



A CORRELATIONAL STUDY BETWEEN THE RESEARCH APTITUDE AND POSITIVE INTELLIGENCE OF M.ED. STUDENTS

***DR. MAN SINGH**

ASSOCIATE PROFESSOR

DEPARTMENT OF EDUCATION

ISDC, UNIVERSITY ALLAHABAD

****PUJA TRIPATHI**

RESEARCH SCHOLAR, DEPARTMENT OF EDUCATION

ISDC, UNIVERSITY OF ALLAHABAD

ABSTRACT:

Positive intelligence is the science and practice of developing mastery over your own mind so you can reach your full potential for both happiness and success. **Present study focuses** on the research aptitude and positive intelligence of M.Ed. students. From the population of the study and from sample size, 64 students selected randomly. Emotional intelligence test by (S.K MANGAL and SUBHRA MANGAL) and students achievement score of M.Ed. 1st yr. students served in obtaining the data of the study. Method of correlation, Product Moment correlation is used to analyzed the data of the study. Between above mentioned two variable obtained correlation was found + **.92** that is very high correlation between two variables. As a result, it was concluded that positive intelligence of M.Ed. students highly correlated with the Research Aptitude and positive intelligence influences the phenomena of the Research Aptitude positively.

INTRODUCTION:

Intelligence has been defined in many ways including as one's capacity for logic, understanding, self-awareness, learning, emotional knowledge, planning creativity and problem solving and positivity of mind. These all are very impotent for a person as well as society's well fare. Positivity of mined is play an impotent role to balance these all term of intelligence. Why only 20% of and individuals achieve their true potential and how you can achieve yours.

The term positive intelligence is an indication of how well our (human) minds act in our best interest. If our thoughts are positive, optimistic and confident, our life in general will be happy and successful. If, however, we believe that we are not capable of coping with life or that we are lazy, that is how we will lead our life. How the positive intelligence does links to subjective wellbeing” Positive Intelligence is the science and practice of developing mastery over your own mind so you can reach your full potential for both happiness and success. Positive intelligence can make to increase productivity and further provides a toolset for you to implement to increase your teams (PQ) positive intelligence for the great project success **Your potential is determined by many factors, including your cognitive intelligence (IQ), your emotional intelligence (EQ), and your skills, knowledge, experience, and social network. But it is your Positive intelligence (PQ) that determines what percentage of your vast potential you actually achieve.** Intelligence is of no use unless learn to cultivate your own sense of well-being and optimism. We like to believe we are an intelligence lot. Evaluation has ensured we come this far. We take pride in our IQ, and it's a quality we aspire for ourselves, and want our children to aspire to. But somewhere, something very vital has gone amiss. Because all that we have – League degrees, material wealth, instant gratification of all desires- hasn't made us happy or wise. In fact, we are more fractured than ever, and grappling with everyday anxiety and misery. IQ isn't the answer to everything, we've been told decades before, when we were introduced to the concept of EQ (Emotional Quotient). Expert and EQ was as important as our Intelligence Quotient for us to become where some individuals. Now, the whole world is talking about Positive Intelligence Quotient.

The word RESEARCH is derived from the Latin word “to know”. It is the art of Scientific Investigation that indicates to search for something new i.e., new ideas, new conclusions, and new theory. RESEARCH APTITUDE in the proposed study will be taken components (all components and concepts to research problem, objective, hypothesis, philosophy methodology etc.) of research competence to prepare research competence test to measure research aptitude of the students.

According to Kerlinger (1996), “Research design is the plan, structure and strategy of investigation conceived to obtain answers to research questions and to control variance”. There are several definitions of Research Aptitude defined by the different professors: According to Young PV,

“Research is “the systematic method of discovering new facts or verifying old facts, their sequences, interrelationships, causal explanations, and the natural laws which govern them”.

According to Clifford Woody, “Research comprises defining and redefining the problems formulating a hypothesis or suggesting solutions, collecting, organizing, and evaluating data, making deductions and researching conclusions, and at last carefully testing the conclusions to determine whether they fit the hypothesis”. According to Professor Lundberg, “A systematic method through which observed information and data are classified, generalized and verified is known as research”.

POSITIVE INTELLIGENCE IN EDUCATION

Master your mind, master four life: Positive intelligence is the science and practice of developing mastery over your own mind so you can reach your full potential for both happiness and success. It is very useful for students, teacher, and staff. Through this anyone can achieve our goal with any burden. It is not only useful to achieve the goal but it's also a way to live life happily. Training your brain to be positive is not so different from training your muscles at the gym. Recent research on neuroplasticity the ability of the brain to change even in adulthood reveals that as you develop new habits, you rewire the brain. Develop some skill which a released your tension of life and race.

STATEMENT OF PROBLEM:

The problem undertaken for research according to the need can be stated as “**A correlational study between the research aptitude and positive intelligence of M.Ed. students**”

OBJECTIVE:

- To study the POSITIVE INTELLIGENCE SCORE of M.Ed. students.
- To study the RESEARCH APTITUDE TEST SCORE of M.Ed. students.
- To measure the correlation between POSITIVE INTELLIGENCE AND RESEARCH APTITUDE OF M.Ed. students.

HYPOTHESES:

There is No Significance relationship between the positive intelligence score and Research Aptitude scores of M.Ed. students.

SAMPLE:

Survey method is used. The population was, all M.Ed. students of Lucknow University and Deen Dayal Upadhyaya Gorakhpur University. The sample consists of total 64 M.Ed. students. **Tools for Data Collection:**

In order to attain the answers from the framed research questions, some research tools are used:

- i) Emotional intelligence inventory (s.k mangal and subhra mangal)
- ii) Research Aptitude Test (self-made)

Statistical Analysis:

For the purpose of data collection an authority letter was issued by the Education Department. Then the tool was handed down to the students for analysis of data following statistical methods were applied: -

1. POSITIVE INTELLIGENCE SCORE; to find the positive intelligence score, calculate emotional intelligence score and percentage of M.Ed. 1st year. mark sheet.
2. PERCENTAGE- A fraction with hundred as its denominator is called a percentage (%) and the numerator of the fraction means for every hundred. The symbol of hundred is used to denote percentage. If x and y are given, then x can be presented as a percentage of y.
3. MEAN
4. PRODUCT MOMENT CORRELATION
5. POSITIVE INTELLIGENCE SCORE = $\frac{\text{achievement score}}{\text{emotional intelligence score}}$

Analysis & Interpretation of Data

The data was tabulated and analyzed as following

Objective 1: To study the positive intelligence of M.Ed. students on the basis of normal probability curve distribution.

MEAN = 50 S.D. = 9.50. HIGH RANGE = 59.50 LOW RANGE = 40.50.

POSITIVE INTELLIGENCE						
CATEGOR Y	MALE ESTUDENTS		FEMALE STUDENTS		TOTAL STUDENTS	
	No. Of Students	Percentage	No. Of Students	Percentag e	No. Of Student s	Percentag e
HIGH Above 59.50	8	18.60	3	14.30	11	17.20
AVERAGE (40.51 – 58.99)	25	58.10	15	71.40	40	64.50
LOW Below 40.50	10	23.30	3	14.30	13	20.30

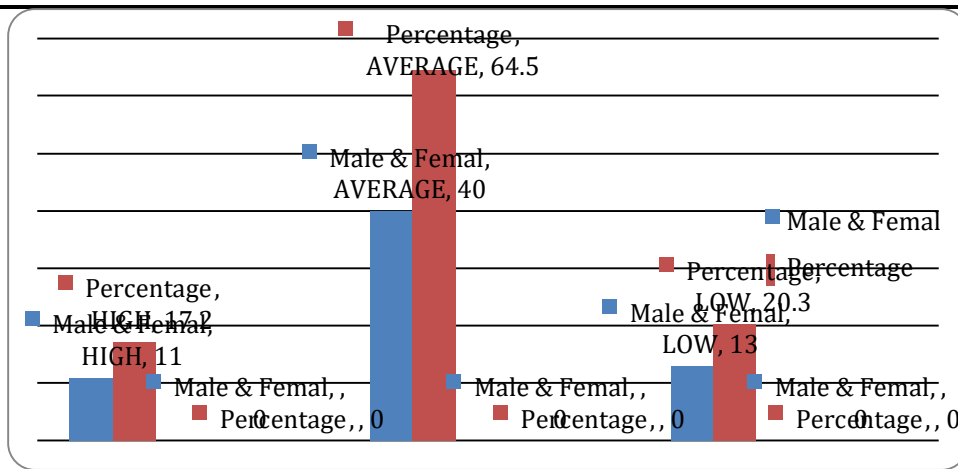


Table shows that 17.20% students having **HIGH POSITIVE INTELLIGENCE** in which 18.60% are male students and 14.30 are female students and 20.30% student having **LOW POSITIVE INTELLIGENCE** in which 23.30% are male students and 14.30% are female students and remaining 64.50% have an **AVERAGE POSITIVE INTELLIGENCE** in which 58.10% are male and 71.40% are male students.

Objective 2:

To study the Research Aptitude of M.Ed. students on the basis of normal probability curve distribution

MEAN = 50, S.D. = 9 HIGH RANGE = 59 LOW RANGE = 41

RESEARCH APTITUDE TEST SCORES							
CATEGOR Y	MALE STUDENTS		FEMALE STUDENTS			TOTAL STUDENTS	
	No. Of Students	Percentage	No. Of Students	Of Percentag e	No. Of Student s	Percentag e	
HIGH Above 59	12	27.90	5	23.80	17	26.55	
AVERAGE (42 – 58)	20	46.50	12	57.10	32	50	
LOW Below 41	11	25.60	4	19.10	15	23.45	

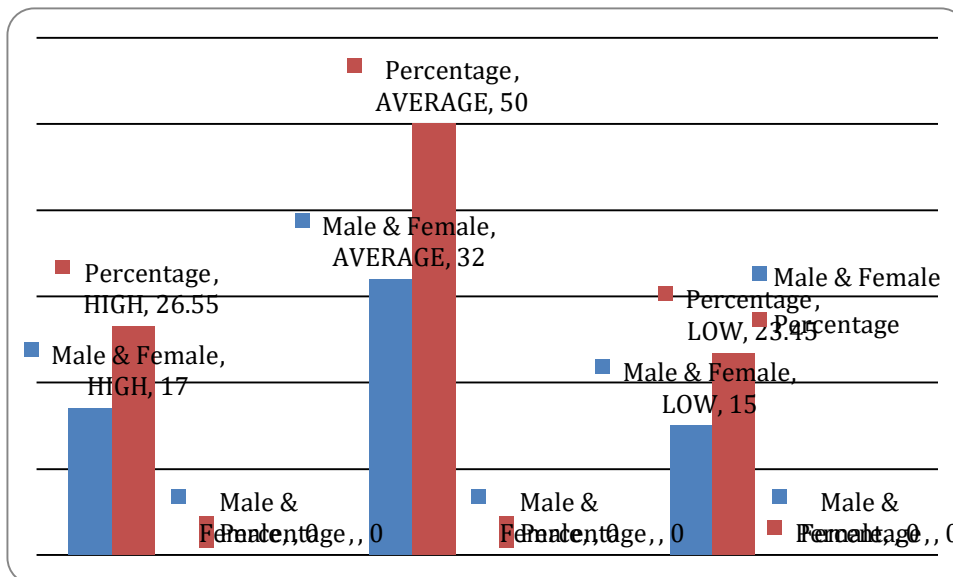


Table shows that 26.55% students having **Good Research Aptitude** scores in which 27.90% are male students and 23.80 are female students and 23.45% student having **LOW Research Aptitude** in which 25.60% are male students and 19.10% are female students and remaining 50% have an **AVERAGE RESEARCH APTITUDE SCORES** in which 46.50% are male and 57.10% are female students.

Objective 3.

- To study the correlation between positive intelligence scores and Research aptitude scores of M.Ed. Students.

Sample		r Value	Correlation
male	female	+.92	Highly positive correlated
43	21		

There is highly positive correlation between positive intelligence and Research Aptitude of M.Ed. students. Therefore, there may be probability that with increase in positive intelligence of students of research aptitude of students also increase.

FINDINGS OF THE STUDY

Objective 1: To assess positive intelligence of M.Ed. students.

According to Normal Probability Curve ,60% (approx.) students lie in the average. And average category female students got the maximum percentage in **positive intelligence**.

Objective 2: To assess the Research Aptitude M.Ed. students

According to normal probability (curve ,60%) approx. lie in the average category, and in, **Research Aptitude** maximum students lie in the average female category.

Objective 3: To study the correlation between Research Aptitude and Positive Intelligence.

There are **HIGHLY POSITIVE CORRELATION** between Research Aptitude and Positive Intelligence.

REFERENCES:

- Anastasi, Anne. (1968), *“Psychological Testing”*, (Third ed.) New Delhi: The Macmillan Company, New York.
- Best, J.W. & Kahn, J.V. (2014), *“Research in education”*, (sixth ed.) New Delhi: Prentice-Hall of India Private Limited.
- Contemporary Issues in Education Research – First Quarter 2017 Volume 10, Number 1
- IRJC International Journal of Social Science & Interdisciplinary Research Vol.1 Issue 11, November 2012, ISSN 2277 3630
- Kaul, Lokesh (1998). *Methodology of educational research*, Vikas publishing house Pvt. Ltd, New Delhi.
- Lineo. Kolosoa,(2009) “Life Skills of adolescents for National development regardless of their diversity in culture, economic conditions and social and political structures”.
- M.K.C.Nair (2005) „*Family Life Skills and Life Skills Education for Adolescents: Trivandrum Experience.*“ Journal of Indian Adolescence for child and Adolescence Mental Health”
- Mac Donald, K. and Parke, R.D. (1984), *“Bridging the gap: Parent-child play interaction and peer interactive competence”*. Child Development, 55, 1265-1277”.
- Moreno, Jacob Levy (1960). *The Sociometry Reader*. Glencoe, Illinois: The Free Press
- Sharma S, (2003)“Measuring life skills of adolescents in a secondary school of Kathmandu: an experience”, in Kathmandu University Medical Journal, Vol. , No. 3, Issue 3, 170-176.
- Singh,Arti & Bala, Nidhi (2016).Siksha Sodh Manthan , 2 (1).
- The Department of Adult and Continuing Education, (2006) International Workshop on Life skills Education for Youth Development in at the University of Madras”.
- Vranda, M., & Rao, M. (2011). *Life Skills Education for Young Adolescents and Indian Experience*. Journal of the Indian Academy of Applied Psychology, 37(Special issues) 9-15.Retrieved

- Yadav P, Iqbal N (2009). *Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents*. Journal of the Indian Academy of Applied Psychology, (35) Special Issue, 61-70. Retrieved from <http://medind.nic.in/jak/t09/s1/jakt09s1p61.pdf>.
https://en.m.wikipedia.org/wiki/Life_skillsbased_education/retrievedon18/09/2022_22:05:15
- https://wikieducator.org/Introduction_to_life_skills_education/retrievedon19/10/2022,21:54:03
- https://www.cbse.nic.in/life_skill_cce/retrievedon19/10/2022,20:12:08

