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Comparative study internet addiction among professional and non-professional college students

***Ramaprabou, V.**

Assistant Professor of Psychology, Tagore Govt. Arts and Science College, Puducherry

**** Sasi Kanta Dash**

Registrar, Pondicherry University, Puducherry

Abstract

The present study was conducted to find out internet addiction among college students. For this 80 students who are studying in various undergraduate degree programmes from various professional, arts and science colleges functioning in and around Puducherry were approached at random to collect data using purposive sampling method. The Internet Addiction Test constructed and standardized by Kimberly Young (1996) was used for data collection. The collected data were statistically analysed using 't' test. The findings revealed that there is significant difference in internet addiction between professional and non-professional students. The study also found that internet addiction is more prevalent among male students than female students.

Key words: Internet addiction, Professional and Non-professional students, and Gender.

Introduction

Usage of internet became inevitable in the present digital world (Nalwa and Anand, 2003) and it is persuaded almost everyone either directly or indirectly particularly the younger generation. Access to information across the globe was made ease because of the availability of internet services. Though many people use internet for information access to gain knowledge, many people use it for sharing their views and ideas on social media. Some people spend time by just watching the posts and messages uploaded by their friends and relatives. The advent of modern smart phones also made it easy to access internet whenever and wherever they want it. This made some people irrespective of time and place to occupy with their gadgets and browsing internet. It often created an obsession to watch and post messages irrespective of its relevance to themselves or others. It is visible that present day generation has gone to such an extent that even they could skip or leave a meal but not the gadgets with internet connectivity. Though there are many good things with internet it is also true that it created an addiction to the youngsters. As the result they started living with the gadgets rather than living with family members and friends. Since the attractions are more with the internet, people often forget their regular works or shifting their attention frequently on that. Undoubtedly it affects the concentration on the regular work they do.

The usages of internet services are found to be more among the adolescent group (Goel, D., Subramanyam, A., Kamath, R., 2013), particularly among the college and university students. The study also advocates that most of the adolescents spend their time in social networking, chatting, gaming, emailing and downloading media contents and etc. On the other hand it creates a kind of psychological dependency where the present generation were addicted to engage in internet based services. It often leads to poor concentration in their routine affairs and affects their studies and personal relationships (Griffiths and Wood, 2000; Liu and Potenza, 2007; Young, 1996; Young and Case, 2004). Hence an attempt was made to study the internet addiction among the



PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE OF HIGHER SECONDARY STUDENTS

Ramaprabou, V.

Assistant Professor of Psychology,
Tagore Govt. Arts and Science College,
Puducherry

Sasi Kanta Dash

Registrar, Pondicherry University,
Puducherry

Abstract

The present research was conducted to study the parental involvement on academic performance of the higher secondary students. For this 64 higher secondary students studying 12th standard in various schools functioning in and around Puducherry were approached at random and data was collected using questionnaire. The Parental Involvement in Schooling scale constructed and standardized by Steinberg et al., (1992) was used for data collection. Purposive sampling method was used for selecting the students. The collected data were statistically analyzed using 't' test. The findings revealed that there was parental involvement has a significant effect on the academic performance of higher secondary students. The study also found that parental involvement is more perceived by female students than male students.

Key words: Parental Involvement, Academic Achievement, Higher Secondary Students and Gender.

INTRODUCTION

Parental care and involvement is an important aspect in the growth and development of everyone's life. Particularly the present day education system makes every parent to be anxious to make their children as toppers. Especially when their ward is at higher secondary class they need to concentrate on their studies to make to compete with the present global educational scenario. The role of every parent in managing their children's educational experiences at home and at school has long been considered critical for children's success in school and achievement of goals. At the same time the perception of parental involvement by the wards is also equally important because it is very much essential for building confidence and sense of being loved and treatment of individuality. Several studies are of opinion that adolescent students when undergo biological growth, cognitive growth and social development, they do build constructive family relationships, especially the parent-adolescent relationship (Adams & Berzonsky, 2003; Grolnick, Price, Beiswenger, & Sauck, 2007; Lerner & Steinberg, 2004; Smetana, Campione-Barr, & Daddis, 2004; Steinberg & Silk, 2002).

Parental involvement has a great impact on the performance and achievement of the students (Sheldon and Epstein, 2005; Sirvani, 2007). Studies also proved that parental involvement has significant effect on test performances and academic

EFFECT OF ACADEMIC STRESS ON ACHIEVEMENT MOTIVATION AMONG COLLEGE STUDENTS

By

V. RAMAPRABOU *

SASI KANTA DASH **

* Assistant Professor, Department of Psychology, Tagore Government Arts and Science College, Puducherry, India

** Principal, Tagore Government Arts and Science College, Puducherry, India

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ABSTRACT

The present study was conducted to find out the effect of academic stress on achievement motivation of college students. 50 college students of various professional, arts, and science colleges functioning in and around Puducherry were approached at random to collect data using purposive sampling method. Academic stress scale developed and standardized by Rajendran and Kallappan (1990) and Achievement Motivation Scale by Pratibha Deo and Asha Mohan (1985) were used for data collection. The collected data were statistically analysed using 't' test and one way ANOVA. The findings revealed that moderate stress leads to high achievement motivation.

Keywords: Academic Stress, Achievement Motivation, Place of Living, College Students.

INTRODUCTION

Few decades ago, there were no televisions, mobile phones, computers, tablets, or any electronic gadgets. After returning from college, the students go out of their homes and play with their friends. They share their day to day experiences, the way they faced certain difficult situations, and everything that gave them a kind of emotional outlet and mental diversion. But in the present day, students do not have much choices to go out and play rather they indulge in with electronic gadgets and engage themselves in social medias, or have to go for studies or any private tuition or coaching classes. Nowadays, both the parents are working in many of the families and they also do not find much quality time to spend with their children. In the name of bringing up the children, they either knowingly or unknowingly pressure the children to score more marks to remain in the academic competition. They do not find time or people to share their problems.

The present day education became burdensome. Right from the primary education, the schools focus on training the students only for securing high marks to compete with their choice in higher studies in tune to the demand in the employment market. As the result, many students find it

difficult to cope up with the existing educational system as a result they experience stress. Secondly, to sustain the familiarity and keep themselves in the competitive race, colleges are exercising more pressures on the students to secure more marks. Further, many parents also constantly exert pressure on their children in the name of making them doctors or engineers. A study made by Fairbrother and Warn (2003) reported that too many assignments, heavy home works, competition with other students, coaching classes, worry over grades, poor relationship with teachers make students more stressful. Another study conducted by Marwan Zaid Bataineh (2013) on undergraduate students proved that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation, and high family expectations were drive moderately stress among students. According to Feld (2011), the most important stressors encountered by students include high individual and external expectations, and stressful surroundings as well as academic motivators, such as academic tasks, ranks, and college recognition. Babar and Olsen (2004) found out that the most dominant stressors were that of academics and examinations. Students complained of feeling stressed academically when it comes to facing exams and grade competition



Perceived Social Support and Achievement Motivation among Women Entrepreneurs

Dr. V. Ramaprabou

Assistant Professor of Psychology

Tagore Govt. Arts and Science College, Puducherry

ABSTRACT:

The purpose of the present study was to study the effect of perceived social support on the achievement motivation of the women entrepreneurs. The sample for the present study consisted of total of 50 women entrepreneurs running their business organisations in and around Union Territory of Puducherry. The perceived social support scale developed and standardized by Zimet, Dahlem, Zimet, and Farley (1988) and achievement motivation scale constructed and standardized by Pratiba Deo and Asha Mohan were used to collect data from the respondents. Results indicated that women entrepreneurs who have high social support show high achievement motivation. Also, it was found that the achievement motivation of the women entrepreneurs who studied professional courses is higher than the other educational groups.

Key words: perceived social support, achievement motivation, education, age, women entrepreneurs

Women have many roles to do in their day to day life. Apart from the personal responsibilities and commitments they also extend maximum contribution to the business industry and global market. The present technological development in the information and communication has empowered many women to start their own business. Women started to lead their business, do negotiations with delegates travel across countries to learn and to expand their business and they hold the responsibility of their status. But it is also true that all women entrepreneurs could not succeed in their careers. They find it very difficult to compete with their counterparts. This depends on a number of psycho-social factors like achievement motivation, support from their family, friends and relatives etc. To be successful and victorious entrepreneur women must have desire for achieving high peaks in their career, high motivation and goal directed behaviour. Because these psychological factors are the key sources that drives an individual towards the goal. Perceived social support is the belief people hold regarding the level and quality of support available to them. Perception of social support is very important because it shows how an individual thinks about the support available to them, and whether it can be called upon when needed. This research is an attempt to study achievement motivation and perceived social support of the women entrepreneurs



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Research Article

ACADEMIC PROCRASTINATION AND SELF EFFICACY AMONG COLLEGE STUDENTS

Sasi Kanta Dash and Ramaprabou V*

Tagore Govt. Arts and Science College, Puducherry

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ABSTRACT

The present research is an attempt to examine the relationship between academic procrastination and self efficacy among Professional and Arts and Science College students. Sample comprising of 39 Professional college students and 41 Arts and Science college students from different colleges functioning in and around the U.T of Puducherry. The data were collected using Procrastination Scale – student version constructed and standardized by Lay (1986) and Self Efficacy Scale constructed and standardized by Schwarzer and Jerusalem (1995). Purposive sampling method was employed to select samples. The collected data were used statistically analysed using correlation and 't' test. The results revealed that there is an inverse correlation between academic procrastination and self efficacy.

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INTRODUCTION

Procrastination is the avoidance of doing a task that needs to be accomplished. Nowadays it is common among a considerable number of people. It may be because of discomfortness regarding work, irrational thoughts, inability to concentrate, fear of failure, inability to orient objectives of success, lowered self-respect, anxiety, problem-solving skills, unrealistic expectations, and working habits (Alexander, Onwuegbuzie, 2007 and Watson, 2001). There are people who deliberately avoid certain tasks and look for some distraction to get away from the work. In the words of Steel (2007) Procrastination is a tendency of purposefully postponing or delaying a work which has to be completed within a timeframe. According to Ferrari, Johnson and Mc Cown (1995) procrastination is an act of intentionally delaying in doing something is proposed. Academic procrastination is an act of postponing the academic tasks like class room activities, tests and examinations, home works etc. It is because of the contradiction between intention and action, which leads to adverse consequences for the procrastinator (Binder, 2000). Sometimes it may happen because of the tiresome tasks that they face daily (Shu and Gneezy, 2010). Sometimes it may happen because of underestimation of one's own abilities or fear of the outcome or people or poor efforts and motivation. Bandura (1997) states that initial attempts or continuation of a work depend on the self efficacy of an individual. He also stated that those who

have poor self efficacy will have avoidance behaviour whereas the people with strong self efficacy will have a consistent doing behaviour (Bandura, 1985). It is further advocated by Pajares (1996), that self efficacy plays an important role in predicting the performance of an individual. According to Kitsantas and Zimmerman (2009), self efficacy is the ability to organise and implement the action steps to reach the desired goal of an individual.

LITERATURE REVIEW

Self efficacy has always been a key factor on procrastination. A study conducted by Haycock, McCarthy and Skay (1998) advocated that low self-efficacy has a strong impact on high procrastination behaviour. Wolters (2003) conducted a study on self efficacy and procrastination tendency among the university students and found strong correlation between the variables. Another study conducted on adolescent school children of Turkey by Klassen and Kuzucu (2008), resulted that there is relationship between procrastination and academic self-efficacy. Further it is also established by Seo (2008) that self efficacy has a negative effect on academic procrastination.

Objective

The present study is aimed to examine the relationship between academic procrastination and self efficacy of the Professional students and Arts and Science College students.

*Corresponding author: Ramaprabou V
Tagore Govt. Arts and Science College, Puducherry

Understanding the Adolescent Learner

Dr. V. Ramaprabou^{1*}, Dr. Sasi Kanta Dash²

ABSTRACT

Adolescence is regarded as the difficult and complex period of life where many do exhibit a sense of withdrawal from realities and responsibilities. It is also a period of identity crisis, poor maturity, role confusions, biological changes, but it still remain as the period of high potentiality with rich source of energy, an anxious mind with curiosity. It is a vital period of everyone's life to be understood where everyone needs to have a trusted relationship on whom they can rely upon or somebody who can think in their tune to get along with them. As the reality seekers, adolescents generally avoid the people with parental attitude and directional philosophies. Hence it was believed that if there is somebody who can really understand and care for them by winning their trust and faith they can do wonders in this world. If a teacher can understand the adolescent students and their nature definitely they can bring tremendous desired changes in their life. Hence the present paper is an attempt to throw some light on few psychological aspects to understand the adolescent learners.

Keywords: *Adolescent Learners, Cognition, Personality, Motivation, Interest*

Life is a sequential act of learning and unlearning of feelings, ideas, actions, attitudes, etc. Learning involves mastering new skills as well as balancing emotions, cordial interaction, and adjustment with the living environment. Psychology defines learning as a relatively permanent change in behaviour which occurs as a result of experience or practice. Learning can be of four kinds (i) habituation, in which an organism learns to ignore a familiar and inconsequential stimulus; (ii) classical conditioning, in which an organism learns that one stimulus follows another; (iii) instrumental conditioning, in which an organism learns that a particular response leads to a particular consequence; and (iv) complex learning, in which learning involves more than the formation of associations. Even if something is complex it can be learned effectively if it is intentionally attempted.

Adolescents are more so than children, they are very much aware of what they do not know and adjust the way they study to accommodate for the gaps in their knowledge. Children on the other hand, often fail to realize when they have not learned what they have been studying.

¹ Assistant Professor of Psychology, Tagore Govt. Arts and Science College, Puducherry, India

² Principal, Tagore Govt. Arts and Science College, Puducherry, India

*Responding Author

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RESEARCH ARTICLE

ACADEMIC PERFORMANCE AND EMOTIONAL INTELLIGENCE OF UNDERGRADUATE STUDENTS

*¹Ramaprabou, V. and ²Sasi Kanta Dash

¹Assistant Professor of Psychology, Tagore Govt. Arts and Science College, Puducherry

²Principal, Tagore Govt. Arts and Science College, Puducherry

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ABSTRACT

The present study was conducted to find out level of emotional intelligence and its impact on overall academic performance in all the semester examinations of undergraduate students. For this 80 students who have just passed their undergraduate degree programme from various professional, arts and science colleges functioning in and around Puducherry were approached at random to collect data using purposive sampling method. Emotional Quotient Inventory developed and standardized by Reuven Bar-On (2000) was used for data collection. The overall percentages of marks secured by the students in all the semesters were taken as the performance indicator. The collected data were statistically analysed using 't' test and one way ANOVA. The findings revealed that there is significant relation between emotional quotient and academic performance of the students.

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INTRODUCTION

Emotions are part of human life. No man can live in this world without emotions. Almost every activity, action, decision and judgment of a human being has emotions. All of our feelings are related to emotion. Emotions have strong values for our relationships, behaviour and it gives a meaning to human life. But the success of maintaining a balanced life depends with how people handle it. According to John Mayer and Peter Salovey (2002), 'emotions are the internal events that coordinate physiological responses, cognitions, and conscious awareness'. They defined emotional intelligence as the ability to sense and interpret emotions, and to make use of emotions to think healthy, to use it for gaining knowledge, and to regulate emotions reflectively so as to promote balanced emotion. In the recent past, the concept of emotional intelligence has become a very important indicator of a person's knowledge, skills and abilities. Further, Mayer and Salovey's (1990) pointed out that an emotionally intelligent individual will be a well-adjusted, genuine, warm, persistent, and optimistic person. Emotional Intelligence is also having a significant role in learning, performance, motivation, decision making, successful management and leadership. Higher education has become increasingly competitive and diverse (Adelman, 1999; Pascarella & Terenzini, 2005) in the present world.

Transitioning from schooling to college is not just an easy task for the students of poor socio economic background, deprived and under privileged. Students who join colleges for higher education face many challenges like adjustment problem, academic stress, peer pressure, adaptation to modern life style, use of e-resources and etc., particularly those who are hailing from rural and semi urban backgrounds. This often gives them a kind of psychological setback, deprivation and pressure, as the result they may lose their emotional stability. An unbalanced emotional state always results in poor performance. Many studies on academic success have proved that students with higher emotional intelligence show better performance than poor emotional intelligence (Parker et al., 2005; Vela, 2004; Walker, 2006). Studies proved that emotional intelligence on college students (Bellack, 1999; Elder, 1997; Jaeger, 2004; Liptak, 2005; Ramos-Sanchez & Nichols, 2007) showing a positive correlation between academic success and higher emotional intelligence. In order to raise an emotionally intelligent student, learning environments should be adaptive and transformative. If learning environment is effective students will acquire and develop new skills and the ability to think about the way that they need to behaved. Emotional Intelligence not only gives them peace and harmony but also makes them more efficient in their academics. Thus, to be successful one requires to have effective awareness; control and management of one's own emotions; and adjustment with others. To create such awareness the parents are teachers should know the emotional intelligence level of their students and to make them

*Corresponding author: Ramaprabou, V.
Assistant Professor of Psychology, Tagore Govt. Arts and Science College, Puducherry