

DEVELOPMENT OF A PROGRAMME FOR ENHANCING RATIONAL
EMOTIVE THINKING OF UNDER GRADUATE STUDENTS

EXECUTIVE SUMMARY

MAJOR RESEARCH PROJECT REPORT SUBMITTED TO

UNIVERSITY GRANTS COMMISSION

NEW DELHI

BY

DR. KRISHNA BHANUDASRAO PATIL

Principal Investigator
ASSISTANT PROFESSOR

**DEPARTMENT OF EDUCATION,
SHIVAJI UNIVERSTIY, KOLHAPUR (MS)**

JUNE 2018

EXECUTIVE SUMMARY

Rational Emotive Education (REE) is an approach emerged in response to primary goal of education based on the Rational Emotive Behavior Therapy developed by Albert Ellis (1973). REE is a preventive approach to reducing undesirable behaviors of an individual by identifying and changing the behaviors' precursors, thoughts and beliefs, and feelings to provide training program for teacher. The worthiness of REE should be comprehended on the background of challenges and stress perceived in students' life at the academic campuses. Practices and training to cope up the challenges and stress should be encouraged and these trainings must be developed by scientific ways and experimental work.

The primary objective of the proposed project work was to develop a Rational Emotive Thinking Enhancement Programme for under graduate college students and evaluate its effectiveness. It is was hypothesized that Rational Emotive Thinking Enhancement Programme would significantly enhances Rational Emotive Thinking , Educational Adjustment and indicate significant positive correlation to Academic Achievement of undergraduate students.

The study is limited to colleges which is from three districts Satara, Sangli and Kolhapur district, affiliated to Shivaji University Kolhapur during academic year 2014-15. 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. The effectiveness of the Rational Emotive Thinking Enhancement Programme (RETEP) was conducted in one college randomly selected from the Kolhapur district to experimentally assess the effectiveness of the program.

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. 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.

The status of Academic Achievement was found above fifty percent of total score. Academic Achievement of Science students was found greater than students from Arts and Commerce background. A positive intervention of Rational Emotive Thinking Enhancement Program (RETEP) was observed in the enhancement Rational Emotive Thinking of undergraduate students from Arts, Commerce and Science background. The null hypothesis that there would be no significant difference between pre and post test scores of Rational Emotive Thinking score was rejected. A positive intervention of Rational Emotive Thinking Enhancement Program (RETEP) was found in the enhancement of Educational Adjustment of undergraduate students from Arts, Science and Commerce background.

Faculty was observed as an intervening factor of Rational Emotive .Gender was not found as an intervening factor in the enhancement of Rational Emotive Thinking. The significant effect of gender on scores of posttest of Rational Emotive Thinking was not observed. Female students have shown superior status of Rational Emotive Thinking in both pre and post testing phases of experimental work.

The Faculty and Gender wise status of Rational Emotive Thinking and Academic achievement reflected by conclusions have shown that Science Faculty and Female gender have superiority in both Academic Achievement and Rational Emotive Thinking. This is a kind of empirical evidence showing stronger association of Academic Achievement with Rational Emotive Thinking.

Detail Summary

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.

Significance of the Study

The current emphasis of the Education highlights the need for treatment programs as well as positive preventive programs which will enable Student to develop the essential psychological and academic skills for coping with the ever-increasing pressures of this highly complex culture. If we provide training program based on REBT Theory then definitely student will be able to cope up with their emotional, social problems and this will improve their academic success.

Objectives of the study

1. To study the status of Rational Emotive Thinking among undergraduate students.
2. To determine the activities to enhance the Rational Emotive Thinking among

undergraduate students.

3. To develop the Rational Emotive Thinking Enhancement Programme for undergraduate students
4. To study the effectiveness of Rational Emotive Thinking Enhancement Programme.

Research Hypotheses

1. Rational Emotive Thinking Enhancement Programme significantly enhances Rational Emotive Thinking of undergraduate students
2. Rational Emotive Thinking Enhancement Programme significantly enhances Education of undergraduate students
3. There is correlation between Rational Emotive Thinking and Academic Achievement of undergraduate students.

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

Methodology of the study:

The research process of present study carried out in two phases namely

- 1) Descriptive Phase and
- 2) Experimental Phase.

The Study the status of Rational Emotive Thinking among undergraduate students will be explored through inquiry based Descriptive survey. This survey will be associated with the development of tools of data collection and standardization of the tools. The Programme for Enhancing Rational Emotive Thinking of under Graduate Students (RETEP) will be constructed on the basis of outcomes of the survey study and for the investigation of effectiveness of this Programme further study was carried through experimental work.

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. The effectiveness of the Rational Emotive

Thinking Enhancement Programme (RETEP) was conducted in one college randomly selected from the Kolhapur district.

Major conclusions:

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. 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.
4. The Correlation co-efficient between Rational Thinking Score and Academic Achievement was positive and has notable significance.
5. A positive intervention of Rational Emotive Thinking Enhancement Program (RETEP) was observed in the enhancement Rational Emotive Thinking of undergraduate students from Arts, Commerce and Science background.
6. A positive intervention of Rational Emotive Thinking Enhancement Program (RETEP) was found in the enhancement of Educational Adjustment of undergraduate students from Arts, Science and Commerce background.
7. Faculty was observed as an intervening factor of Rational Emotive Thinking in pre testing phase of experimental work. Rational Emotive Thinking of students from Science and Arts background was significantly different and Science students have shown superior status than Arts students. However, the difference between Science and Commerce students was not observed. Gender was not found as an intervening factor in the enhancement of Rational Emotive Thinking.

Recommendations

Rational Emotive Thinking Enhancement Training Program Should be implemented in universities and colleges. Rational Emotive Thinking Enhancement Training Program must be designed for Faculty Development Programs, Orientation and Refresher programs organized by UGC-HRDCs.

Rational Emotive Thinking Enhancement Training Program should be designed and developed according to the needs of students and their background. Counselors, REBT practitioners must be available on the college and universities. College/University may enter in to collaboration or tie-up with REE/REBT related personals or organizations.