



## IMPACT OF ACHIEVEMENT AND VALUE-BASED LIVING ON HAPPINESS AMONG B.ED. STUDENTS

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### ABSTRACT :

The present paper discusses on the relationship of Value-based Living and Achievement with happiness in order to bring together capability and happiness approaches on human development. In general there is contradictory belief regarding this positive relationship between achievement and happiness. This fact is challenging. We may expect value-based living to make people free from material aspirations. Investigators study the relationship between achievement, Value-based living and happiness by using data from the Self-prepared Value Assessment Scale, End Term Examination Scores and Oxford Happiness Questionnaire by Dr. Steve Wright.

**KEYWORDS :** Value-based Living, Happiness, and Achievement.

### INTRODUCTION:

It is undeniable that man, in its general sense, is one of the most complicated creatures in the world. This term “complicated” is not limited to biological anatomy of human body but also extends its scope to emotional inputs (internal and external experiences) and outputs (behaviour). In our day to day life, we come through many instances of such complications. We find ourselves and others in loop of sad and happy emotions. In other words emotions are biggest part of human existence.

In above speculation, students are no different. Emotions play an integral role in education, affecting students’ motivation, attention, social functioning, and ethical decision-making. For example, enjoyment of learning motivates students to put forth greater effort, whereas boredom only decreases effort. Similarly hope and pride can increase self-efficacy but Anxiety lessens students’ ability to solve problems.

A Student’s success today is defined by getting a job. The Common Core curriculum of any course, be it a school course, degree course or professional course, aim to make students career-ready. Same deduction is applicable to a student of any teacher education programme (B.Ed.). Being a professional course, the curriculum of B.Ed. with broader and higher aim of “preparing professional and humane teachers” (NCFTE, 2009), also fulfills a narrower aim of “getting a job”.

For sure, getting a job is a huge and important part of adulthood, But anyone who’s ever been an

adult knows that there’s more—so much more—to life than work. And scientists have determined that experiencing positive emotions and having a sense of meaning in both our work and our personal lives are critical to our well-being.

A student of professional programme (B.Ed.) is distinct from any regular student of any ornamental degree course. It is even different from the role of a regular teacher as she /he has to fulfill her/his duties of being a student and



as well as of being a teacher. Fundamentally, the B.Ed. student must consider oneself and behave as a beginning professional. He is expected to act professionally, working with the cooperating teacher, the university supervisor, professional colleagues, and students to strengthen their skills and knowledge as a teacher.

Sometimes the fulfillment of these roles and responsibilities leads to stress. For this, emotional wellbeing is main concern of this paper. What contributes to level of happiness of a B.Ed. student, which further directs their actions and emotional wellbeing? This research paper is an empirical insight to find the answer to this question in the concept of Value-Based Living and Academic Achievement.

Happiness is not easy to define as there exists multiple meanings in the literature and they also change over time (McMahon 2006). Happiness corresponds to how good or bad we feel (Layard, 2003) or whether we are satisfied with life or not (Diener et al., 1997). Harvard psychologist Daniel Gilbert defines happiness as frequent positive feelings accompanied by an overall sense that one's life has meaning. Although numerous definitions have been proposed, most definitions include a relatively enduring cognitive component (i.e., global life satisfaction) and a relatively enduring emotional component (i.e., positive affect). Thus, a happy student is not one who is necessarily giddy with joy every moment of every day, but one who experiences frequent positive emotions (more than negative emotions) and reports a relatively enduring sense of well-being with regard to her overall life.

The significance of happiness is evident in numerous life domains. In a meta-analysis conducted by Lyubomirsky, King, and Diener (2005) on happiness with adults, found that happier individuals were more productive at work, reported more satisfying interpersonal relationships, lived longer, earned more money. Research by Huebner, Gilman, & Suldo, 2006 with adolescents has revealed the importance of happiness in school as well as in the home and community. Noddings (2003) summarizes that "happy students learn better than unhappy students... and happy people are rarely mean, violent, or cruel" (p. 2). Noddings goes on to suggest that student happiness should be a major aim of education. Again, she is not suggesting that students must be happy all the time, but rather that they should develop an overall enduring sense that life is ok, despite the setbacks and challenges of everyday life.

Research has suggested that the causes of happiness are multivariate. Diener and Biswas-Diener (2008) use the analogy of a recipe for understanding how individuals differ in their levels of happiness. The recipe includes genetic and neuropsychological, personality, cognitive-motivational, major environment, and daily activity ingredients. Surprisingly, demographic variables, such as age, ethnicity, and gender play only small roles among different population.

Psychology research has shown a strong link between happiness and success in the workplace. For example, Gilbert and colleagues have shown that happier employees tend to perform better, earn more money and be more helpful to their coworkers.

Education researchers are only beginning to explore the relationship between happiness and school achievement. (Yahanpath, 2012) concluded a well-established relationship between happiness and work performance. Research by Hinton and Schiller (2015) revealed a significant correlation between happiness and academic success. According to research by Fritz, 1984, the people who have a high sense of happiness are more active in academic performance and progress of higher education. Tabbodi et. al. (2015) found positive relationship between happiness and academic achievement.

The other proposed contributor of happiness is value-based living, it can be defined as alignment of one's innermost values and beliefs with day-to-day dealing and creating balance and harmony in life. It requires identification of what is most important in one's life and learn to live in a way that gives the utmost joy, purpose and meaning daily (Tartakovsky, 2013).

Aristotle believed there was a set of core values that should manifest themselves in the behaviour of all human beings. These were courage, honesty, friendliness, wisdom, rationality in judgment, mutually beneficial friendships and the pursuit of knowledge and truth. We live our lives based on our core values; it is the foundation of our lives from where we make our decisions.

Values are both cognitive and emotive (Hitlin 2003) and are integral to the process of deciding, explaining and justifying behavior (Schwartz 1998; Gecas 2008). Formulating and living in accordance with one's subjective value system is an important factor in life satisfaction and overall happiness; in fact doing so may be required to achieve "human flourishing" (Raibley 2010).

People are more balanced, therefore happier, when they do not feel pressed for time because they are more likely to fulfill their personal needs (Gropel & Kuhl 2009). The balanced life may also require participation in multiple life domains, where well-being is derived from the diversity of satisfaction (Sirgy & Wu 2009).

Interpersonal relationships, activities, non-interpersonal leisure and work and/or education positively correlate with subjective well-being to varying degrees; relationships show the strongest and most consistent positive correlation (Argyle 2001; Diener & Seligman 2002; Myers & Diener 1995; Oishi et. al. 2007; DeNeve 1999).

Academic achievement and value-based living both have relation with the level of happiness. On the relationship of Value-based Living and Achievement with happiness in order to bring together capability and happiness approaches on human development. In general there is contradictory belief regarding this positive relationship between achievement and happiness. This fact is challenging.

### SIGNIFICANCE OF THE STUDY

Role of a B.Ed. student is distinct from a regular student as she /he has to fulfil her/his duties of being a student and as well as of being a teacher. Fundamentally, the B.Ed. Student must consider oneself and behave as a beginning professional. He is expected to act professionally, working with the cooperating teacher, the university supervisor, professional colleagues, and students to strengthen their skills and knowledge as a teacher.

Investigation by Deota (2012) revealed that B.Ed. students during their course faces variety of problems viz. coping with the practice teaching, use of statistics, speaking English, meeting submission deadlines, lengthy syllabus, high work load, tension of future job and it has also been reported that students do get badly frustrated. It can be said B.Ed. students have their own set of problems and environment.

Apart from these roles and responsibilities to be played, students are no different from any other student. While tackling every challenge, Emotions play an integral role in their academic course, affecting students' motivation, attention, social functioning, and ethical decision-making. For example, enjoyment of learning motivates students to put forth greater effort, whereas boredom only decreases effort. Similarly hope and pride can increase self-efficacy but Anxiety lessens students' ability to solve problems.

A lot many things contributes to the life satisfaction in terms of happiness of a B.Ed. student. The final verdict in this paper is about the level of Happiness is based on two types of expectancies: i) Achievement, i.e. the outcome of education- the extent to which a student, teacher or institution has achieved their educational goals. And ii) value-based living i.e. alignment of one's innermost values and beliefs with day-to-day dealing and creating balance and harmony in Life.

Level of academic achievement and value based living are central constructs in understanding student's level of happiness. Review of related literature revealed the positive relation of level of happiness with achievement (Noddings 2003; Diener 2008; Yahanpath 2012; Schiller 2015 and Tabbodi et. al. 2015) and value-based living. (Argyle 2001; Diener & Seligman 2002; Myers & Diener 1995; Oishi et. al. 2007; DeNeve 1999, Gropel & Kuhl 2009). But as far as search for study about the contribution level of achievement of value-based living has gone, no reported study has been found.

Hence, little is known about how these variables function as a system in exclusive relationship to one another and how they contribute in determining level of each other. No reported studies have been found regarding the causal comparison between happiness, achievement and value-based living among B. Ed. Students.

Hence, the present research has been under taken to find *Impact of Achievement and Value-based Living on Happiness among B.Ed. Students*

## OBJECTIVES

1. To assess the level of happiness among B.Ed. students.
2. To assess the level of value-based living among B.Ed. students.
3. To examine the relation between the value-based living and happiness of B.Ed. Students.
4. To examine the relation between the achievement and happiness of B.Ed. Students.
5. To study the contribution of value-based living in predicting happiness of B.Ed. students
6. To study the contribution of achievement in predicting happiness of B.Ed. students

## Hypotheses

H<sub>0</sub>1: There is no significant correlation between value-based living and happiness of B.Ed. students.

H<sub>0</sub>2: There is no significant correlation between achievement and happiness of B.Ed. students.

H<sub>0</sub>3: There is no significant contribution of value-based living in predicting happiness of B.Ed. students.

H<sub>0</sub>4: There is no significant contribution of achievement in predicting happiness of B.Ed. students.

## Methodology

In the present study, according to the nature of objectives of the study descriptive survey method has been adopted.

## Sample

Random sampling technique was employed to collect sample for the study as it is free of classification error, and it requires minimum advance knowledge of the population other than the frame. Its simplicity also makes it relatively easy to interpret data collected. For these reasons, simple random sampling best suited in present research situation. Sample of the study is 50 students of B.Ed. of GIAST.

## Tools

Following Scales have been used for the data collection:

1. Value-based living was assessed by administering a four point self-prepared Value assessment scale having 22 items. Each item has four option to tick viz. Not True: NT Hardly true: HT Moderately True: MT Exactly True: ET. Positive items were scored as 1, 2, 3,4 and reverse scoring was done for negative items.
2. Happiness was assessed by administering Oxford Happiness Questionnaire by Michael Argyle and Peter Hills (2001) developed at Oxford University. It is a six point scale with 29 items.
3. Achievement was assessed by semester end scores which includes aggregate of external theory examination, external practical scores and internal assessment scores.

## Procedure of Data collection

Data for the study was collected by administering four point self-prepared Value assessment scale having 22 items and Oxford Happiness Questionnaire by Michael Argyle and Peter Hills (2001) to the students of B.Ed. of GIAST. For which prior permission was requested from the administration of the college.

In administering the test, a uniform procedure was adopted. The researchers gave a brief explanation of the objective and scope of the study to the students and appealed for their conscious involvement and co-operation in the process. Appropriate instructions were given to the students beforehand.

## Statistical Tools

Statistical analyses of the data were undertaken using procedures appropriate for the purpose of the study. The study used the following statistical techniques.

- a) Descriptive statistical techniques: Percentage Analyses, Mean, Standard Deviation, Variation, Standard Error, Confidence Intervals.
- b) For Correlation analysis and association between variables: Pearson's r.

c) To evaluate the contribution value: Linear regression analysis.

**Analyses and Interpretation**

In order to provide comprehensive and easy grasp, the collected data is procured to tabular forms this is followed by analyses and interpreting in a systematic manner. The whole report is in sync with the set objectives of the study.

**Objective 1: To assess the level of happiness among B.Ed. students**

Firstly, in order assess the level of happiness of selected sample, oxford happiness questionnaire by \* was employed. Following statistics was employed to analyze the data on variable of happiness viz. Mean, Standard deviation, variance, standard error, confidence interval for population mean.

**Table 1.1: Basic Statistics on Happiness**

Happiness		
<b>N</b>	50	$t_{crit}(0.05)=2.01$
<b>Sum</b>	210.9655	$t_{crit}(0.01)=2.68$
<b>Mean</b>	4.2193	$Clat.95=4.2193\pm 0.1451$
<b>Standard Deviation</b>	0.5109	
<b>Variance</b>	0.261	$Clat.99=4.2193\pm 0.1935$
<b>Standard Error</b>	0.0722	

Table 1.1 indicates that the calculated mean if the sample is 4.2193, standard deviation of the sample is 0.5109 . Standard error has found to be 0.0722. The critical value of  $t=2.01$  indicates that 95 per cent of the area of normal curve falls within  $\pm 2.01$  standard deviation. Confidence interval of population mean at 0.05 level is  $4.2193\pm 0.1451$ . It can be asserted that on establishing the confidence interval that the population mean fall within its upper and lower limits. Now it can be said that the probability is 95% that this sample mean 4.2193 will be with in  $\pm 0.1451$  units of the population mean. Similarly, critical value of  $t$  at 0.01 level i.e. 2.68 indicates that 99 per cent of the area of normal curve falls within  $\pm 2.68$  standard deviation. Confidence interval of population mean at 0.01 level is  $4.2193\pm 0.1935$ . It can be contended on establishing the confidence interval that the population mean fall within its upper and lower limits. Now it can be inferred that there is 99% probability that this sample mean 4.2193 falls within  $\pm 0.1935$  units of the population mean.

**Objective 2: To assess the level of value-based living among B.Ed. students**

For assessment of value-based living of selected sample self-prepared value assessment scale was employed. Following statistics were applied to analyze the data on the optimism variable viz. Mean, Standard deviation, variance, Standard Error, Confidence Interval.

**Table 2.1 Basic Statistics on Value-based Living**

Value-based Living		
<b>N</b>	50	$t_{crit}(0.05)=2.01$
<b>Sum</b>	3325	$t_{crit}(0.01)= 2.68$
<b>Mean</b>	66.5	CI at .95=66.5±1.4267
<b>Standard Deviation</b>	5.0194	CI at .99=66.5±1.9023
<b>Variance</b>	25.1939	
<b>Standard Error</b>	0.7098	

Table 2.1 indicates that the calculated mean of the sample is 66.5. Standard deviation of sample is 5.0194. Standard error has been found to be 0.7098. The critical t-value 2.01 indicates that 95 per cent of the area of normal curve falls within ±2.01 standard deviation. Confidence interval of population mean at 0.05 level is 66.5±1.4267. It can be asserted that on establishing the confidence interval that the population mean fall within its upper and lower limits.

The critical t-value 2.68 indicates that 99 per cent of the area of normal curve falls within ±2.68 standard deviation. Confidence interval of population mean at 0.01 level is 66.5±1.9023. It can be asserted that on establishing the confidence interval that the population mean fall within its upper and lower limits. Now it can be inferred that there is 99% probability that this sample mean 66.5 falls within ±1.9023 units of the population mean.

**Objective 3: To examine the relation between the value-based living and happiness of B.Ed. Students.**

In order to fulfill the objective 3 following hypothesis was framed:-

**H<sub>0</sub>1:** There is no significant correlation between value-based living and happiness of B.Ed. students. In order to determine relationship between the value-based living and happiness of B.Ed. students., a Pearson’s correlation coefficient and equivalent t-value was calculated.

**Table 3.1 Analysis of relationship between the value-based living and happiness of B.Ed. Students.**

	Correlation	Equivalent t-value $t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$
<b>Value-based living</b>	0.4265	3.27
<b>happiness</b>		
<b>df=48</b>	<b>Two tailed p-value</b> (from calculated r)=0.0020	

*t-value at 0.05 level=1.99 and t-value at 0.01 level=2.63*

Above table 3.1 shows a strong correlation of 0.4265 between value-based living and happiness at p-value of 0.0020 < 0.05, that is statistically significant. In order to confirm the result, equivalent t-value to the obtained correlation coefficient has been calculated which is 3.27 and found to be greater than critical value of t at 0.05 level of significance with df = 48. So, the null hypothesis i.e. There is no significant correlation between value-based living and happiness of B.Ed. students., Rejected. So we can conclude that there is a positive correlation between value-based living and happiness of B.Ed. students.

**Objective 4: To examine the relation between the achievement and happiness of B.Ed. Students.**

In order to fulfill the objective 4 following hypothesis was framed:-

**H<sub>0</sub>2:** There is no significant correlation between achievement and happiness of B.Ed. students.

In order to determine relationship between the value-based living and happiness of B.Ed. students, a Pearson's correlation coefficient and equivalent t-value was calculated.

**Table 3.2 Analysis of relationship between the achievement and happiness of B.Ed. Students.**

	Correlation	Equivalent t-value $ r  \sqrt{\frac{N-2}{1-r^2}}$
Achievement	0.3086	2.25
Happiness		
df=48	Two tailed p-value (from calculated r)=0.0292	

*t-value at 0.05 level=1.99 and t-value at 0.01 level=2.63*

Above table 3.2 shows a correlation of 0.3086 between value-based living and happiness at p-value of 0.0292 < 0.05, that is statistically significant. In order to confirm the result, equivalent t-value to the obtained correlation coefficient has been calculated which is 2.25 and found to be greater than critical value of t at 0.05 level of significance with df=48. So, the null hypothesis is rejected. So we can conclude that there is a positive correlation between achievement and happiness of B.Ed. Students.

**Objective 5: To study the contribution of value-based living in predicting happiness of B.Ed. students**

To find contribution value of one variable in another, a simple linear regression analysis was employed.

**H<sub>0</sub>3:** There is no significant contribution of value-based living in predicting happiness of B.Ed. students.

OR in Statistical language; **H<sub>0</sub> 2: B<sub>1</sub>= 0**

**Regression Line Y on X (Y-dependent variable-Happiness) (X-independent variable-Value-based Living)**

**Y= α+β X [α : intercept of Y ; β : Slope of line ]**

Y= 1.33272+ 0.043407X

Here β=0.043407 indicates slope of the regression line. It represents change in Y variable for a unit change in X variable. Hence, unit increase in value-based living implies happiness increases by 0.043407 units. So, it can be said that value-based living has significant contribution in determining level of happiness.

**Objective 6: To study the contribution of achievement in predicting happiness of B.Ed. students**

To find contribution value of one variable in another, a simple linear regression analysis was employed.

**H<sub>0</sub>4:** There is no significant contribution of achievement in predicting happiness of B.Ed. students.

**Regression Line Y on X (Y-dependent variable-Happiness) (X-independent variable-Achievement)**

**Y= α+β X [α : intercept of Y ; β : Slope of line ]**

Y= 32.4633+0.0953X

Here β= 0.0953 indicates slope of the regression line. It represents change in Y variable for a unit change in X variable. Hence, unit increase in value-based living implies happiness increases by 0.0953 units. So, it can be said that achievement has significant contribution in determining level of happiness.

## RESULT AND DISCUSSION

Following results were emerged from data analyses:-

- 1) There is significant correlation between value based living and happiness among B.Ed. students. Studies by Argyle 2001; Diener & Seligman 2002; Myers & Diener 1995; Oishi et. al. 2007; DeNeve 1999, Gropel & Kuhl 2009 are in support of the result.
- 2) There is significant correlation between achievement and happiness among B.Ed. students. Results of researches conducted by Noddings 2003; Diener 2008; Yahanpath 2012; Schiller 2015 and Tabbodi et. al. 2015 holds in favour the result.
- 3) There is significant contribution of both Achievement and value based living in determining the level of happiness of B.Ed. Students. As there is no reported study have been found in contribution analyses of achievement and value based learning, So this study reports that both the variables achievement and value based living plays significant role in determining the level of self-efficacy of B.Ed. students.

## CONCLUSION

Value-based living and academic achievement are central constructs in assessing student's level of happiness. However, most research has examined achievement and value based living in isolation from each other, in relation to other positive psychology constructs viz. hope, locus of control, happiness etc. and little is known about how much these variables contribute as a system in relationship in determining level of each other.

The B.Ed. students who are in the educational institutions and who are in the stage of learning might face with numerous responsibilities and challenges. This burden sometimes creates stress to them. But they are required to possess fundamental qualities like value-based living, happiness and good achievement records in order to yield positive outcomes in life. These qualities provide them superior mental health and make them perform well in their academic pursuit. The Value-based living is significant resources for enhancing the learning and quality of student teachers and this makes them succeed in their education. The result of the present study suggests significant correlation and contribution of Value-based living and achievement in happiness of students. It is essential to create an Value embedded and cognitive environment in institute through various formal and non-formal teaching-learning strategies in order to yield optimum level of happiness of future teachers.

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