

**A Study Of Status Of Rational Emotive Thinking And Academic achievement Of UG Students****Dr. Krishna B. Patil,**PI, UGC funded Project,  
Department of Education,  
Shivaji University, Kolhapur**Abstract**

Rational Emotive Education (REE) is emerged as results of applications of Rational Emotive Behaviour Therapy (REBT) in the field of Educational. Rational Emotive Thinking (RET) evolved as a tool for students at different level which may be used to cope with different stress sourced from academic life at school or college campus. Present study is an approach to understand the status of Rational Emotive Thinking and Academic Achievement among the under graduate students (N=600) of affiliated colleges in the jurisdiction of Shivaji University, Kolhapur. An inventory developed by an investigator was used for survey and the data of Academic Achievement was obtained from college records of previous examination. The status study also involved Faculty and Gender wise comparison. The results have shown the superiority of Female students and students from Science faculty in both aspects of study i) Rational Emotive Thinking and ii) Academic Achievement.

**Key words:** Rational Emotive Education, Rational Emotive Thinking, Academic Achievement.

**Introduction:**

Rational Emotive Behavior Therapy (REBT) a cognitive behavioral approach to psychotherapy developed by internationally recognized psychologist Albert Ellis (1973). It is based on the principle that one's thoughts or beliefs determine one's feelings, and one's feelings, in turn, determine one's behavior. Further, repeated behaviors, both productive and unproductive, become one's life habits. Based on this principle, undesirable, unproductive, negative, stressful or irrational behaviors are products of feelings that are responses to irrational thoughts or beliefs. Behaviors that are not in the individual's best interest need to be eliminated or changed into productive, positive, rational behaviors. Taking this fact in consideration Albert Ellis (1973) developed the Theory i.e. The ABC Theory

Primary goal of education is to help student lead non-self-defeating, self-worth, self-actualizing lives so that they can truly get better, rather than simply feel better. In response to primary goal of education Albert Ellis (1973) developed the educational model termed as Rational Emotive Education (REE).

REE is a therapeutic approach to reducing undesirable behaviors by identifying and changing the behaviors' precursors, thoughts and beliefs, and feelings to provide training program for teacher. If

we understand the worth of REE and want to apply in schools then we must train Teachers with reference to REE.

On the backdrop discussed above, a project on development of REBT based training program for UG students is sponsored by UGC, New Delhi to the author. This paper is based on the results in first phase of the project. The objectives for this stage are as given below.

**Primary and sub-objectives of the Study**

Primary objective of the study was to study the status of Rational Emotive Thinking among undergraduate students. It involves following sub-objectives.

1. To study Rational Emotive Thinking among the UG students as per the inventory designed by investigator
2. To Study the Academic Achievement of UG students on the basis of their marks record of previous examination
3. To compare the pattern of Rational Emotive Thinking and Academic Achievement according to gender and faculty at UG level.

**Delimitations of the Study:**

1. The study is limited to colleges which is from three districts Satara, Sangli and Kolhapur district, affiliated to Shivaji University Kolhapur.
2. The study is limited to those Under Graduate Students admitted in academic year 2014-15

**Population and Sample of the Study:**

There are 166 colleges affiliated to Shivaji University, Kolhapur and the jurisdiction of the university includes three districts i.e. Satara, Sangli and Kolhapur. A descriptive survey has been conducted to study the status of Rational Emotive Thinking among undergraduate students. Sample included 600 students from different 15 affiliated colleges.

Size of the sample is approximately 5%. It is comprised of UG students from Science, Arts and Commerce faculty in equal numbers (N=600) and also gender representation is also equal (M=300, F=300, N=600).

**Methodology of the Study:**

The Study the status of Rational Emotive Thinking among undergraduate students will be explored through inquiry based Descriptive survey. This survey was based on the development of inventory for Rational Emotive Thinking. Then it was applied on pre-determined sample.

**Data Analysis and Interpretation:**

This section presents analysis of Present status of Rational Emotive Thinking among students having different background.

The mean and standard deviation values of the score of Academic Achievement and Rational Thinking are given in the table no. 1.1

**Table no. 1.1**

**Present Status of Rational Thinking and Academic Achievement**

Parameter	Rational Thinking Score	Academic Achievement
Mean	12.55	59.15
SD	2.78	8.38
Total (N)	600	600

Table-1.1 reveals the statistical characteristics of selected samples (N=600). Mean value of Rational thinking score is 12.55 and Standard Deviation is 2.78. Mean value of Academic Achievement is 59.15 and standard deviation is 8.38.

**Table no. 1.2**

**Faculty & Gender Wise Status of Status of Rational Thinking Score**

Faculty	Gender	Mean	SD	Overall	
				Mean	SD
Arts	Female	12.350	3.016	12.180	2.972
	Male	12.010	2.932		
Commerce	Female	12.650	2.328	12.470	2.516
	Male	12.290	2.690		
Science	Female	13.630	2.755	13.00	2.803
	Male	12.370	2.722		
Overall	Female			12.877	2.760
	Male			12.223	2.778

Table-1,2 reveals the statistical summary of selected samples (N=600) from different gender and faculties. Mean value and standard deviation value for sample from Arts faculty were 12.80 and 2.92 respectively. Mean value and standard deviation value for sample from Commerce faculty were 12.47 and 2.51 respectively. Mean value and standard deviation value for sample from Arts faculty were 13.00 and 2.80 respectively.

Mean value and standard deviation value for female group sample from Arts faculty were 12.35 and 3.01 and for male group sample were 12.01 and 2.93 respectively. Mean value and standard deviation value for female group sample from Commerce faculty were 12.65 and 2.32 and for male group sample were 12.90 and 2.69 respectively. Mean value and standard deviation value for sample from Science faculty were 13.63 and 2.75 and for male group sample were 12.37 and 2.72 respectively.

Mean value and standard deviation value for sample from female group were 12.87 and 2.76 respectively. Mean value and standard deviation value for sample from male groups were 12.22 and 2.77 respectively.

Table 1.2 shows that the mean value of Rational Emotive Thinking score of Science students (m=13.00, SD=2.80) is greater than students from Arts (m=12.18,SD=2.97) and Commerce (m=12.47, SD=2.51) background.

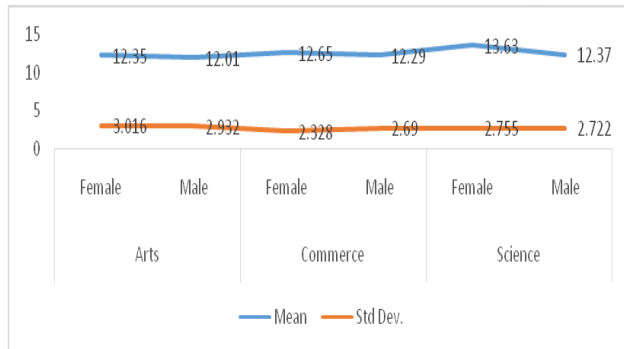
Mean values of Rational Emotive Thinking scores of Female students (Arts m=12.35, Commerce m=12.65 and Science m=13.63) are greater than male students in all faculties (Arts m=12.35, Commerce m=12.29, Science m=12.37). Mean



values of students from Science Faculty (Female m=13.63, Male m=12.37) is greater than students from Arts (Female m=12.35, Male m=12.10) and Commerce (Female m=12.65, Male m=12.29) background.

Mean value Academic achievement of Female students (m=12.87, SD=8=2.76) is greater than male students from Arts (m=12.22,SD=2.77).

The Faculty and Gender wise status of Rational Emotive Thinking among UG students is shown in figure no.1.1,



**Figure 1.1**

**Faculty & Gender Wise Status of Status of Rational Thinking Score**

Faculty and Gender wise Status of Academic Achievement is shown in the table no. 1.3

**Table 1.3**

**Faculty & Gender Wise Status of Academic Achievement**

Faculty	Gender	Mean	SD	Overall	
				Mean	SD
Arts	Female	59.582	7.925	58.24	7.77
	Male	56.912	7.422		
Commerce	Female	58.261	6.907	57.42	6.73
	Male	56.580	6.490		
Science	Female	66.567	9.430	61.80	9.75
	Male	57.036	7.502		
Overall	Female			61.470	8.909
	Male			56.843	7.131

Table-1.3 reveals the statistical summary of selected samples (N=600) from different gender and faculties. Mean value and standard deviation value for sample from Arts faculty were 58.247 and 7.77 respectively. Mean value and standard deviation value for sample from Commerce faculty were 57.42 and 6.73 respectively. Mean value and standard deviation value for sample from Science faculty were 61.80 and 9.75 respectively.

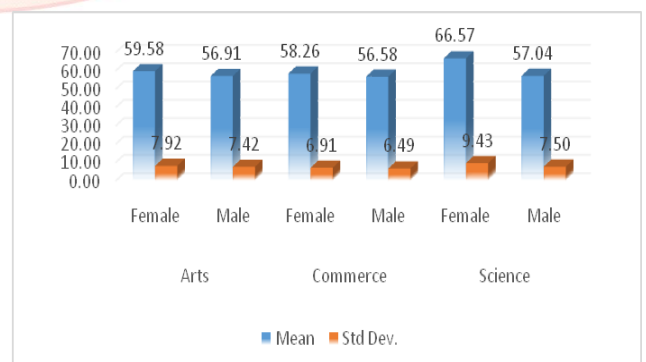
Mean value and standard deviation value for female group sample from Arts faculty were 58.58 and 7.92 and for male group sample were 56.91 and 7.42 respectively. Mean value and standard deviation value for female group sample from Commerce faculty were 58.26 and 6.90 and for male group sample were 56.58 and 6.49 respectively. Mean value and standard deviation value for sample from Science faculty were 66.56 and 9.43 and for male group sample were 57.03 and 7.50 respectively.

Mean value and standard deviation value for sample from Female group were 61.47 and 8.90 respectively. Mean value and standard deviation value for sample from Male group faculty were 56.84 and 7.13 respectively.

Table 1.3 shows that the mean value Academic achievement of Science students (m=61.80, SD=9.75) is greater than students from Arts (m=58.24,SD=7.77) and Commerce (m=57.42, SD=6.73) background.

Mean values Academic achievement of Female students (Arts m=59.58, Commerce m=58.26 and Science m=66.56) are greater than male students in all faculties(Arts m=56.91, Commerce m=56.58, Science m=57.03). Mean values of students from Science Faculty (Female m=66.56, Male m=57.03) is greater than students from Arts (Female m=59.58, Male m=56.91) and Commerce (Female m=58.26, Male m=56.58) background. Mean value Academic achievement of Female students (m=61.47, SD=8.90) is greater than male students from Arts (m=58.84,SD=7.13).

Faculty and Gender wise status of academic achievements of students from different faculties is shown in figure no. 1.2



**Figure No. 1.2**

**Faculty & Gender Wise Status of Academic Achievement**

**Conclusions:**

The conclusions related to objective no. 1 are given below.

1. The status of Rational Emotive Thinking was found below the expected average level. An inventory was employed to determine the present status and the average score of respondent was found below fifty percent of total scores.
2. Rational Emotive Thinking score of Science students was found greater than students from Arts and Commerce background. Rational Emotive Thinking scores of Female students are greater than male students in all faculties
3. The status of Academic Achievement was found above fifty percent of total score. The average of previous examination score is above fifty percent but not beyond the first class grade.
4. Academic Achievement of Science students was found greater than students from Arts and Commerce background. Academic achievement of Female students shown superior status than Male students in all faculties.

**Discussion of conclusions:**

The primary objective was focused towards the present status of Rational Emotive Thinking among undergraduate students from Science, Commerce and Arts faculty. For this purpose two important aspects have been studied i) Rational Emotive Thinking Score and ii) Academic Achievement of UG students. Conclusion no. 1 which states that the level of Rational Emotive Thinking score is below fifty percent. Hence, the necessity of enhancement of Rational Emotive Thinking is reflected in this conclusion.

The faculty wise status of Rational Emotive Thinking comes before by the conclusion no. 2 which states that Rational Emotive Thinking score of Science students was found greater than students from Arts and Commerce background. This is the matter of further investigation that how the nature of specific faculty influences thought process and attitude of the students and how the plurality of thinking and attitude shapes Rational Emotive Thinking.

The status of Academic Achievement and its Gender wise status are mentioned in the conclusion no. 3 and 4 which state that the score of female students was found greater than male students from Science, Arts and Commerce background. How the

gender factor play role in the making of Rational Emotive Thinking is not investigated in the present study.

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