

Pride and Shame: Two Icebergs in the Ocean of Indian Education.

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ABSTRACT

Achievement is a tool to measure scholarly qualities in education. Performance on exams remains the primary path of upward mobility. Cross-cultural research has suggested that Indian students have different perspective about, task orientation and academic anxiety and perception of success and failure. Many emotions are interweaving the choice of goals Achievement emotions not only influence the academic achievement of student but also determined the cognitive engagement and learning patterns. In India very few researches have done in the area of achievement emotions. This study explored the relationship of Pride and Shame with positive and negative emotions. The sample consisted of 80 Eleventh grade students (40 male and 40 female) from 3 different schools in Jaipur in the state of Rajasthan. There was representation of different castes among both the gender. Achievement emotion were assessed by administering questionnaire during winter session of school. The study revealed that caste and gender are important construct that change the relationship of pride and shame in different domain.

Keyword : - Achievement Emotion ,Cognitive engagement, Academic anxiety, task orientation,Pride,Shame

1. Achievement Emotion in Indian Education

It's very easy to analyze the symptoms of fever by the physical appearance. Your physiological changes indicate the physical illness. But in daily routine it's very difficult to understand the nature of ill thoughts and feeling that become the cause of various mental distresses. This is very surprising fact that everybody has an idea about the normal fever and normally persons go to doctor whenever they fall sick. That means the expression of physical illness is not a matter of shame and pride. But even though if anybody feel minor stress then they don't want to express with their nearone.why emotions are our hidden agenda. We don't feel difficulty to express our emotion in childhood days but what happen when we grows.

When we say that someone is emotional being that doesn't means that that persons cries a lot or that person is sentimental. In our history there were prominently two emotions sad and joy. In literature poets shows so many emotions of human beings. In the area of arts and fine art creativity connected with emotions. In India and other countries many sculptures describe the story of creativity and explain so many emotions.

There are two kinds of emotions first one is basic and universal emotion which include crying,sadness,joy and second categories of emotions are different in culture to culture. The basic emotions are related to our facial expression and these facial expressions are language of our emotions. Even though if you go anywhere in this world and you don't know the language of that country you can communicate by these basic emotions. But things become complicated when an emotion mingles with culture and create different social reality for individual. Indian culture dominates with values and moral duties. But nowadays persons are so much confused about spirituality and religious practices. Religion becomes value laden system in Indian. When you internalize your own spirituality then you can become a true religious person. The data of WHO indicates that in India maximum cases of depression become highlighting figure. These spiritual practices are the best way for learning the expression of emotions. But

unfortunately in India emotions are attached with religion and religion attach with caste. And this whole chain creates different truth for our next generation.

Depression is nothing but deep expression of your negative thoughts. Meditation and understanding of your self is path of any religion. But these emotions are interweaving with socially constructed phenomena like caste, gender. If you are girl in India then the desirable emotions are shame and pride. These two categories of emotion are not desirable in western or other culture. In India girls are izzat of family and can be become object of pride when just follow all the traditions without any rationality. Many psychological researches showed the women score higher in depression. But it's very important to understand depression in terms of emotion. When we suppress anything without any rationality then its develops many doubts and person compel to cover their own self. That's why we are not conscious and fully aware about our own thoughts and feeling. These emotions become base and construct so many negative thoughts about one's own identity and persons completely ignore the real self and traits of their personality. It's very important to recognize the feelings. In India there are four kinds of persons first one is educated and working and second one is uneducated and working and third one is uneducated but trained persons and fourth one is uneducated and not working. The maximum case of depression lies on these two category. But why this is happened because the two social emotions of pride and shame are important emotions which regulate many truths. The matter of education, job and marriages all are rotate 360 in periphery of these emotions. The achievement of children and marriage issues these two categories feeling and thoughts are main concerns of pride and shame. Everything is not a matter of pride and shame. If your thoughts are always guided by pride and shame then the whole truth and reality will be changed and persons become more vigilant about their own actions. These two emotions not only influence our thought process but a whole family member suffers with many ill thoughts which don't have any rationality.

2. Review of Literature

2.1 Achievement Emotion in different Caste groups

Darwin used the term "expression" to mean any behavior or visible bodily change caused by an emotion. In academic life this is very important how teacher and student express their emotion. These expressions are common in all species or this expression is different from culture to culture. When we talk about academic pride and shame the whole conceptualization of emotion will be changed. As Bourdieu argued that school creates inequality that means in some students the culture of school is similar to their home environment but for some students school is like an alien environment where the language of emotional expressions and the freedom of choice nothing comes in to their category The Identity is more concern figure to evaluate the pride. As far concern of Mascolo and Bhatia suggested that Pride in western countries is inclined to self-reliance but in India, the conception of pride includes religious duty toward family and others and self-sacrifice through hard work.(Mascolo M.F.& Bhatia S.(2002).So in reference to India construction are endorse in societal value and obligations. If we want to understand the pride in terms of achievement then it's better to understand the adaptive nature of pride.

Emotion is not only related to the engagement but also interacted in social domain. So in education achievement emotions not only concern area of cognitive engagement but it is embedded in social engagement and interaction. Williams & Steno argued that pride is socially adaptive or it's negatively connotation in society. This experiment study examined the ability of pride to serve as an adaptive emotion within the context of social interaction. In contrast to a conventional view that pride is often associated with negative interpersonal outcomes, results confirmed that proud individuals not only took on a dominant role within the group problem-solving task, but also were perceived as the most likeable interaction partners. Pride is by functional adaptive in nature (Williams & DeSteno, 2009)

The conception of Shame is very different in Indian ideology. The shame emotion inhibits through generational ideology. This ideology is defined and regulated by historically conception of womanhood. Lajja share the same conception with shame but cannot be equated with it. Shame is social constructs act as emotional barometers of others' perceptions about the self. In academic sometimes this emotion become the root cause for avoidance and approach behavior in education.(Sinha & Chauhan, 2013, pp.142).So in terms of education shame is tool to understand the ideology of Indian students.. Kaufman argued that shame is no happened in single channel but its

exhibit through several processes like negative comparison and self-blaming.(. Kaufman; 1996).The basic questions are that is the nature of emotions is stable in nature or are we can replace the emotion or change the emotions.

The history of emotions appeared in psychology in the era of James, who discovered how emotions are correlated with bodily changes and perception is important for these physiological arousal. James does not emphasize bodily feelings at the expense of cognition.(Ratcliffe M;2005). In recent era the term emotion and emotional so frequently used to explains the fundamental nature of emotion (Oatley; 2004)

METHOD

Sample and Procedure

The sample consisted of 80 Eleventh grade students(40 male and 40 female) from 3 different schools in Jaipur in the state of Rajasthan. There was representation of different castes among both the gender. achievement emotion were assessed by administering questionnaires during winter session of school. Students were told that confidentiality of their responses will be maintained. The instructions were given to the students that these tests do not assess their abilities. This questionnaire captures only your personal opinion about what you feel before, after and during learning test and class. The test shows your goals orientation. There is no right or wrong answer for any question. Administration time for the entire process was 60 minutes.

The teachers were instructed not to interpret any of the items for students, but to tell students to interpret the items as best as they could or leave it blank if they were unable to understand it. All the students were able to answer the questionnaire within the specified time. Students answered the questionnaires individually, and discussions with classmates were not allowed.

Measures

AEQ (Achievement Emotion Questionnaire): Achievement Emotions Questionnaire (AEQ) which assess various achievement emotions experienced by students in academic domains. There are three sections to the AEQ, containing the class-related emotions, learning-related emotions, and test-related emotion. The class-related emotion includes 80 items and measures the following eight emotions: class-related enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom. The learning-related emotion scales consist of 75 items assessing the same set of emotions in situations of studying. The eight test emotion scales include 77 items pertaining to test-related enjoyment, hope, pride, relief, anger, anxiety, shame, and hopelessness. Students rate their emotional experiences on a five point Likert scale from “strongly disagree” (1) to “strongly agree” (5).

Result

Tab 1.0 Means & Standard Deviation of Achievement Pride with different Emotions in Different Caste groups

Domains	General		OBC		SC		ST	
Class	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	23.8(3.52)	21.7(4.05)	19.8(3.67)	19.3(3.19)	18.6(3.33)	20.5(1.84)	17.5(3.2)	18.6(3.74)
Learning	32.1(6.02)	33(6.09)	26.4(3.27)	27.1(2.88)	29(2.62)	28.2(5.28)	24.5(3.95)	27.3(3.3)
Test	28(8.03)	41.6(7.39)	36.4(8.77)	35.7(6.21)	40.2(5.88)	40.8(5.05)	38.6(4.59)	38.6(4.59)

Table1.0 indicates the differences of achievement Pride in different domains in different caste groups and different gender. In class and Learning domain the boys of general boys scored higher score in comparative to other groups of boys. But in test domain the SC boys scored high in pride. And if we compare the scores of boys and girls of different domain then we find out that in class related Pride the general boys scored high and in learning related Pride the General girls scored high in comparative to boy

Table 1.1 Correlation of Class related Pride with different other achievement emotions of boys and girls

	Enjoyment	Hope	Pride	Anger	Anxiety	Shame	Hopelessness	Boredom	Relief
Boys	0.064	.265	-	0.243	.313*	0.115	0.164	0.024	-
Girls	0.120	.345*	-	0.307	.287	0.220	0.0235	0.299	-
Correlation of Learning related Pride with different other achievement emotions of boys and girls									
Boys	.710**	.592**	-	0.317	.438**	.360*	0.016	.351*	-
Girls	.753**	.282	-	0.137	0.115	0.048	0.137	0.177	-
Correlation of Test related Pride with different Achievement Emotions of boys & girls									
Boys	.603**	.687**	-	0.292	.394*	.470**	0.096	-	.470*
Girls	.610**	.537**	-	.364*	0.103	.635**	0.128	-	.635*

Table 1.1 Correlation of Pride with different other achievement emotion

Table 2.0 Means & Standard Deviation of Shame with other Achievement Emotion

Domains	General		OBC		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Learning	35.6(3.83)	42.6(2.71)	35.7(3.26)	33.0(2.7)	32.1(3.41)	37.1(2.8)	37.1(2.8)	37.9(3.75)
Test	33.9(8.37)	28.2(6.71)	31.2(4.73)	31.2(4.96)	32.6(4.99)	32.5(2.91)	31.5(5.68)	30.2(5.59)
Class	26.7(7.45)	28.6(8.15)	24.4(4.0)	24.0(4.37)	26.1(6.02)	26.1(6.02)	30.7(3.02).	28.9(2.88)

The table 2.0 elaborated the means differences of different caste groups. In learning related shame in category of boys the OBC boys scored higher scores. In test related shame the general boys scored higher score. In class related shame the ST boys scored higher score. And if we compare the score of boys and girls then we find out that in learning related shame the girls of General category scored high and in test related shame the boys of General

2.1 Correlation of Shame with other achievement emotions of boys									
	Enjoyment	Hope	Pride	Anger	Anxiety	Shame	Hopelessness	Boredom	Relief
Boys	0.256	.603**	0.115	.553**	.712**	-	0.073	0.012	-
Girls	0.126	0.229	0.220	0.265	0.157	-	0.268	0.191	-
Correlation of Learning related Shame with different other achievement emotions of boys and girls									
Boys	0.212	.467*	.360*	0.238	.620**		.451**	.569**	-
Girls	0.231	0.133	0.048	.560**	.653**		.623**	.488**	-
Correlation of Test related Shame with different Achievement Emotions of boys & girls									
Boys	0.145	0.018	0.096	.572**	0.012	-	.528**	-	.364*
Girls	0.304	0.267	0.128	.515**	.369*	-	.488**	-	0.047

category scored high. In Class related shame the girls of ST scored high.

The table 2.1 depicts the correlation of Shame with other Achievement emotions. Class related Shame is significantly correlated with Hope, Anxiety and anger in boys. In case of girls the class related shame is not significantly correlated with other emotion. Learning related shame is significantly correlated with Positive emotion like Hope, Pride, and negatively correlated with Anxiety and Hopelessness and Boredom in boys. The same time Pride and Shame both are socially constructed emotions and significantly correlated with Pride in boys. But in case of girls the learning related shame is correlated with all negative emotions like Anger, Anxiety, Hopelessness and Boredom. This finding is important to understand the learning difficulties of students. Test related shame is significantly correlated with Hopelessness, Anger, and Relief in boys. In case of girls the test related shame is significantly correlated with all negative emotions like Anger, Anxiety and Hopelessness.

4. CONCLUSIONS

The identification of emotions are different in individual and group level. So the emotion of shame and pride is socially functioning emotion. Group emotions can be negative or positive and it's inhibit through the functionality and traits of certain groups. (Niedenthal & Brauer ;2012) So this is alarming stage to breakthrough these two emotions. What happened if you clean your house after one year probably it's take lots of effort to clean house and may be you ignores the corners of house. This is exactly happening with our emotions. It's become more complicated if we want to understand the problem after so many years. Emotions are multilayer like an onion if you want to aware about your problem then you are able to peel off each and every layer of yourself. Emotion is the hidden and latent learning domain in India. Most educational institutions, schools and colleges emphasize the cognitive domain of learner. Less attention is given to the emotional aspects of student. Yet, emotions play a vital role in learning and can help or hinder the academic adjustment and academic success. Positive emotion relates to the motivation and interest of learner but negative emotions are linked to many psychological distresses like

depression and stress. So in education we can achieve the goal of successful Intelligence when the educators and teachers given more emphasis in emotional aspect of learner.

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