

Rational Emotive Thinking And Academic achievement Of UG Students: A Correlational Study

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Abstract

Rational Emotive Education (REE) is an emerging area in educational studies. It is based on Rational Emotive Behaviour Therapy. However, the approach of REE is not clinical like REBT. Enhancement of Rational Emotive Thinking to cope with stress and other issues of academic life of students. The present study was focused towards the understanding of association of Rational Emotive Thinking with Academic Achievement. A sample of under graduate students (N=600) of affiliated colleges in the jurisdiction of Shivaji University, Kolhapur were selected for this purpose. An inventory developed by an investigator was applied for survey of status of Rational Emotive Thinking and the data of Academic Achievement was available as records of previous examination. A positively significant correlation between Rational Emotive Thinking and Academic Achievement was found.

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

Introduction:

Education is process of universal development of personality. It is aimed to enhance the ability of person to deal with problems without stress at different stages of life and to have a creative, healthy and successful life. However, the actual life is complex and has unavoidable problems. Hence, the necessity of rational thinking with emotional balance is recognized by various educational practices. Rational Emotive Education (REE) is an emerging trend in the field of education to serve this purpose.

REE is helpful to handle undesirable behaviors by identifying and changing the behaviors' precursors, thoughts and beliefs, and feelings by own rational thinking and analysis of situation. This would help in academic development of students. As earlier studies in learning and academic development have shown correlation with various educational variables like Life Skills , Social Intelligence , Emotional Intelligence , Anxiety, Fear, Personality types, Learning styles, thinking styles etc.

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 correlation between Rational Emotive Thinking Score and Academic Achievement. 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 estimate the correlation between Rational Emotive Thinking and Academic Achievement

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 district 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 status of Rational Emotive Thinking among undergraduate students was studied through inquiry based Descriptive survey. This survey employed an inventory for Rational Emotive Thinking 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.

Association between Rational Emotive Thinking and Academic Achievement is shown in table no. 1.2

Table 1.2

Association between Academic Achievement and Rational Thinking Score

	Academic Achievement
Rational Thinking Score	0.223
Standard Error	0.45

Table-1.2 reveals the statistical summary of selected samples (N=600) from different faculties. Correlation co-efficient between Rational Thinking Score and Academic Achievement is $r=0.223$ (N=600) and standard error value is $SE=0.45$.

The correlation coefficient value and standard error value of academic achievements and rational thinking score of students from different faculties is shown in figure no. 1.1



Figure no. 1.1

Association between Academic Achievement and Rational Thinking Score

The significance of value of coefficient correlation between Academic Achievement and Rational Thinking Score is estimated by applying t-test at 0.01 level of significance. The Statistical summary of t-test is given in the table no. 1.3

Table 1.3

Significance of Relation between Academic Achievement and Rational Thinking Score

Variables	Coefficient of Correlation	SE	t value	p-value
Academic Achievement	0.223 (df=599)	0.45	5.607	0.01
Rational Thinking Score				

Table-1.3 reveals the statistical summary of selected samples (N=600) from different faculties regarding t-test applied for estimation of significance of correlation between Academic Achievement and Rational Thinking Score. Mean value and standard deviation value for Academic Achievement and Rational Thinking were 59.15 and 12.55 respectively as per given in table no. 4.8. The coefficient of correlation was 0.22 and t value is 5.60 which is significant at 0.01 level.

Table 1.3 shows that the t value of coefficient of correlation between Academic

achievement and Rational Emotive Thinking is positive significant ($r=0.22$, $t=5.6$, $df=599$, $p>0.01$).

Conclusions and Discussion:

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.

The Correlation co-efficient between Rational Thinking Score and Academic Achievement was positive and has notable significance. 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.

Conclusion no. 2 have shown that there is positively significant correlation between Rational Emotive Thinking and Academic Achievement. There is possibility of cause and effect relationship between these two variables which needs further investigation and empirical evidence of the relation. Although the study was focused towards a very limited objective it revealed the potential of the area of study

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