
A X B	1957-81	1	1957-81	15-84**
B X C	119001-94	2	59500-97	481-51**
A X C	1197-71	2	5989-85	48-47**
A X B X C	12662-23	2	6331-11	51-23**
Error	50420-11	408	123-57	
Total	208671-03	419		

\*\*= significant of 0.01 level.

**Research Methodology :**

Survey method was used for the present study.

**Statistical Analysis :**

Analysis of variance technique in the 2x2x3 factorial design was applied to the data concerned.

Effect of women empowerment table no. 1 shows f value of women empowerment on vocational maturity is 10.26 which is, more than table value, which is 3.86 (1 degree of freedom and 0.01 significance). Therefore, women empowerment shows significant effect on vocational maturity of women in Durg district. Ergo, our null hypothesis is rejected.

Effect of types of work table no. 1 shows f value of type of work of women on vocational maturity is 5.49 which is, more than table value, which is 3.86 ( 1 degree of freedom and 0.01 significance). Therefore, type of work shows significant effect on vocational maturity of women in Durg district. Ergo, our null hypothesis is rejected.

Effect of educational level table no. 1 shows f value of educational level of women on vocational maturity is 43.30 which is, more than table value, which is 3.86 ( 2 degree of freedom and 0.01 significance). Therefore, type of work shows significant effect on vocational maturity of women in Durg district. Ergo, our null hypothesis is rejected.

**Intractional Effect :**

F-value for interaction of women empowerment X their type of work is f=15.84 at 0.01 significance level for 1 degree of freedom. It shows the significant interactional effect of women empowerment and type of work of women on vocational maturity.

F-value for interaction of type of work X educational level is f=481.51 at 0.01 significance level for 2 degree of freedom. It shows the significant interactional effect of type of work and educational level of women on vocational maturity.

F-value for interaction of women empowerment X educational level is f=48.47 at 0.01 significance level for 2 degree of freedom. It shows the significant interactional effect of women empowerment and educational level of women on vocational maturity.

F-value for interaction of women empowerment X type of work X educational level is f=51.23 at 0.01 significance level for 2 degree of freedom. It shows the significant interactional effect of women empowerment, type of work and educational level of women on vocational maturity.

**Conclusion :**

- (i) Women empowerment has a significant main effect on vocational maturity of women.
- (ii) Type of work has a significant main effect on maturity of women.
- (iii) Educational level of women has significant main effect on vocational maturity of women.
- (iv) Women empowerment x type of work have significant interactional effect on vocational maturity of women.

(v) type of work x Educational level have significant interactional effect on vocational maturity of women.

(vi) Women empowerment x Educational level has significant interactional effect on vocational maturity of women.

(vii) Women empowerment x type of work x Educational level have significant interactional effect on vocational maturity of women.

#### **Educational Importance :**

Women and men are inseparable elements of the society. Both are complimentary and cannot exist without the other. Value of both to the society is same. Deeming one sex superior than the other is disrespectful to the other, and this behavior can never be part of a progressive society. Women empowerment does not imply that women should be provided with all facilities and opportunities, with which they can lead their way ahead of men in the society. Women empowerment means providing opportunities by which women can come equal to men with their abilities and work shoulder to shoulder with men towards a progressive society.

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## Process of Progress : Creativity

*Everyone knows the fact that capacity without training is blind. So too, creativity being a natural endowment, needs training nourishment as well as stimulation. If not given proper opportunity, training and education, most of the creative talents will result in a wastage. Moreover, creativity is not the monopoly of the few geniuses only. In fact, to a certain extent, each one of us possesses the creative abilities. Gandhi ji, Lincoln, Bhabha, Newton, Shakespeare, Burt and Russel, were the creative individuals who put their minds in their respective fields. Certainly, they all were endowed with creative abilities' but the role of environment in term of education, training and opportunities for it cannot be over-ruled.*

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### Introduction :

According to BARHON, the making of thoughts is the most common instance of psychic creation and is typical of mankind. Individuals may think of a thought that is fully or completely new to them; yet, it may be one of the common thoughts of many human beings of prior generations and of the current generation. Great original thoughts or ideas are those, which are not only new to the person who thinks of them but new to almost everyone. These rare contributions are creative in perhaps a stronger sense of the term; they not only are the results of a creative act; but they themselves in turn create new conditions of human existence. The theory of relativity was such a creative act; so was invention of wheel.

Creativity is a very important process for the progress and major advances in every field. It is the basis of new inventions. One cannot invent, discover or advance without the Creative element in him or her. For any type of progress and major advances, creativity is a very important process. In fact all inventions are made just because of the result of new ideas. Creativity, thus, so important a concept, needs greater attention.

### Definitions of Creativity :

Yamamoto has stated that creativity is really like an elephant described by the different blind men in their own different ways by touching the trunk, the legs, the ears, the body of the elephant which means that there was no one way of describing creativity, as each individual has his/her own approaches. However, it is better to go through the varied definitions of the term.

(1) In the dictionary of education, creativity has been

described as associational and ideational in fluency, originality, spontaneous flexibility and ability to make logical evaluation.

(2) **Torrance** : Creativity is a process of becoming sensitive to problems, gaps in knowledge, missing elements, searching for solution or making guesses or formulating hypotheses and communicating the result.

(3) **Ausubel** : Creativity is a rare and unique talent in a particular field filed or endeavour.

(4) **Guilford** : Creativity is divergent thinking and the primary traits involved in divergent thinking according to Guilford are :

(a) Sensitivity to problems. (b) Fluency of thinking.

(c) Fertility of ideas. (d) Originality of response.

(5) **Taylor** : A process is creative when it results in a novel work that is accepted as tenable. Useful or satisfying by a group at a point in time.

(6) **Wilson, Guilford and Christenses** : "The creative process by which something new is produced-an idea or an object including a new form or arrangement of old elements. The new creation must contribute to the solutions of some problems."

(7) **Skinner** : "Creative thinking means that the predictions and/ or inferences for the individual are new, original, ingenious unusual. The creative thinker is one who explores new areas and makes new observations, new predictions, new inferences.

### Characteristics of Creativity :

(1) Creativity capacity is original.

(2) Creativity is useful.

(3) Creativity is the unique gift of nature.

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- (4) Creativity represents divergent thinking.
- (5) Creativity is socially accepted.
- (6) Creativity is the production of something new.
- (7) Creativity leads to talents.
- (8) Creativity has the capacity to direct the behaviour of the individual.

(9) Creativity is the cognitive function of total personality.

(10) Creativity is expressed through original discoveries.

(11) Creativity includes new combinations of old components.

(12) Creativity is purely an intellectual capacity.

(13) Any creative expression is a source of joy and satisfaction for the creator.

(14) The field of creative expression is very wide.

#### **Who is a Creative :**

- (1) Who has full of new ideas about things
- (2) Who invents things
- (3) Who can use materials, ideas, words in new ways.
- (4) Who is able to put more ideas together to get a new idea

(5) Who asks many questions as he/she has the great deals of intellectual curiosity.

(6) Who has a high degree of intellectual capacity.

(7) Who is always productive

(8) Who gets the things done.

(9) Who has high aspiration level for self.

(10) Who has wide range of interests.

(11) Who explore new areas.

(12) Who is able to make new observations.

(13) Who is independent of judgment.

(14) Who has high motivation for achievement.

(15) Who has masculine and feminine traits both combined in strength.

(16) Who is concerned with philosophical problems.

(17) who is a person of interest to everybody.

(18) who is consistent with his/her own personal standard;

(19) Who is straight forward in dealing with others.

#### **Dimensions of Creativity :**

**The dimensions of Creativity are as follows :**

(1) Sensitivity. (2) Unusualness.

(3) Originality. (4) Practicability.

(5) Product and Process. (6) Morphological Synthesis

(7) Combination.

(1) **Sensitivity** : Creativity is the encounter of the Intensely Conscious Human being with his/her world.

(2) **Unusualness** : Creativity is the ability to break away from the usual way of thinking and then from altogether a different pattern of thought.

(3) **Originality** : Creativity is the process that is characterized by originality, uniqueness and even sometimes idiosyncratic ways of doing things or showing problems.

(4) **Practicability** : Creativity is the disposition to make

and to recognize valuable innovations.

(5) **Product** : There is no unique entity identifiable as the creative process. All that can be identified is the product; and it is for the product that one infers the existence of a person.

(6) **Morphological Synthesis** : Creativity uses the process of synthesis and produce something new after synthesizing various factors into new combinations.

(7) **Combination** : Creativity is the capacity of forming new combinations according to our specified and useful requirements.

#### **Types of Creativity :**

(1) **Change Creativity** : The type of creative art or act that happens by pure luck and can rarely be duplicated.

(2) **Spontaneous Creativity** : It means bringing something new into being from a felling of spontaneity which is designed to meet an immediate purpose.

(3) **Conservable Creativity** : It refers to the process where the things that are created do not necessarily meet an immediate purpose. There is very little, if any, feedback is present in this type of creativity. It comes through generation to generation.

#### **Identification of Creative Individuals :**

According to Torrance, the measurement of creative individual is very essential because it :

(1) Enhances our understanding of human mind,

(2) Helps in individual teaching.

(3) Helps in guiding the mental growth and development,

(4) Helps in emphasizing the need for guidance in future.

The actual identification of the creative individuals in many areas like academic, autistics, mathematical, scientific, etc. Is done:

#### **Process of Creativity :**

In creativity either the process or product is taken into consideration. There is novelty in either. It is the rearrangement of concepts so as to produce something that which had not previously existed.

(1) Preparation

(2) Incubation

(3) Inspiration or Illumination, and

(4) verification or revision.

#### **Nature of Creativity :**

The most difficult task is of discussing the nature of creativity and it is also a known fact that creativity is the rare and unique talent in a Particular field of endeavour. Creativity has got a rare capacity of developing insight. Any creative expression is the source of joy and satisfaction for the creator. The creator says what he or she sees and feels; and there is perfect individuality in one's Creative expression. The creator is the person who is able to make ego-involved statement like- "I created this!" or "This is my creation!" creative thinking has complete freedom for the multiplicity of responses choices and line of action. Therefore, just by

travelling on the route tract, one will not be able to create;; but he or she can only reproduce!

Creative abilities can be defined as the means the individual has for expressing whatever creativity he or she possesses. The distinctive aspect of creative thinking is characterized in terms like 'flexibility'. 'Originality' and 'fluency' e.g. in eight minutes, the pupil must respond to the work 'BRICK'.

#### **School 'Tasks in Helping and Fostering Creativity Among The Children :**

Everyone knows the fact that capacity without training is blind. So too, creativity being a natural endowment, needs training nourishment as well as stimulation. If not given proper opportunity, training and education, most of the creative talents will result in a wastage. Moreover, creativity is not the monopoly of the few geniuses only. In fact, to a certain extent, each one of us possesses the creative abilities. Gandhi ji, Lincoln, Bhabha, Newton, Shakespeare, Burt and Russel, were the creative individuals who put their minds in their respective fields. Certainly, they all were endowed with creative abilities' but the role of environment in term of education, training and opportunities for it cannot be over-ruled. A good education, proper care and provision of the opportunities for creative expression inspire, stimulate and sharpen the creative mind; and, therein, the parents, the society and the teachers come into picture. They are required to help the children in nourishing and utilizing their creative abilities among children; and accordingly promoting creative abilities among our pupils may be fostered by the following methods:

#### **Conclusion :**

Concluding, it may be said then, that, if teachers are to develop creativity among their pupils, then, they must place high value for pupils creative thinking; and accordingly, must encourage and reward pupils creativity. They must show respect and give patient listening to their pupils; unusual questions and their unusual imaginative ideas.

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## कार्टून का उत्तराबाल्यावस्था के विद्यार्थियों के सामाजिक व्यवहार पर होने वाले प्रभाव का अध्ययन

प्रस्तुत शोधपत्र में कार्टून का उत्तराबाल्यावस्था के विद्यार्थियों के सामाजिक व्यवहार पर होने वाले प्रभावों का अध्ययन किया गया है। अध्ययन हेतु स्तरीकृत यादृच्छिक न्यादर्शन विधि द्वारा न्यादर्श का चयन किया गया है। न्यादर्श के रूप में राजस्थान के कोटा शहर के राजकीय व निजी प्राथमिक विद्यालयों में अध्ययनरत विद्यार्थियों एवं उनके माता-पिता व शिक्षकों को सम्मिलित किया गया है। प्रस्तुत अध्ययन हेतु स्वनिर्मित सामाजिक व्यवहार मापनी का उपयोग किया गया है। प्रस्तुत अध्ययन कोटा शहर तक ही सीमित है। शोध को शोधार्थी द्वारा कक्षा 4 व 5 के विद्यार्थियों तक ही सीमित रखा गया है। अध्ययन में माता-पिता, शिक्षक व विद्यार्थियों के सामाजिक व्यवहार में आने वाले परिवर्तनों का विश्लेषण किया गया है।

**डॉ. ऋषिकेश मिश्रा\* व ज्योति निझावन\*\***

### प्रस्तावना :

आज का युग विज्ञान का युग है। विज्ञान ने इंसान की जिंदगी बदल कर रख दी है। विज्ञान एवं तकनीकी विकास हमारी रोजमर्रा की जिंदगी में महत्वपूर्ण भूमिका अदा करते हैं। दूरदर्शन दर्शकों के उदारवादी संचार माध्यम के रूप में अच्छा प्रभाव डालता है। अधिकतर बच्चे अपना जीवन टेलीविजन के इर्द गिर्द पाते हैं। अधिकतर अभिभावक अपने बच्चों के अध्ययन एवं भविष्य के बारे में चिन्ताग्रस्त रहते हैं, क्योंकि अधिकतर बच्चे नाश्ता, खाना, खेलना, सोने के समय तक चुम्बक की तरह दूरदर्शन के निकट रहते हैं। अभिभावक बच्चों द्वारा लगातार टेलीविजन देखने के कारण उनके ऊपर हो रहे नकारात्मक प्रभाव के कारण चिन्ताग्रस्त रहते हैं, परन्तु आजकल टेलीविजन से बच्चों का बौद्धिक विकास आध्यात्मिक विकास नैतिक विकास एवं मूल्यों पर सकारात्मक प्रभाव भी पड़ते हैं। क्योंकि एक सिक्के के दो पहलू होते हैं, अच्छाई और बुराई। कहा जाता है कि लाग अच्छा रास्ता कम चुनते हैं, गलत रास्ता जल्दी नजर आता है।

आजकल आधुनिकीकरण एवं मंहगाई के कारण माता-पिता दोनों ही काम पर जाते हैं। महिलाओं को घर के बाहर जाना पड़ता है। आजकल संयुक्त परिवार के विघटन एवं एकाकी परिवार के चलन होने के कारण बच्चों को अकेला रहना पड़ता है। इसलिए टेलीविजन दादी-दादा, नानी-नाना इत्यादि की तरह परिवार की कमी पूरी करता है।

### पूर्व में किये गए शोध कार्य :

क्लारा, एम. जीनिंग्स एवं मारीयन, शिलीज आलियन (1980), टिना, हॉटन (2003), मित्तल, अनन्त (2004), अग्रवाल, दामोदर (2005), जार्डन और उसके साथी (2006), सरमिन सुल्ताना (2014), डॉ. जाहिर हुसैन मुन्हम शहजाद एवं सैयद अली हसन (2015)।

### समस्या कथन :

“कार्टून का उत्तराबाल्यावस्था के विद्यार्थियों के सामाजिक व्यवहार संवेगात्मक विकास एवं अकादमिक उपलब्धि पर पड़ने वाले प्रभाव का अध्ययन।”

### शोध का उद्देश्य :

उत्तराबाल्यावस्था के विद्यार्थियों के सामाजिक व्यवहार पर पड़ने वाले प्रभाव का अध्ययन।

- (1) विद्यालय के आधार पर,
- (2) लिंग के आधार पर,
- (3) समयावधि के आधार पर,
- (4) कक्षा के स्तरानुसार।

### शोध की परिकल्पनाएँ :

(1) उत्तराबाल्यावस्था के विभिन्न आयु वर्ग के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार के बीच सार्थक साहचर्य नहीं पाया जाता है।

(2) उत्तरा बाल्यावस्था के छात्र छात्राओं के कार्टून देखने व उनके सामाजिक व्यवहार के बीच कोई सार्थक साहचर्य नहीं पाया जाता है।

(3) उत्तरा बाल्यावस्था के निजी तथा सरकारी विद्यालय के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार के बीच कोई सार्थक साहचर्य नहीं पाया जाता है।

(4) उत्तरा बाल्यावस्था के कक्षा 4 व 5 के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार के बीच कोई सार्थक साहचर्य नहीं पाया जाता है।

(5) उत्तरा बाल्यावस्था के विद्यार्थियों के कार्टून देखने की समयावधि का उनके सामाजिक व्यवहार पर सार्थक साहचर्य नहीं पाया जाता है।

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\*\*व्याख्याता ( शिक्षा ), विजयराजे शिक्षक प्रशिक्षण महाविद्यालय, अकलेरा, जिला-झालावाड़ ( राजस्थान )

## संक्रियात्मक परिभाषाएँ :

(अ) कार्टून : वैसे तो कार्टून का अर्थ कोई भी हास्य या मनोरंजक चित्र होता है, जबकि कार्टून फिल्म एक चलचित्र या सिनेमा का हिस्सा होता है। प्रस्तुत शोध में 'कार्टून' से अभिप्राय बालकों द्वारा देखे जाने वाले एनिमेशन चलचित्रों से हैं, जिन्हें कार्टून शो में सम्मिलित किया जाता है, जैसे— डोरेमोन, पोकेमोन, निजा—हथौरी एवं छोटा भीम इत्यादि।

(ब) उत्तर बाल्यावस्था : यह अवस्था लड़कों में 6 से 14 वर्ष एवं लड़कियों में 6 से 13 वर्ष तक होती है। इस अवस्था की सबसे मुख्य विशेषता 'समाजीकरण' होती है। विद्यालय में बच्चे प्रायः एक टोली बना लेते हैं एवं उसका अधिकांश समय विद्यालय एवं मित्र—मण्डली में व्यतीत होता है। इस प्रकार उसे जीवन की वास्तविकताओं को समझने का अवसर प्राप्त होता है।

(स) सामाजिक व्यवहार : 'सामाजिक व्यवहार' शब्द का उपयोग मुख्यतः एक समाज में किसी व्यक्ति विशेष द्वारा किए गए आचरण को परिभाषित करने हेतु किया जाता है। प्रस्तुत शोध में बालक के सामाजिक व्यवहार से आशय उसके घर एवं विद्यालय में प्रदर्शित किए गए व्यवहार से है।

## शोध प्रारूप :

शोधकर्ता ने अपने शोध कार्य के लिये सर्वेक्षण विधि को आधार बनाया है।

## न्यादर्श :

प्रस्तुत अध्ययन में स्तरीकृत यादृच्छिक न्यादर्शन विधि द्वारा न्यादर्श का चयन किया गया है। न्यादर्श के रूप में राजस्थान के कोटा शहर के राजकीय व निजी प्राथमिक विद्यालयों में अध्ययनरत विद्यार्थियों एवं उनके माता पिता व शिक्षकों को सम्मिलित किया गया है, क्योंकि कोटा राजस्थान शिक्षा नगरी के रूप में जाना जाने वाला शहर है। प्रस्तुत अध्ययन में राजस्थान राज्य के कोटा शहर में संचालित 15 राजकीय व 15 प्राथमिक विद्यालयों के 373 विद्यार्थियों का चयन स्तरीकृत यादृच्छिक विधि के द्वारा किया गया है, जिसमें राजकीय विद्यालयों में अध्ययनरत विद्यार्थियों की संख्या 183 है तथा निजी विद्यालयों के विद्यार्थियों की संख्या 190 है।

## शोध में प्रयुक्त उपकरण :

प्रस्तुत शोध अध्ययन में स्वनिर्मित उपकरणों का प्रयोग किया गया है।

सामाजिक व्यवहार मापनी — स्वनिर्मित।

## शोध में प्रयुक्त सांख्यिकी :

- (1) प्रतिशतांक,
- (2) काई वर्ग परीक्षण।

## शोध कार्य का परिसीमन :

- (1) प्रस्तुत अध्ययन कोटा शहर तक ही सीमित है।
- (2) प्रस्तावित शोध को शोधार्थी द्वारा कक्षा 4 व 5 के विद्यार्थियों तक ही सीमित रखा गया है।
- (3) प्रस्तावित शोध को शोधार्थी द्वारा प्राथमिक निजी तथा सरकारी विद्यालयों के विद्यार्थियों तक ही सीमित रखा गया है।
- (4) प्रस्तावित शोध को शोधार्थी द्वारा कार्टून शो, डोरेमॉन, निम्जा हथौड़ी, छोटा—भीम तक ही सीमित रखा गया है।
- (5) प्रस्तावित शोध को शोधार्थी द्वारा उत्तरबाल्यावस्था के

विद्यार्थियों तक ही सीमित माना है।

## निष्कर्ष :

उत्तर बाल्यावस्था के विभिन्न आयु वर्ग के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार में सार्थक सहचर्य नहीं पाया जाता है।

शिक्षकों के मतानुसार निष्कर्ष निकलता है कि आयु के आधार पर गणना करने पर काई वर्ग मूल्य 20.50 प्राप्त हुआ है। यह मूल्य काई वर्ग तालिका मूल्य के .05 स्तर से अधिक हैं। अतः स्पष्ट है कि उत्तरबाल्यावस्था के विभिन्न आयु वर्ग के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार में आयु के आधार पर सार्थक साहचर्य है।

उत्तर बाल्यावस्था के छात्र छात्राओं के कार्टून देखने व उनके सामाजिक व्यवहार के बीच कोई सार्थक सहचर्य नहीं पाया जाता है।

शिक्षकों के मतानुसार निष्कर्ष निकलता है कि लिंग के आधार पर गणना करने पर काई वर्ग मूल्य 10.03 प्राप्त हुआ है। यह मूल्य काई वर्ग तालिका मूल्य के .05 स्तर से अधिक हैं। अतः स्पष्ट है कि उत्तरबाल्यावस्था के छात्र व छात्राओं के कार्टून देखने व उनके सामाजिक व्यवहार में लिंग के आधार पर सार्थक साहचर्य हैं।

माता—पिता के मतानुसार निष्कर्ष निकलता है कि लिंग के आधार पर गणना करने पर काई वर्ग मूल्य 8.90 प्राप्त हुआ है। यह मूल्य काई वर्ग तालिका मूल्य के .05 स्तर से अधिक हैं। अतः स्पष्ट है कि उत्तरबाल्यावस्था के छात्र व छात्राओं के कार्टून देखने व उनके सामाजिक व्यवहार में लिंग के आधार पर सार्थक साहचर्य है।

उत्तर बाल्यावस्था के निजी तथा सरकारी विद्यालय के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार के बीच कोई सार्थक सहचर्य नहीं पाया जाता है।

शिक्षकों के मतानुसार निष्कर्ष निकलता है कि विद्यालय के आधार पर गणना करने पर काई वर्ग मूल्य 7.78 प्राप्त हुआ है। यह मूल्य काई वर्ग तालिका मूल्य के .05 स्तर से अधिक हैं। अतः स्पष्ट है कि उत्तरबाल्यावस्था के निजी तथा सरकारी विद्यालय के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार में विद्यालय के आधार पर सार्थक साहचर्य है।

माता—पिता के मतानुसार निष्कर्ष निकलता है कि विद्यालय के आधार पर गणना करने पर काई वर्ग मूल्य 9.19 प्राप्त हुआ है। यह मूल्य काई वर्ग तालिका मूल्य के .05 स्तर से अधिक हैं। अतः स्पष्ट है कि उत्तरबाल्यावस्था के निजी व सरकारी विद्यालय के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार में विद्यालय के आधार पर सार्थक साहचर्य है।

उत्तर बाल्यावस्था के कक्षा 4 व कक्षा 5 के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार के बीच सार्थक साहचर्य नहीं पाया जाता है।

शिक्षकों के मतानुसार, कक्षा के आधार पर गणना करने पर काई वर्ग मूल्य 10.07 प्राप्त हुआ है। यह मूल्य काई वर्ग तालिका मूल्य के .05 स्तर से अधिक हैं। अतः स्पष्ट है कि उत्तरबाल्यावस्था के कक्षा 4 व 5 के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार में कक्षा के आधार पर सार्थक साहचर्य है।

माता—पिता के मतानुसार, कक्षा के आधार पर गणना करने पर काई वर्ग मूल्य 22.92 प्राप्त हुआ है। यह मूल्य काई वर्ग तालिका

मूल्य के .05 स्तर से अधिक हैं। अतः स्पष्ट हैं कि उत्तरबाल्यावस्था के कक्षा 4 व 5 के विद्यार्थियों के कार्टून देखने व उनके सामाजिक व्यवहार में कक्षा के आधार पर सार्थक साहचर्य है।

उत्तरा बाल्यावस्था के विद्यार्थियों के कार्टून देखने की समयावधि का उनके सामाजिक व्यवहार पर सार्थक साहचर्य नहीं पाया जाता है।

शिक्षकों के मतानुसार, समयावधि के आधार पर गणना करने पर कोई वर्ग मूल्य 15.58 प्राप्त हुआ है। यह मूल्य कोई वर्ग तालिका मूल्य के .05 स्तर से अधिक है। अतः स्पष्ट हैं कि उत्तरबाल्यावस्था के विद्यार्थियों के कार्टून देखने की समयावधि व उनके सामाजिक व्यवहार के बीच सार्थक साहचर्य है।

माता-पिता के मतानुसार, समयावधि के आधार पर गणना करने पर कोई वर्ग मूल्य 29.09 प्राप्त हुआ है। यह मूल्य कोई वर्ग तालिका मूल्य के .05 स्तर से अधिक है। अतः स्पष्ट है कि उत्तरबाल्यावस्था के विद्यार्थियों को कार्टून देखने समयावधि व उनके सामाजिक व्यवहार के बीच सार्थक साहचर्य है।

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