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## EDITOR'S NOTE

Quality researches and innovative practices create a better and stable platform for modern educational advancement. No findings of quality educational researches should be kept aloof from the day to day experiences in education. Research is complete and meaningful only when the results are shared with the community.

The current educational scenario in the global era is undergoing a rapid change in respect of operational and conceptual paradigms. The quality of education is assuming a great relevance in the context of the goals of school education system, the curricula, the teaching learning materials, methods and expectations from the teacher. Every educational practitioner has to contribute a lot to enrich the ways of education and culture. An article is the fullest expression of the deepest thoughts and practices of such a one. It illumines many minds, and its spirit spreads in multitude.

A scientific journal is the repository of the accumulated knowledge of a field. The findings and analyses, the successes and failures, and the perspectives of many investigators are recorded in the literature.

Santhom Journal of Edu. RACE (Santhom Journal of Educational Researches and Curriculum Enrichment) aims at bringing thought provoking findings of educational researches carried out in various regions of the world to trigger the spirit for innovations in educational practices. This journal is a major outcome of enthusiastic and intellectual reflections, and academic discussions regarding various aspects of education.

The present issue with twelve articles focuses on various seminal concerns which are germane to the quality of education, especially school education. Every article presented here throws light in to the best way to deal with the current issues felt in the educational scenario. It includes articles related to Emotional Adjustment, Achievement Motivation, Peace Skills Development, Experiential Learning, Automated Learning, Inquiry and Lecture Methods, Communicative Language Teaching, Progress of Female Education, Effective Study Habits, Practice of Federal Character System in Nigeria and the Challenges of National Integration, Concept of Marginalized and Internet Browsing Behaviour.

We hope that all the articles presented here will be valuable and enriching for every mind in the stream of education and research.

**Editor**

## **Invitation for Articles / Research Papers**

Authors are invited to contribute articles on contemporary issues in education in general and Indian education in particular for publication in Santhom Journal of Edu. RACE.

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# Emotional Adjustment among Student Teachers at Secondary Level

T. V. Thulasidharan  
Suneethi A. S.

## Abstract

*It is believed that a meaningful change in education can occur only through the active participation of reflective teachers. Teachers' personal beliefs and values provide the unconscious foundation for their behavior. Teacher is expected to be a psychologically sound person. So teacher education programmes need to deliberate on the development of such qualities among the future teachers. Emotional adjustment can be considered as a pivotal element that helps an individual to cater his abilities and responsibilities effectively. In order to make students emotionally perfect first of all the teachers themselves must possess the quality of emotional adjustment. The present study is intended to find out the level of emotional adjustment of student teachers at secondary level. A sample of 600 student teachers selected from different teacher education institutions in Kerala is used for this study. An emotional adjustment scale constructed and standardized by the investigators is used for collecting the data. The data was analysed by the computation of percentages, significance of difference between two means and ANCOVA. The study reveals that most of the student teachers possess an average level of emotional adjustment. The emotional adjustment of student teachers does not differ significantly with respect to educational qualification and optional subject. Mean while the emotional adjustment of student teachers show significant difference with respect to type of management and locale of the institution.*

**Key Words :** *Emotional Adjustment, Reflective Teacher, Teacher Education Programme, Maladjustment etc.*

## Introduction

Being a teacher is not much difficult, but being an effective teacher needs several behavioural qualities at its highest degree. Creative and inspirational teachers motivate their students to learn by using their personal qualities, their positive experiences and their excellent communication skill. It is very important for a teacher to know how to get the

students interested in the subject and willing to learn more. In the same way, it is crucial that the teacher must be deeply perceptive, especially about each student's individual characteristics and learning process as well as the needs of the class as a whole. This will permit the teacher to transact not only the concepts, but also the necessary qualities and values to make the students independent in exploring their own dreams.

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Our nation is in search of teachers who are able to shape her destiny. It shows the importance of having professionally qualified teachers. Here comes the importance of teacher education programmes. The aim of teacher education programmes is to ensure the development of teachers suitable to teach students at different levels. All teacher training programmes focus on the development of the qualities needed for the future teachers. Teacher is expected to be a psychologically sound person. Teachers' personal beliefs and values provide the unconscious foundation for their behavior. Such a person should possess several behavioural qualities and emotional adjustment is pivotal among them.

Emotions are subjective experiences, as they are experienced from an individual point of view. It is often associated with mood, temperament, personality, and disposition. People often behave in certain ways due to the direct result of their emotional state. Emotional adjustment is a process by which one becomes able to cope with emotions in relation to one's psychological and mental makeup. Maladjustment causes too much emotional upheaval, frustrations and conflicts, which stand as an obstacle in an individual's path of success. This leads to lack of control over emotions and results in emotional instability. Emotional adjustment also referred as personal or psychological adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive process of acceptance and adaptation. Maintaining emotional control and coping behaviour in a crisis is the main aspect of emotional adjustment. This capacity is an important aspect of mental health and where it is compromised, or not developed,

psychopathology and mental disorder can result. The role of school and the teacher is pivotal in the development of an emotionally adjusted individual. For that at first the teacher should be emotionally stable. So programmes intended for the preparation of future teachers must incorporate strategies to develop emotional adjustment.

### **Objectives**

- ◆ To find out the level of emotional adjustment among student teachers at secondary level.
- ◆ To find out whether there exist any significant difference in the emotional adjustment among student teachers at secondary level based on educational qualification, optional subject, type of management and locale of the institution.

### **Hypothesis**

- ◆ There is no significant difference in the emotional adjustment among student teachers at secondary level based on educational qualification, optional subject, type of management and locale of the institution.

### **Methodology**

Normative survey method is used for this study. The sample consists of 600 student teachers selected from different teacher education institutions of Kerala. The emotional adjustment scale prepared and standardized by the investigators is used to collect the data regarding the emotional adjustment of student teachers. General data sheet is used to collect details about the demographic variables of the subjects. The data were collected by administering the above described tool individually to the subjects and by giving instruction to fill their views appropriately in the

response sheet. The statistical techniques used for analysis of the data include computation of percentage, significance of difference between means and ANCOVA.

### Analysis and Discussion

The data collected were tabulated and statistically analysed. The entire group was classified into high, average and low level groups based on their score for emotional adjustment. The subjects with a score above or equal to the value of mean  $+\sigma$  were taken as

high and those with a score below or equal to the value of mean  $-\sigma$  were taken as low. The subjects obtained a score in between these scores were considered as average. Significance of difference between two means and ANOVA were calculated to compare the emotional adjustment based on educational qualification, optional subject, type of management and locale of institution. The details of the results are given in the following tables.

Table 1

#### *Level of Emotional Adjustment among Student Teachers at Secondary Level*

Variable	Number	Mean	S D	Level in %		
				High	Average	Low
Emotional Adjustment	600	144.25	15.28	31.00	37.34	31.66

Table 1 shows that mean value of emotional adjustment among student teachers is 144.25 and standard deviation is 15.28. The table also reveals that 31.00% of the total sample shows high emotional adjustment, whereas 37.34% shows average and 31.66% shows low emotional adjustment. That means the number of student teachers who possess average level of emotional adjustment is comparatively higher than high and low groups.

The number of student teachers with high emotional adjustment is less than half of the total sample, which is a matter of concern. It reveals the need of improving the emotional adjustment of students who are entering teacher education programmes. It highlights the importance of including strategies for developing emotional adjustment of student teachers in the curriculum.

Table 2

#### *Comparison of Emotional adjustment among Student Teachers Based on Educational Qualification*

Qualification	Number	Mean	S. D	Critical Ratio	Significance
U.G	279	143.58	14.58	1.00	p > .05
P.G	321	144.83	15.94		

Table 2 shows that the mean and standard deviation of emotional adjustment for under graduates are 143.58 and 14.58 and for post graduates the values are 144.83 and 15.94 respectively. The critical ratio obtained is

1.00. This value is less than the set value at .05 level of significance. That means the mean emotional adjustment scores of undergraduate and postgraduate student teachers do not differ significantly.

Table 3

*Comparison of Emotional Adjustment among Student Teachers Based on Optional Subject*

Subject	No.	Mean	Between Groups			Within Groups			F
			Sum of squares	Mean square variance	df	Sum of squares	Mean square variance	df	
Science	285	144.09	460.69	230.35	2	139334.31	233.39	597	0.99
Language	173	143.31							
Humanities	142	145.00							

Table 3 shows that the mean score for science students is 144.09, language students is 143.31 and humanities students is 145.00. The F- value obtained is 0.99 and it is not

significant even at .05 level of significance. Therefore it can be inferred that there is no significant difference among the mean emotional adjustment scores of science, language and humanities student teachers.

Table 4

*Comparison of Emotional Adjustment among Student Teachers Based on Type of Management*

Type	No.	Mean	Between Groups			Within Groups			F
			Sum of squares	Mean square variance	df	Sum of squares	Mean square variance	df	
Govt.	150	140.72	2832.4	944.13	3	135799	227.85	596	4.14**
Aided	150	146.17							
Unaided	150	145.82							
University	150	144.80							

\*\*significant at .01 level

Table 4 shows that the mean score for Government College is 140.72, Aided College is 146.17, Unaided College is 145.82 and University College is 144.80. The F- value obtained is 4.14 and is significant at .01 level

of significance. Therefore it can be said that there is a significant difference in the emotional adjustment of student teachers with respects the type of management of the institution.

To find out the pair(s) of institutions having significant difference in emotional adjustment, the t- values are calculated and the details are given in table 5.

Table 5

*The t-values of Means for Different Types of Management*

Type	Aided & Unaided	Aided & University	Aided & Government	Unaided & University	Unaided & Government	Government & University
t-value	1.72	6.82	27.09	5.10	25.36	20.26
Significance	p > .05	p < .01	p < .01	p < .01	p < .01	p < .01

Table 5 shows that t-value for aided and unaided colleges have a value less than the set value at .05 level of significance whereas in all other cases the value is significant at .01 level. So the inferences are as follows

There is no significant difference in the emotional adjustment of student teachers of Aided and Unaided Colleges.

There is significant difference in the emotional adjustment of student teachers of Aided and University Colleges.

There is significant difference in the emotional adjustment of student teachers of Aided and Government colleges.

There is significant difference in the emotional adjustment of student teachers of Unaided and University Colleges.

There is significant difference in the emotional adjustment of student teachers of Unaided and Government Colleges.

There is significant difference in the emotional adjustment of student teachers of Government and University Colleges.

Table 6

*Comparison of Emotional Adjustment among Student Teachers Based on Locale of Institution*

Locale	Number	Mean	S. D	Critical Ratio	Significance
Rural	300	145.96	14.41	2.45	p < .01
Urban	300	142.52	15.94		

Table 6 shows that the Mean and Standard Deviation of emotional adjustment for rural institution students are 145.96 and 14.41 and for urban institution students the values are 142.52 and 15.94 respectively. The critical ratio obtained is 2.45. This value is greater than the set value at .01 level of significance.

That means there is significant difference in the mean emotional adjustment scores of rural and urban institution student teachers. The mean values show that the emotional adjustment is more for rural institution student teachers than urban institution student teachers.

## Conclusion

The present study reveals that most of the student teachers possess an average level of emotional adjustment. The results also show that the emotional adjustment of student teachers differs significantly with respect to type of management and locale of the institution. Mean while the emotional adjustment of student teachers shows no significant difference with respect to educational qualification and optional subjects. More than half of the student teachers possess low or average level of emotional adjustment. It focuses on the need of comprehensive programmes in enhancing the emotional adjustment of student teachers by considering all the aspects. Teacher education programmes are intended to develop all the qualities needed for a teacher at its maximum. The curriculum for such a programme should incorporate the strategies for developing behavioural qualities like emotional adjustment as an integral part. Such strategies will ultimately result in the quality enhancement of teachers and thereby the upliftment of future generations.

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# Achievement Motivation and Learning Style of Students at Higher Secondary Level

Varghese K. Cheriyan

## **Abstract**

*Achievement motivation is the expectancy of finding satisfaction in mastery of difficult and challenging performance. In the field of education, it stands for the pursuit of excellence. Achievement motivation plays very dominant role in student's life so as to enable them to bring better results. Hence the cultivation of Achievement motivation is so important. In order to achieve one's required goal, students can make use of his preferred learning style. It may be converging, diverging, assimilating and accommodating. Learning styles are the common ways that people learn. Everyone has a mix of learning style. People approach same situation differently because of the variation in their learning styles. In this study majority of students are having converging learning style and there is no relationship between achievement motivation and their learning styles.*

**Key Words** : Achievement Motivation, Learning Style, Abstract Conceptualization etc.

## **Introduction**

Motivation is the driving force behind all the actions of an individual. It is motivation which prompts, compels, and energizes one to engage in a particular behavior which involves our needs, desires, and ambitions in life. Motivation in education means inculcating and stimulating interest in studies. Anything which moves an individual to action may be described as a motive. Achievement motivation, as put forward by McClelland (1953), is a factor that relates to one's aptitude for success. Achievement motivation typically refers to an individual's competence at striving to achieve goals. It is also sometimes viewed as someone's ability to select challenging yet attainable goals and then accomplish them. Achievement motivation is the

expectancy of finding satisfaction in mastery of difficult and challenging performance.

Motivation is probably one of the most important factors that educators can consider in order to enhance learning. Multitude theories have been investigated to explain motivation. While each of these theories has considered some aspects of motivation, no single theory seems to adequately explain all human motivation. The fact is that human beings in general and students in particular are complex creatures with complex needs and desires. With regard to students, very little of any learning can occur unless students are motivated on a consistent basis. Regarding the correlation between motivation and successful Language learning, Dornyei (1998, p.117)

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asserts that "Motivation provides the primary impetus to initiate learning and later the driving force to sustain the long and often tedious learning process".

It is a world of competition. So achievement motivation is very essential. At Secondary and Higher secondary level, students may think about their higher studies and professional course. So they should need sufficient motivation. Knowing a students learning style is one of the most valuable pieces of information for a teacher. Individual students learn in different ways which is unique in nature. The preferred manner that a student best learns, retains and expresses information is known as his or her learning style. The reason is that one of the most significant issues in learning to learn is an individual taking the responsibility for his or her learning. For this purpose the individual should know what their own learning style is, what characteristics this style has and behave according to their style.

Learning styles are simply different approaches or ways of learning. Kolb (1984) states that Learning styles are the result of our hereditary equipment and our particular past life experiences that demand present environment. Kolb found that it is the combination of how people perceive and how people process that forms, the uniqueness of Learning style- the most comfortable way to learn. By combining two dimensions of concrete experience and abstract conceptualization ("how we perceive") with two dimensions of active experimentation and reflective observation ("how we perceive"), Kolb established four categories of Learning styles based on four learning modes (Kolb,1984) viz. Diverging (Concrete Experience/ Reflective Observation), Assimilating (Abstract Conceptualization/ Reflective Observation),

Converging (Abstract Conceptualization/Active Experimentation) and Accommodating (Concrete Experience//Active Experimentation)

### **Need and Significance of the Study**

Nowadays, one of the main objectives in learning is to enhance awareness about students' personal differences and their possible influence on the learning process and accordingly, on learning results. Besides, because of the effect of many learner variables on the process of learning, the emphasis on the individual differences among learners is indeed relevant in modern teaching and its related learning environments. The success of learning is due not only to cognitive factors but also to affective, personality, motivational, and demographic factors of the learners (Brown, 2000, Carrel et al. 1996). According to Ackerman and Heggstad (1997) individual difference variables such as intelligence, personality, and vocational interests can be used to explain not only variance in academic performance, but also in the processes by which traits influence examination outcomes.

Findings of researchers show that people learn more when they are aware of their learning styles (O'Connor, 1997). Moreover, the determination of learner's learning styles helps teachers and educational planners to provide students necessary educational support (Anderson& Elloumi, 2004). Studies about learning show that considering learning styles in planning and presenting education can improve learning processes meaningfully (Dwyer, 1998).

The present study is an attempt to find out the relationship between achievement motivation and learning style of higher secondary



school students. It is expected that the findings of the study will help the teachers to understand the level of achievement motivation and to identify learning style of students. So teachers can create innovative teaching activities.

This study becomes significant as it deals with the relationship of achievement motivation and learning style of Higher Secondary School students because it is during this time, pupils become more aware of their future activity and they have to make proper choice in their career. Parents and teachers should instill the importance of achievement motivation among them to promote their own way of learning. At the same time by understanding the preferred learning style teachers can provide individual attention to each student and can use innovative teaching strategies useful for each student who belongs to different categories. Thus it is very suitable to conduct this study on Higher Secondary School students. Nowadays teaching and learning system is based on student's needs and abilities. It is beneficial for both teachers and students in the sense that teachers can evaluate each student based on their performance in each task. It tends to create achievement motivation among students unconsciously as those who perform well can achieve higher score. Pupils get information and apply it by using their preferred learning style. It is the application of particular cognitive style to learning activity. Many people recognize that each person prefers different learning styles and techniques.

#### **Statement of the Problem**

The present study is entitled as Achievement Motivation and Learning Style of Students at Higher Secondary Level.

#### **Objectives**

1. To identify the learning style of students at higher secondary level.
2. To find out the achievement motivation of students at higher secondary level with respect to their learning styles.

#### **Hypotheses**

1. The students at higher secondary level belong to four learning style categories
2. There is relationship between achievement motivation and learning style of students at higher secondary school.

#### **Method Adopted for the Study**

Survey method is adopted for the present study

#### **Population**

In the present study, the population consists of all the students in Higher Secondary Schools of Kerala.

#### **Sample**

The sample of the study consists of 470 Higher Secondary School students of Kottayam and Pathanamthitta Districts. The sample of students was drawn from both male and female and from government and aided schools of humanities and science streams.

#### **Tools Used for the Study**

- ◆ Kolb Learning style Inventory (Kolb, 2005)
- ◆ Achievement motivation scale constructed by the investigator.

#### **Statistical Techniques Used**

Mean, Median and Standard Deviation

**Analysis**

Table 1  
*Learning style preferences of higher secondary school students*

Learning Style	Number	Percent
Accommodating	67	14.3
Assimilating	120	25.5
Diverging	77	16.4
Converging	206	43.8

From the Table 1, it is inferred that 14.3% of students have accommodating style, 25.5% of them have assimilating style, 16.4% have diverging style and 43.8% of them have converging style. This shows that majority of students have converging learning style.

**Analysis of the relationship between achievement motivation and learning style of higher secondary school students**

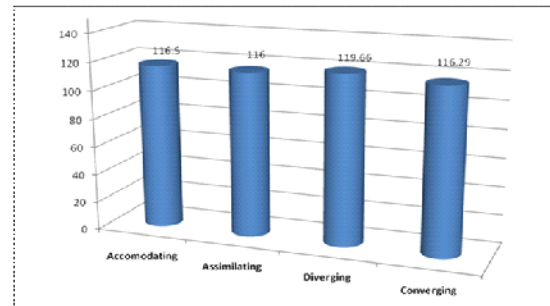
Table 2  
*Statistical indices of scores on achievement motivation of higher secondary school students belonging to different learning style*

Learning style	Achievement motivation		
	Number	Mean	SD
Accommodating	67	116.51	10.41
Assimilating	120	116.00	12.56
Diverging	77	119.66	10.14
Converging	206	116.29	10.91
Total	470	116.80	11.21

From Table 2, it is inferred that the mean score of achievement motivation of students belonging to accommodating style is 116.51 and SD is 10.41. The mean score of achievement

motivation of students belonging to assimilating style is 116.00 and SD is 12.56. The mean score of achievement motivation of students belonging to diverging style is 119.66 and SD is 10.14. The mean score of achievement motivation of students belonging to converging style is 116.29 and Standard Deviation is 10.91.

Figure 1  
Bar diagram showing mean scores of achievement motivation of higher secondary school students belong to different learning style categories



This shows that the students belonging to different learning style strategies having more or less same level of achievement motivation but diverging learning style possesses slightly high level of achievement motivation.

**Conclusion of the Study**

1. The students of higher secondary school belong to different learning styles- accommodating, assimilating, diverging and converging.
2. Majority of Higher Secondary School students have Convergent learning style.
3. There is no significant difference in achievement motivation of students belonging to different learning styles.

For a student to be successful in his studies, it is necessary that he should develop better motives that will make him to follow

meaningful learning style. Learning style is the application of particular cognitive style to learning activity. Many people recognize that each person prefers different learning styles and techniques. A person's learning style has to do with the way he or she processes information in order to learn it and to apply it. Everyone has preferred learning style. So, we can use our experiences and perceptions to make sense of them and to provide the basis for future activity.

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# Personal Peace Skills Development Through Critical Pedagogy among Higher Secondary School Students

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## **Abstract**

*Education for Peace is holistic and transformative, incorporating a number of ideas in its definition and practice. Education for Peace covers the entire domain of learning, developing rational thinking, positive attitudes and training to be proactive-the cognitive, affective and psychomotor domains. The methodology like Critical Pedagogy helps the students to find out a best possible solution when a peace conflicting situation arise after considering the positive and negative consequences and possible alternate solutions to the problem. Through effective pedagogy, the skills for peaceful problem solving, such as Thinking Skills, Communication Skills and Personal Skills are to be developed for creating a culture of peace. Thinking Skills are Critical thinking, Information handling, Creative thinking, Reflection, Dialectical thinking, etc. Communication Skills are Presentation, Active listening, Negotiation, Non- Verbal Communication etc. and Personal Skills are Co-operation, Self discipline, Responsibility and Respect. The two major values under personal skills such as Co-operation and Respect are taken into consideration for this study. The major objective of the study is to find out the effect of Critical Pedagogy in developing Personal Peace Skills among the higher secondary school students. The experimental study, using Pre-test Post-test Non-Equivalent group Design, was conducted on a sample of 80 higher secondary school students. From this study the investigator found that the Critical Pedagogy is effective for developing Personal Peace Skills such as Co-operation and Respect among the students.*

**Key Words** : Peace Education, Peace Skills, Personal Skills, Co-operation, Respect, Critical Pedagogy, etc.

## **Introduction**

Education for Peace is holistic and transformative, incorporating a number of ideas in its definition and practice. It embraces the physical, intellectual and social growth of children within a framework of human values. A complex network of environmental factors such

as home, parents, peer group, community, the media and society at large influence the promotion of Peace. Education for Peace seeks to nurture the knowledge, skills, attitudes and values that comprise a culture of peace.

To inculcate Peace Skills, all human faculties such as knowing, feeling and doing

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should play a role. Thus Education for Peace covers the entire domain of learning, developing rational thinking, positive attitudes and training to be proactive-the cognitive, affective and psychomotor domains. The Peace values and skills can be shaped, nurtured and developed at home, and educational institutions. Schools are considered to be the potential nurseries of Peace.

How to teach peace in the classroom is a challenge as it is different from other conventional subjects, which are taught at any level of education. There are reasons for this difference. Firstly peace is a component that could be integrated well with all the subjects instead of teaching it separately. Secondly peace has to be practiced not just learned. Therefore, for developing the right attitudes and values a different approach to teaching about peace has to be adopted keeping in mind the developmental and psychological characteristics of children.

A number of teaching methodologies are available that can be tried out to inculcate and promote the Peace in and outside the classroom. These may involve Introspection, Brainstorming, Sharing Views, Role playing, Dialogues, Cooperative Learning, Participatory Approach, Value Clarification, Conflict Resolution, Jurisprudential Model etc. There a question arises how the students are expected to internalize peace. One can have a help from the concept of 'conscientization' by Paulo Friere.

### **Critical Pedagogy**

National Curriculum Framework, 2005 suggests Critical Pedagogy as the best Pedagogic Strategy for Education for Peace. Critical Pedagogy also called Conscientization, is a process by which the learner advances towards critical consciousness. It is a teaching approach which attempts to help students

question and challenge domination, and the beliefs and the practices that dominate. This pedagogy helps the students to find out a best possible solution when a peace conflicting situation arises after considering the positive and negative consequences and possible alternate solutions to the problem. For this, students have to practice the definite steps of Critical Pedagogy.

Critical pedagogy is a teaching approach which attempts to help students question and challenge domination and the beliefs and practices that dominate or in other words it is a theory and practice of helping students achieve critical consciousness. "Critical pedagogy is a popular education and social concept to address a state of in depth understanding about the world and resulting freedom from oppression". (Paulo Friere, 'Pedagogy of the oppressed' – 1970) Critical pedagogy is also known as 'coscientization' or education for 'critical thinking'. This will help the students to develop Peace Skills.

### **Peace Skills**

Peace Skills are the skills (as well as attitudes) necessary to be proactive and effective Peace makers. These skills can be summarized under the headings of Thinking Skills, Communication Skills and Personal Skills. These are skills (as well as attitudes) developed by the individuals necessary to be proactive and effective peace makers. (National Curriculum Framework Review, 2005). *Thinking Skills* are Critical thinking, Information handling, Creative thinking, Reflection, Dialectical thinking, etc, *Communication Skills* are Presentation, Active listening, Negotiation, Non- Verbal Communication, etc and *Personal Skills* are Co-operation, Self discipline, Responsibility and Respect.

In the present study the investigator took Co-operation and Respect. Co-operation means work together for a common purpose i.e, Peace Conflicts and Respect is the willingness to show consideration or appreciation in terms of solving peace conflicts.

### **Need and Significance of the Study**

UNESCO (1974) recommended education for international understanding, peace, human rights and fundamental freedom. The UNESCO Report of International Commission on Education for the 21<sup>st</sup> century published in 1996, looked into education as an indispensable asset in mankind's attempt to attain the ideals of peace, freedom and social justice. It acknowledged that though education is not a miracle sure or a magic formula opening the door to a world in which all ideals will be attained, it is certainly one of the means available to foster a deeper and more harmonious form of human development. Thus UNESCO has pointed out the vital importance for inculcation of peace in education.

Education for Peace is of having great significance as it seeks to nurture ethical development, inculcating the values, attitudes and skills incurred for living in harmony with oneself and with others, including nature. It embodies the joy of living and personality development with the qualities of love, hope and courage. It encompasses respect for human rights, justice, tolerance, co-operation, social responsibilities, and respect for cultural diversity in addition to a firm commitment to democracy and non-violent conflict resolution. Social justice is an important aspect of Peace Education. The concern for equality and justice is the hall of Education for Peace.

The preamble of UNESCO's constitution maintains that 'Since war begins in the minds of men it is in the minds of men

that the defence of Peace must be constructed'. In this regard the General Conference of UNESCO called for the establishment of long term programmes in education. If we want a peaceful world, we must immediately start actions to accomplish it. UNESCO has already taken steps in the form of Delor's Report: The Treasure Within (1996) UNESCO's Peace Project (1999) has been a serious effort in this direction. The UN General Assembly Resolution has also made a declaration of decade 2000 to 2010, as the decade of 'Culture of Peace' and 'Non-Violence' by identifying areas to awaken the youth through education programmes.

The importance of providing education in Peace Skills to young ones has always been built by and emphasized by all great teachers, educationists and social reformers. According to Maria Montessori "all education is for peace". Mahatma Gandhi says "If we are to teach real peace in the world we shall have to begin with children". In the independent India, various commissions and committees have made important recommendations for incorporating various values at all levels of education. Time to Time, the National Curriculum Frameworks (1975-2005) have been prepared which adopted value – oriented approach to integrate peace concern in education.

Education in the true sense should be to empower individuals to enable them to be makers of peace rather than only consumers of peace. Teachers should make deliberate attempts to infuse and reinforce the importance of peace related values that are commensurate with the textual material taught in school and the developmental stages of children. Peace is one of the most talked about topics in the world due to the seemingly endless history of violent conflicts and wars. This calls for the importance of providing Education for Peace.

The significance of any research study lies in the practical value of its findings in the society. The study should have a social consideration ie, it should have practical value to the educators, students, parents and social workers.

The present paper is entitled as "Personal Peace Skills Development through Critical Pedagogy among Higher Secondary School Students".

### Objectives of the Study

1. To find the effect of Critical Pedagogy in developing Peace Skills among the Students of Standard Eleven of Experimental Group.
2. To compare the effect of Critical Pedagogy and Existing Method in developing Peace Skills among the Students of Standard Eleven of Experimental and Control Group
3. To find the significant difference if any between the Means of post-test scores on Peace Skills of boys and girls of Standard Eleven of Experimental Group.
4. To find the significant difference if any between the Means of post-test scores on Peace Skills in terms of Personal Skills

among the Students of Experimental and Control Group.

### Hypotheses of the Study

1. There is a significant difference between the Means of scores of pre-test and post-test on Peace Skills among the Students of Standard Eleven of Experimental Group.
2. There is a significant difference between the Means of post-test scores on Peace Skills among the Students of Experimental and Control Group.
3. There is a significant difference between the Means of post-test scores on Peace Skills among Boys and Girls of Standard Eleven of Experimental Group.
4. There is a significant difference between the means of post-test scores on Peace Skills among the Students of Experimental and Control Group in terms of Personal Skills.

### Methodology

The investigator adopted true experimental method in the study and used pre-test post-test Non-Equivalent group Design. The methodology of the present study was described under the following heads; sample, tools used and statistical techniques employed. The table below shows the design selected for the experimental study.

Table 1

#### Representation of the Research Design

Pre-test Post-test Non-equivalent Group Design			
Group	Pre-test	Treatment	Post-test
Experimental Group(N=40)	Administration of Peace Skills Test	Teaching through Critical Pedagogy. Ten lesson transcripts each with 40 minutes duration is prepared and administered.	Administration of Peace Skills Test.
Control Group(N=40)	Administration of Peace Skills Test	Teaching through Lecture method. Ten lesson transcripts each with 40 minutes duration is prepared and administered.	Administration of Peace Skills Test.

In the present study there are variables – Independent variable and Dependent variable. Instructional material based on Critical Pedagogy is independent variable and Personal Peace Skills, such as Co-operation and Respect are the dependent variables.

### Sample of the Study

The sample selected for the study was eighty students of Higher Secondary Schools, in which forty belongs to experimental group and forty belongs to control group.

### Tools Used in the Study

- i) Peace Skills Test.
- ii) Lesson Plans and worksheets based on Critical Pedagogy.

### Statistical Procedure Used

For the present study, the investigator used both descriptive as well as inferential statistics, such as, Mean, Standard Deviation, Percentage, t test, etc.

### Analysis and Interpretation of the Data

#### 1. Effect of Critical Pedagogy in Developing Peace Skills

The first objective was to find the significant difference if any between the Means of Scores of Pre-test and Post-test on Peace

Skills among the Students of Standard Eleven of Experimental Group. Based on this, research hypothesis which states that 'there is a significant difference between the Means of Scores of Pre-test and Post test on Peace Skills among the Students of Standard Eleven of Experimental and group' was formulated.

The scores obtained by administering Peace Skills test to the experimental group subjected to two tailed test of significance of difference between correlated means. The correlation between the initial and final score was found to be ' $r$ ' = 0.684. The levels of significance were fixed at 0.01 and 0.05 level and the theoretical values are 2.64 and 1.99 respectively for degrees of freedom 78. In order to test the research hypothesis  $H_0$  was formulated. The null hypothesis  $H_0$  is stated below.

**$H_0$ :** There is no significant difference between the means of scores of Pre-test and Post-test on Peace Skills among the Students of Standard Eleven of Experimental group.

The data and results of test of significance are given in table 2

Table 2

*Test of significance of the difference between means of scores of pre-test and post-test on Peace Skills among the students of experimental group*

Test	No. of Students	Mean	S.D.	rx	CR	Level of Significance
Pre	40	19.925	3.392	0.684	14.243	Significant at 0.01 level
Post	40	26.475	3.849			

From the table it is observed that the Mean of Scores of Peace Skills for post test (26.475) is higher than that of the Pre-test (19.925). The critical ratio is 14.24. Hence the

critical ratio 14.24 is greater than the theoretical value 2.64 the null hypothesis tilted 'there is no significant difference between the means of scores of Pre-test and Post-test on Peace Skills



among the Students of Standard Eleven of Experimental Group' is not accepted.

In the light of the above result it can be concluded that there is a significant difference between the means of Pre-test and Post-test scores on Peace Skills among the Students of experimental group. It is observed that the mean of scores of the Students at post test level in experimental group is higher than the mean of scores of the Students at Pre-test level. It indicates that the higher mean at the Post-test level is because of the treatment given through Critical Pedagogy. The treatment was significantly effective to increase the Peace Skills among the Students.

## 2. Comparison of Means of Post-test Scores on Peace Skills among the Students of Experimental and Control Group

The second objective of the study is to find the significant difference if any between the Means of Post-test Scores among the Students of Experimental and Control group on

Table 3

*Test of significance of difference between the means of scores of post-test on Peace Skills among the students of experimental and control group*

Group	No. of Students	Mean	S.D.	rx <sub>y</sub>	CR	Level of Significance
Experimental	40	26.48	3.85	0.02	2.43	Significant at 0.05 level
Control	40	24.08	4.86			

From table 3, it is observed that the Critical Ratio is 2.43. Hence the critical ratio 2.43 is greater than the theoretical value 1.99 the null hypothesis is tilted 'there is no significant difference between the means of scores of Post-test scores on Peace Skills among the Students of Experimental and Control Group' is not accepted.

Peace Skills. Based on this, research hypothesis was formulated which states that there is a significant difference between the Means of Post-test scores on Peace Skills among the Students of Experimental and Control Group.

The scores obtained by administering the Peace Skills Test were subjected to two tailed of test of significance of difference between correlated means. Correlation between the Post-test scores were found to be ' $r$ ' = 0.02. The levels of significance were fixed at 0.01 and 0.05 levels. The theoretical values are 2.64, 1.99 respectively for degrees of freedom 78. For the comparison of scores of Post-test, the investigator formulated the following null hypothesis.

**Ho:** There is no significant difference between the means of Post-test scores on Peace Skills among the Students of Experimental and Control Group.

The data and results of test of significance are given in table 3

In the light of the above results it can be concluded that there is a significant difference between the Means of Post-test Scores on Peace Skills among the Students of Experimental and control group. It is observed that the Means of Scores of the Students at post test level in Experimental group is higher

than the Mean of Scores of the Students in control group. It indicates that the higher Mean of the Experimental Group is because of the treatment given through Critical Pedagogy. The treatment was significantly effective to increase the Peace Skills among the Students.

### 3. Comparison of Means of Post-test Scores on Peace Skills among Boys and Girls of Experimental Group

The third objective of the study is to find out the significant difference if any between the Means of Post-test Scores on Peace Skills among Boys and Girls of Standard Eleven. Based on this, the research hypothesis, which states that there is a significant difference between the Means of Post-test scores on Peace Skills among Boys and Girls of Standard Eleven of Experimental Group was formulated. The scores obtained by administering the Peace

Skills Test to the experimental group were subjected to two tailed test of significance of difference between correlated means. Correlation between the Post-test scores of Boys and Girls were found to be  $r = 0.28$ . The levels of significance were fixed at 0.01 and 0.05 levels. The theoretical values are 2.64 and 1.99 respectively for degrees of freedom 78. For the comparison of scores of Post-test, the investigator formulated the following null hypothesis.

**Ho:** There is no significant difference between the means of Post-test scores on Peace Skills among Boys and Girls of Standard Eleven of Experimental Group.

The data and results of test of significance are given in table 4.

Table 4

*Test of significance of difference between the means of scores of post-test on Peace Skills among the boys and girls of the experimental group*

Group	No. of Students	Mean	S.D.	rx	CR	Level of Significance
Boys	20	25.65	4.29	0.28	1.22	Not Significant
Girls	20	27.30	3.25			

From table 4, it is observed that the Critical Ratio is 1.22. Hence the critical ratio 1.22 is lower than the theoretical values 2.64 and 1.99, the null hypothesis is tilted 'there is no significant difference between the means of Post-test scores on Peace Skills among Boys and Girls of Standard Eleven of Experiment Group' is accepted.

In the light of the above results it can be concluded that there is no significant

difference in the Means of Scores of Post test among boys and girls. It is observed that the Mean of Scores of the Girls is higher than that of Boys. But the Critical Ratio is not significant at both 0.01 and 0.05 levels. So it can be concluded that the treatment given using critical pedagogy did not make any significant difference in the means of scores of Boys and Girls in terms of Peace Skills.

#### 4. Comparison of Means of Post-test Scores on Peace Skills among the Students of Experimental and Control Group in terms of Personal Skills

The fourth objective of the study is to find the significant difference if any between the Means of Post-test Scores on Peace Skills among the Students of Experimental and Control Group in terms of Personal Skills. Based on this, the research hypothesis was formulated which states that there is a significant difference between the Means of Post-test scores on Peace Skills among the Students of Experimental and Control Group on Personal Skills. The scores obtained by administering

the Peace Skills Test were subjected to two tailed test of significance of difference between correlated means. Correlation between the Post-test scores were found to be  $r = 0.101$ . The level of significance is fixed at 0.01 and 0.05 levels. The theoretical values are 2.64 and 1.99 respectively for degrees of freedom 78. For the comparison of the scores of Post-test, the investigator formulated the following null hypothesis.

**Ho:** There is no significant difference between the means of Post-test scores on Peace Skills in terms of Personal Skills among the Students of Experimental group and Control group.

The data and results are given in table 5.

Table 5

*Test of significance of difference between the means of scores of post-test on Peace Skills in terms of Personal skills among the students of experimental and control group*

Group	No. of Students	Mean	S.D.	rx <sub>y</sub>	CR	Level of Significance
Experimental	40	9.73	1.69	0.101	1.79	Not Significant
Control	40	9.03	1.98			

From table 5, it is observed that Critical Ratio is 1.79. Hence the critical ratio 1.79 is lower than the theoretical values 2.64 and 1.99 the null hypothesis is tilted 'there is no significant difference between the means of Post-test scores on Peace Skills in terms of Personal Skills among the Students of Experimental and Control Group' is accepted.

In the light of the above results it can be concluded that there is no significant difference between the Means of Post-test on Peace Skills in terms of personal skills among the students of Experimental and Control group. However it is observed that the Means of Scores of the students at post test level in

Experimental group is higher than the Mean of Scores of the students in Control group.

#### Major Findings of the Study

The major findings of the Study are stated below.

1. The instructional material developed by the investigator based on Critical Pedagogy was effective in developing Peace Skills among the Higher Secondary School Students. The mean of scores of Peace Skills obtained in the Post-test (26.48) is higher than that of the Pre-test (19.93)
2. Critical Pedagogy was effective in developing Peace Skills compared to the Existing Method among the Higher Secondary School

Students. The mean of scores of Experimental Group (26.48) is higher than that of the Control Group (24.08)

3. There is no significant difference between the means of scores of Peace Skills of Boys and Girls of Standard Eleven. However, the mean of scores of Boys (25.65) is lower than that of girls (27.30)
4. The instructional material developed by the investigator based on Critical Pedagogy is not effective in developing Peace Skills in terms of Personal Skills. However, the Mean of Scores of Post-test in Experimental Group (9.73) is higher than that of the Control Group. (9.03)

### Conclusion

The instructional material developed by the investigator based on Critical Pedagogy was effective in developing Personal Peace Skills among the Higher Secondary School Students. The importance of providing education in Peace Values and Skills to young ones has always been built by and emphasized by all great teachers, educationists and social reformers. According to Maria Montessori "all education is for peace". Mahatma Gandhi says "If we are to teach real peace in the world we shall have to begin with children". To commensurate with the actions taken in the international level, India has also been implementing the educational programmes which enable to develop a culture of peace.

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# Experiential Learning in Higher Education

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## **Abstract**

*Experiential Learning is the process of learning through experience, and is more specifically defined as “learning through reflection on doing”. Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. It is related to but not synonymous with other forms of active learning such as action learning, adventure learning, free choice learning, cooperative learning, and service learning. Experiential Learning fosters critical reflection. Through critical reflection people become aware of the cultural and psychological assumptions that have influenced the way they see themselves and the way they structure their lives. This article describes concept of Experiential learning, significance of Experiential learning in higher education, current applications of Experiential learning in higher education, various forms of Experiential learning in higher education and educational implications. The paper concludes that Experiential Learning is seen as an approach to be used selectively and as an effective weapon in addressing the needs of the learners in higher education.*

**Key Words :** *Experiential Learning, Reflection, Engagement, Future search, Outdoor education, Class room learning etc.*

## **Introduction**

The role of teaching is very significant in shaping the present and influencing the future of a learner. The mode of curriculum transaction should stimulate and influence their understanding in and around their world. It is therefore imperative that how we teach them should be grounded in certain characteristics such as social justice, compassion and equity for fairness to all students in building understanding not only of curriculum matters but

also of the importance of learning throughout the entire life. Education has to equip the students to apply the facts they learn in class to real world situations. This will develop the skills to think and analyze information critically.

The central factor in learning is to enable students for searching what they need to know in the curriculum. It is more important to teach them how to keep learning for themselves than just to satisfy the teacher in the class and to please their parents or to pass a test. While

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transacting the curriculum efforts should be made to foster the required skills they need to navigate society as productive citizens and lifelong learners.

### Concept of Experiential Learning

The importance of experience was acknowledged by a number of psychologists in 1980s. Authors such as Mezirow, Freire and others stressed that the way we process experience and our critical response of experience are central to any conception of learning. They spoke of learning as a cycle that begins with experience continues with reflection and later leads to action, which itself become a concrete experience for reflection (Mezirow, 1991).

As observed by D. Boud (1993) the term 'experiential learning' is being used with two connotations. On the one hand, it is used to describe the learning where a student acquires and applies knowledge, skills and feelings in an immediate and relevant setting. It thus involves a "direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it" (Ambrose, 2010).

The second connotation of experiential learning is that "education occurs as a direct participation in the events of life" (Houle, 1980). Unlike in the first connotation, learning here is not sponsored by some formal educational institution but is undertaken by people themselves.

The concept of experiential learning comes from the work of David A Kolb (1975). Kolb developed the model of experiential learning on the basis of the work of Lewin. Lewin's research discovered that learning is best facilitated when there is a conflict between a

learner's immediate concrete experience and a detached analysis of it by the individual. His cycle of action, reflection, generalization, and testing are the characteristics of experiential learning.

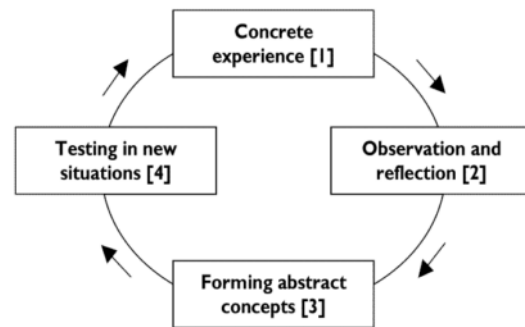


Figure 1 Learning Cycle

According to Kolb and Lewis (1986), the learning cycle can begin at any one of the four points in the figure mentioned above, though the cycle should be approached as a continuous spiral. In reality, however, the process of learning begins with a person carrying out a particular action and then seeing the effect of that action on the situation. From this first step, the learner proceeds to the second step of understanding the effects of his action in the particular situation. This second step has the intention on the part of the learner to anticipate what would follow from the action if the same action was to be taken under same or similar circumstances. Based on this second step, a learner would proceed to the third step of understanding the general principle under which the particular instance falls.

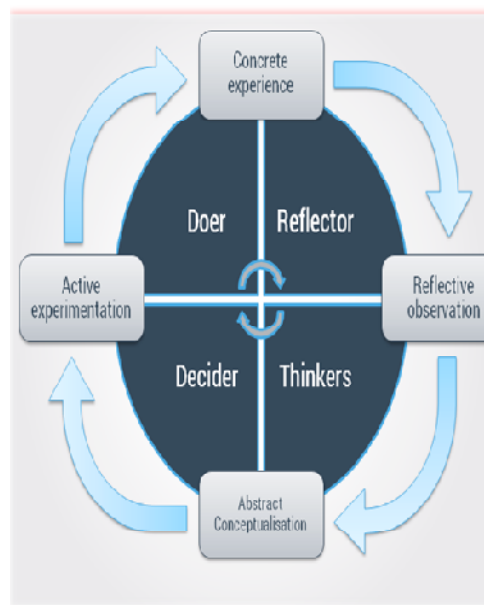
### Significance of Experiential Learning in Higher Education

Learning is an experience that is situational and contextual, which is more authentic, meaningful, applicable, memorable and enjoyable for the learner and the best way to learn something is to be immersed in it.

Learning about something from a direct experience of doing it or being as directly engaged with it as possible is the keystone of experiential learning (Itin, 1999). With experiential learning students are engaged in multiple levels in the subject matter. Simply by being different from the normal banalities of most classrooms where most learning occurs seated behind a desk, experiential learning has almost by default the potential for increased student engagement. Therefore it not only benefits their learning in the short term, for a unit or a course, but also encourages them to develop an inquiring mind and a lifelong love of learning.

Teaching and learning at higher level, should inspire awe and captivate the mind and imagination of the learner. And if it cannot do that then it ought to at least be fun and memorable. Experiential learning teaches students the global competencies they need for real-world success. The public is clamouring for an education that teaches students the global competencies to face future challenges. Although we can simulate the real world in the classroom and laboratory, authentic experiential learning creates an invaluable opportunity to prepare students for a profession or career, learn the craft of a fine artist, or discover how the discipline creates evidence to contribute to its body of knowledge. Thus, Murringer and Carlson (2010) argue that the mission for higher education should be to bridge the gap between theory and practice, and Bass (2012) suggests that to do this, the educational environment needs to intentionally create rich connections between the formal and experiential curriculums. Particularly in an institution, there is responsibility to create situations where students benefit from the abundance of research that is taking place. Experiential learning provides one approach to

ameliorating this criticism and mining the richness of the research taking place at the university.



**Figure 2 Kolbs Four Models**

Of four stages of learning cycle, immediate (or concrete) experiences are the basis for making observations and reflections that are then assimilated and synthesized by learners into abstract concepts with implications that can be tested therefore becoming the basis for new experiences and repeating the experiential learning cycle (Kolb et al., 1999). Many recent researches have shown that experiential learning can be used effectively to cover multiple learning styles and to teach multiple different intelligences in higher education. These studies address experiential learning in its underlying basis, the links that exist between the experience of something, the learning of it and the development of corresponding skills of the learner.

By engaging students in the experience of doing, their learning is likely to focus and engage on at least one aspect of the experience



and is more likely to retain and understand the knowledge they have gained in a meaningful way. It is sure that experiential learning has the ability to engage and vibrate with a larger percentage of students than do the majority of classroom based lessons, by facilitating students to engage with the subject matter in ways that cater to students multiple intelligences and learning styles when used to its full potential, experiential learning fosters the need for students to think critically about what they are learning, thoughtfully applying, analyzing, synthesizing and evaluating what they learn (Lave and Wenger, 1991).

### **Current Applications of Experiential Learning in Higher Education**

The three distinct applications of experiential learning in higher education traced out from the literature are field-based experiences, prior learning assessment and personal development and classroom-based applications.

#### **1. Field-Based Experiential Learning in Higher Education**

The oldest area of interest in experiential learning that has been commonly characterized in higher education since the 1930s is field-based experiences. Internships and practicum assignments help prepare students for career in medicine, clinical psychology, education, and social work. Cooperative education, in which students alternate periods of full-time off-campus employment with periods of full-time study, has been popular in the last several decades.

Service learning another form of learning in this regard, in which students perform community service for others, is currently popular in college campuses. The concept expands upon the idea of volunteerism by

including a reflective component, by emphasizing the transfer of learning between server and those served. Service learning provides students with opportunities to analyze social problems, identify community resources and take responsibility for helping to address societal problems.

#### **2. Credit for Prior Learning**

Credit for prior learning, a second major strand of interest in experiential learning, reflects the recognition by the higher education establishment. Principles and procedures for evaluating prior learning at the undergraduate level have been evolving since the 1970s.

One widely recognized mechanism for evaluating prior learning is the College Level Examination Programme (CLEP) of the College Board. A less standardized process for documenting prior learning has been encouraged and supported by the Council for Adult and Experiential Learning (CAEL). A large number of colleges now provide it for individual evaluations of previous learning, using a portfolio created by the learner and evaluated by appropriate faculty. Institutions known as external degree programmes help students take advantage of nontraditional forms of learning. Such programmes have no traditional campus, but rather serve as clearinghouses to document prior learning, credit previous coursework, and certify mastery in prescribed areas.

#### **3. Personal Development and Classroom Based Learning**

The third area of interest within higher education has been classroom-based experiential learning. During the 1980s, reformers of education looked to experiential

education as an antidote for traditional education, which was under attack for being passive and concerned solely with transferring already assimilated knowledge from teacher to student.

Experiential learning in the classroom was given a boost when Checkering (1992) recommended active learning as one of the seven principles of good practice for excellence in undergraduate education. Active learning in the classroom requires that students do more than just listen. To qualify as active, educational practices must involve students in doing things and thinking about what they are doing. Role plays, games, case studies, critical incidents, simulations such as in box exercises, socio-drama, and values clarification exercises are some of the many forms of experiential learning techniques currently in use. In experiential classrooms, students can process real-life scenarios, experiment with new behaviors, and receive feedback in a safe environment. Experiential learning assignments help students relate theory to practice and analyze real-life situations in the light of course material.

A growing number of professionals consider adult, continuing, and higher education responsible for prompting the development of students and preparing them for lifelong learning. By stretching the learner's ability to deal with moral complexity, experiential learning becomes a vehicle for adult development by helping learners reach new levels of cognitive, perceptual, behavioral, and symbolic complexity. Checkering (1992) refers to adult development as "the unifying idea" of higher education. As we have noted, theorists who believe in the transformational power of learning view critical reflection on experience as the key to development.

### Various Forms of Experiential Learning in Higher Education

Experiential models are being applied more widely than ever before in higher education because experiential learning legitimizes acquiring self-knowledge. Learners now have a mandate to see, learn about, and examine their own unique situations in action as they interact with different learning situations. Three popular forms of experiential learning are, **Action learning**, **Future search** and **Outdoor education**. Each of these forms requires learners to engage in the four types of learning specified by Kolb:

1. Get involved fully and openly in new experiences;
2. Reflect on and interpret these experiences from different perspectives;
3. Create concepts and ideas to integrate their observations logically; and
4. Use their learning and newly derived theories to make decisions, solve problems, and meet new challenges.

### Action Learning

At its heart, action learning is a systematic process that increases participants' learning in order to help them respond more effectively to change. Originated by D.Schon(1983), action learning is based on the underlying premise that there is no learning without action and no action without learning. Action learning methodology has three main elements: problems that people identify; people who accept responsibility for taking action on a particular issue; and colleagues who support and challenge one another in the process of resolving the problems. Using real tasks as the vehicle for learning, individuals, groups, or teams develop management and leadership skills while working

on organizational problems and testing their assumptions against real consequences.

Action learning is characterized by certain criteria. First, there must be a real and urgent need to solve an unfamiliar problem that is not necessarily amenable to an expert solution. Action learning is much more ambiguous than standard classroom-based experiences. Instead of being able to rely on experts for answers, individuals must engage in just-in-time learning-opportunities to develop knowledge and undemanding at the appropriate time based on immediate felt needs. Participants not only gain self-understanding and skills but also uncover the real reasons underlying existing problems. As organizations, institutions, and businesses seek to manage constant change, action learning should be considered as a significant intervention that has limitless potential.

### **Future Search**

Future Search is a highly participatory process that helps individuals and organizations respond to the psychological stresses of accelerated change. The Future Search process is not about problem solving, but rather an exercise in developing insights, understanding, and learning from one another, reducing misunderstandings, raising commitment, and uncovering new possibilities. Throughout the process, individuals engage in a series of structured tasks.

Initially, people examine their collective past, recalling and recording significant events and milestones using memorabilia such as photos, awards, and brochures that capture the organization's past. Through reflection, people identify good and bad trends, discover guiding principles, and highlight the values and actions that shaped the organization's earlier directions and previous practices.

Thereafter, attention is on the present. The focus is on external events and trends currently affecting the future. Participants generate a list of "prouds" and "sorties"-the things that are going on in their organizations about which they feel good or bad. As individuals vote for their proudest "prouds" and saddest "sorties," an appreciation of strengths and needs as well as an admission of weaknesses and mistakes emerges. These activities enable participants to gain new insights as they share perspectives, identify common themes, and conceptualize new behaviours.

In the final stage participants generate future images by imagining the most desirable and attainable future with a five-year horizon. People reflect on what they have learned and suggest actions for themselves, their work units, and the whole organization. This process is successful because it involves people in creating their own future, taps their own experiences, and allows them to plan present actions by working backwards from what is really desired (Weisbord, 1992). The ability to make strategic choices, grounded in life experiences, fosters commitment. Future Search is an event for getting whole systems together in one room, and its success is predicated on a highly participative process for discovery learning.

### **Outdoor Education**

Outdoor education helps to analyze what goes wrong during an outdoor experience. Individuals gain insights as to what may be impeding progress back at their work. Most of the institutions are anxious to build teamwork among the students to face challenges in risk-taking, situations. Developing outdoor experience definitely improves communication, and increase the productivity of intact work

groups. With the assistance of an experienced facilitator, participants analyze, interpret, and gain new understandings from the strong emotional experiences they encounter through challenge activities. As the power of these experiences comes from the insights drawn from them, sponsors and facilitators must be clear about the objectives and goals to be accomplished through such programmes.

Throughout the process, a facilitator is responsible for introducing content into the programme as appropriate and for helping participants analyze, interpret, and gain new insights through debriefing sessions.

The implicit assumption underlying outdoor programmes is that team members will apply their new learning upon returning to the task. Since there is a dearth of hard evidence on the effectiveness of outdoor programmes in general, it is essential that designers, deliverers, and benefactor work together to assess which specific goals can be reached through this approach.

### **Educational Implications**

- 1 Through experiential learning, students are confronted with unfamiliar situations and tasks in a real-world context. To complete these tasks, students need to figure out what they know, what they do not know, and how to learn it. This requires students to: reflect on their prior knowledge and deepen it through reflection; transfer their previous learning to new contexts; master new concepts, principles.
- 2 Experiential learning provides the conditions for optimally supporting student learning.
3. The material of learning is usually direct experience and reflection is usually involved. Experiential learning is usually unmediated

because it is usually direct and involves challenges to the learner.

4. Experiential Learning is more effective than formal learning because it answers some questions like, Who is it? Who is learning? What is being learnt? and How does the learner want to use the knowledge?
  - ◆ Experiential learning usually involves reflective learning except where the material of learning is unchallenging to the learner. Reflective learning usually has an important role in experiential learning as there is no new material of learning and we reflect on what we know already.
  - ◆ Experiential learning also promotes clarity of purpose, self management voice, open-mindedness and develop an appropriate understanding of the role of emotions in learning

### **Conclusion**

Great potential for meaningful learning is inherent in Experiential Learning. In higher education, experiential learning exercises often are not integral to course goals and thus are not evaluated. Further, students' incidental learning, which can be significant, is often not recognized or valued in formal classroom settings. The current emphasis on experiential learning in continuing higher education and the move toward assessing student outcomes provide a beneficial climate for refining experiential approaches.

Similar attention is now being focused on experiential strategies within the corporate sector. Notions of the learning organization and total quality management have given rise to a myriad of training programmes designed to embed such concepts throughout entire organizations.

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# Making Learning Automated by Creating Chance for Learner to Succeed

Vijay Kumar Grover

## **Abstract**

*In this paper author has tried to establish the fact that success is a generic term which should not only be understood as success in academics. A teacher must look for strengths in a learner which can be tapped to make the learner a successful person. First half of the paper is about why success is important for a learner, which amounts to: making an identity, ensuring acceptability among peers, building self-confidence, shaping up his/her personality. Second half of the paper describes what could a teacher do to help learner succeed in school life. This could be done by organizing a variety of activities, doing SWOT analysis of the child, exploring value priority of the learner, creating fear free environment in classroom and designing individualized Instruction. Ultimately the role of teacher is to arrange success for the child by creating environment and opportunities which matches the abilities and talents of every individual student in the class.*

**Key Words** : *Automated Learning, SWOT analysis of the child, Individualized Instruction, value priority etc.*

## **Success : A New Perspective**

It has been observed that teachers are not fully aware of their duties and expectations of the authorities and the society in general. Probably this is due to non defined nature of job and too many variations found across the variation of space and time. Teachers remain confused about do's and don'ts of their job. Researches have suggested so many areas of priority for a teacher to fulfill his/her responsibilities. These areas include knowledge of subject matter across the curriculum subjects, instructional competence (communication skills, management skills,

course construction and improvement skills-course planning, selection and creation of TLM, use of available resources, evaluation of course, teaching, materials, and curriculum), assessment competence (knowledge of student assessment, test construction/ administration skills, grading / ranking / scoring practices, recording and reporting student achievement), professionalism (professional ethics, professional attitudes, professional development, service to the profession, knowledge of duties, knowledge of the school and its context)

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All these dimensions and other research recommendations have missed the priorities of the learner. When it comes to analyze priorities of the learner again it is focused around only achievements that too are mostly on academic. The basic need for the child is 'to succeed' rather than 'to achieve'. We need to redefine success, and it should be seen in terms of student's perception rather than that of teachers, parents or authorities. Does a society need only academicians? Can a society do without wonderful musicians, sports men, artists, technicians and the like? If we recognize talents of all these to same extent, then 'success' should be defined in rather more general way than bound in the narrow parameters of grades, percentages or even certification. In that case, we should not ignore success even in terms of agriculture, carpentry, cookery, tailoring and what not else. Great men like Albert Einstein, Thomas Edison, Charles Darwin, Winston Churchill, and many more were persons who were unfit in school parameters of measuring success, thus left school in their early life to discover success outside the realm of school. In fact many of the great men and women had either never went to school or had been drop-out from school either on account of teacher's annoyance or dislike of a stereotype teacher. These teachers actually proved to be hindrance to learning rather than facilitators of learning by way of wrongly defining the success.

Success is something which makes one feels proud of one's existence; it is about feeling worth of one's existence. It raises the person from dust to sky, by virtue of building a reservoir of self-motivation which keeps one going. Success may come in any form for a student ranging from field of academics to

absolutely no connection with academics like consistently winning a cleanliness competition and what may seem to be non-sense for so called intellectual class.

### **Why is Success Important for a Learner?**

A teacher's role is not just to teach; rather she/he needs to arrange success for every child in one form or other. Once the learner tastes success she/he will be altogether a different human being in time to come, and we can expect anything from him/her.

### **Success Helps the Child Making an Identity**

As a teacher you must have observed that students get their popular names while in school. These names may be of positive sense like 'Tiger', 'Gandhi', 'Newton', 'Hero', 'Smart', 'Resilient' etc. which reflects positive traits of the personality and hence a first step towards building one's identity. Unfortunately sometimes it may also lead to a negative identity tag like 'Slow', 'Lazy', 'Arrogant', 'Pessimist', 'Villain' etc. Simple analysis can easily reveal that first set of characteristics is formed by virtue of success attained by the learner in school life, whereas negative identity tag results from failure met by the learner in school situation. The positive identity tag lifts his/her self-esteem, whereas negative identity tag spoils his/her future prospects. Most of the times teachers or schools are least bothered about these tags, thus should be blamed for failure to provide leadership. In a school success is wholly attributed to one's ability or talent, ignoring the much needed support from teacher and school. Success is rather an outcome of availability of opportunity, encouragement and environment created by the teachers. Thus it is expected from teacher to strive for every individual for attaining a positive identity tag.

### **Success Makes the Learner Acceptable among Peers**

It is well known fact that, successful people are liked by one and all. School is no exception to this general observation. Who wants to be rejected by his/her peers in the class? In school life it is very important for building self-esteem of the child. An accepted child remains happy, and enjoys the school time. Consequently teacher, learning content and school become easily acceptable to the child. Learning can never happen without acceptability of these three elements of school system. A learner can be unacceptable to the peers on various accounts ranging from physical appearance to behavior and manners or etiquettes etc. But if a child is successful in one field or other, peers tend to overlook the deficiencies in personality or other aspects of the child. Blacks are acceptable when they excel in sports and music, Indians are acceptable when they perform exceptionally well in academics, English people are acceptable when they are innovative in machines and technology and Mongolians are acceptable on account of their traits of perseverance and hard work. Teacher needs to look for strengths of the child, and makes them his/her point of success and hence acceptability.

### **Success Helps in Building Self-confidence**

Self-confidence is public acceptance of the person whereas self-esteem is private acceptance of an individual. Usually a person having high self-confidence has high self-esteem, but it is not necessarily true. A person who performs exceedingly well in public in the field of art or academic may feel confident. But same person committing suicide may have low self-esteem. Nevertheless self-confidence

is a point to start with. Self-confidence is built up by successful performance / experience and successful performance/experience is executed by self-confidence. It means both reinforce each other. But both are triggered by a wonderful social environment engineering undertaken by the teacher i.e. arranging first success for the child. We all have experienced at one or other stage of our life, that we took some initiatives on encouragement of a well-wisher which worked very well. It means succeeded in purpose, resulted in very high confidence in doing so again and again and hence brought recognition for you/me as expert in the act. This is what we call self-confidence engineered by a well-wisher, which needs to be done by a teacher for his/her students.

### **Success Helps in Shaping up Personality**

Personality is unique combination of traits to establish our identity for what we are known to others and probably to ourselves as well. But who wants to look ugly to others as well as one self. The term appearance does not mean only the physical appearance, rather it is about perception. Perception both others as well as own is created by our deeds rather than physical appearance. In student life it is more about showing talents, expressing creative abilities, getting medals in sports rather than just academic achievement. These expressions become trade mark of one's personality. Student himself/herself also feels a kind of satisfaction and worth in his/her existence. For being acceptable personality it is usually suggested that a person needs to be nice, humorous, happy, interested, confident, expressive and at peace.

### **Success Leads to Some Career Choices**

Success at school in one or other field may be for popularity or satisfaction or even for



fun, but later on it can be much beyond than that. Oprah Winfrey-media personality, Bill Gates- the software giant, Bill Clinton, the ex-president of America, all attribute their success to their teacher who could recognize their talents. Their talents in respective fields became their career. There are hidden talents with every child and a capable teacher can translate that hidden talent in to reality which becomes best career choice for the child. A teacher needs to be a keen observer who looks for anecdotes in the school life of the child, which may hint for a hidden talent and requires special attention. Gifted pupils do not prove to be gifted if led by an ordinary teacher. Teacher of a gifted child may not be gifted in his/her own life, but she/he certainly needs to be gifted at teaching. A teacher who brings hidden talent of student to public domain is just offering a success to the student that may translate in to a career choice in his/her later life. But it is success all that matter, which turns an ordinary student to an extraordinary artist, or a sportsman, or a stage performer or a scientist and the like.

### **How can Teacher Arrange Success of Every Learner ?**

#### **Organizing variety of activities**

When educationists define education is all round development of the child, which seems to be impractical in reality. How can a child perform in all the domains of the knowledge-cognitive, affective as well as conative? Actually the school or a teacher needs to arrange performance opportunity for the child. It means she/he needs to be shown a number of available avenues for performance and let him/her chose the area for his/her performance. For instance a learner may perform well in academics but may fail to

perform in sports or other co-curricular activities. Same way a child may perform in sports or some other co-curricular areas and may miss in academics. School should organize variety of activities ranging from individual games, athletics, sports and even fun sports etc. Academic activities- debate, quiz, extempore speech, creative writing, etc. Cultural activities like singing, dances, theatrical performance etc. Fine arts activities like poster making collage making, rangoli, drawing etc. The mentioned activities are just examples which could be extended in form and level of complexity.

#### **SWOT analysis of the child**

SWOT analysis is a tool to assess the feasibility of project in economic terms which involves assessment of Strengths, Weaknesses, Opportunities and Threats. This can also be applied for a learner considering his/her success as a project. Identifying SWOT components can definitely help the teacher for preparing a road map to success for an individual. All attempts should be based on strengths, weaknesses should be kept in check, opportunities must be exploited to maximum extent and threats should guide the teacher to avoid attempting a venture. There is nobody in this world born without strength, it is the teacher who should discover and the learner should be made aware of it. Once child is aware of it she/he will tend to use in performance and success is bound to come. We can also conclude that those children who themselves are aware of their strengths perform very well in school. The learners who remain unsuccessful are actually basing their decisions on their weaknesses or not utilizing opportunities available to them. Thus teacher can help the learner immensely by doing this little favor to him/her.

### **Explore value priority**

Value is something we regard essential to hold, consider important, is of worth we would like to stick. Every human being has a repertoire of values like knowledge, honesty, sincerity, money, power, time, health, courtesy, privacy, peace, cleanliness and so on. Unconsciously, we set a priority index for each value. We take decision as per our priority index for values i.e. we keep one value having high priority index and sacrifice low priority index value. For instance if one has high priority for money, courtesy is difficult to come by. She / he will sacrifice relation for the sake of money and in case order is reverse, she/he will sacrifice money for saving a relation. Teacher needs to ascertain value preference for a learner and then use this preference for turning it to a natural tendency for success. As such no preference is good or bad; these are neutral, relative, and contextual and acquire significance when adapted by someone.

### **Create fear free environment in classroom**

Teacher needs to create an environment based on democratic practices. Empirical research has shown that students with autonomy- supportive teachers, compared with students with controlling teachers, experience not only greater perceived autonomy but also more positive functioning in terms of their classroom engagement, emotionality, creativity, intrinsic motivation, psychological well- being, conceptual understanding, academic achievement, and persistence in school (Benware & Deci, 1984; Black & Deci, 2000; Boggiano, Flink, Shields, Seelbach, & Barrett, 1993; Deci & Ryan, 1985, 1987; Deci et al., 1981; Grolnick & Ryan, 1987; Hardre & Reeve, 2003; Koestner, Ryan, Bernieri, & Holt, 1984;

Miseran- dino, 1996; Ryan & Grolnick, 1986; Vallerand et al., 1997).

This is very essential as students must be allowed to express themselves. The best choice for this would be teacher need to be in the role of Friend, Philosopher and Guide. Friend will remove the barriers of designation, creating a free interaction zone. Philosopher will make him creator of knowledge as per assumed role of teacher. Guide is a teacher who makes learner independent in his/her all the dealings. This mantra is real form of democracy.

### **Individualized instruction**

Individualized instruction is the most frequently recommended practice for attending individual differences in a classroom. This helps in attaining success in academic domain which makes the child confident about his/her abilities. This helps him/her to explore new areas of performance. In case a learner fails to perform on academics she/he loses confidence in his/her abilities. All other areas of talent remain unexplored. For every child academic performance has different meaning as per one's ability. If an intelligent child believes first position as academic success, for an average child getting first division will do and for a sports person getting fifty percent will be more than sufficient. It is due to the difference in preferred area of performance. Thus teacher needs to set objectives of academic success on individual basis and should modify instruction accordingly.

### **Explore possibilities for the child**

Teacher can use number of instruments for discovering the domain of potential success for the learner. Normal classroom activities like home-task, group activities, socialization, workshop, role playing etc. can be quite useful

for discovering the talents of the learner. Anecdotal records of students can be best clue to their hidden potential. Every child has a dark personality that should be called as hidden talent, needed be discovered by the teacher. For instance if on a rainy day turn out is low, students and teacher decide to have a recreational event. In that programme a child sings a song and sings so beautifully, even she/he him/herself is left astonished. She/he repeats performance on some other days and again and again.

### Conclusion

Success is not defined by academic performance only, rather it needs be broad base covering range of human performance. Every school has a culture which defines heroes and heroines of the institution. Heroes by virtue of sports, cultural activities, and fine arts should no way be considered as inferior as heroes of academics. School should design a programme which involves number of activities ranging from academics to sports to culture and social orientations for giving chance to explore variety of talents. No student should be left behind who could not be matched to any of the expression of ability and talent. Teacher has great role to play ranging from advocating designing such programme to supporting every child to discover his/her own path to success. Encouragement, motivation, supports and help in crisis in that path is the real thing students remember about a teacher. Now it depends on a teacher whether she/he wants him/herself to be remembered or be an ordinary teacher. At the same time a teacher should remember that if she / he creates a chance for learner to succeed, the learning will be automated afterwards.

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# Effects of Inquiry and Lecture Methods on Social Studies Students' Performance in Colleges of Education

Aliyu Yaya Aliyu

## Abstract

*This paper assessed the effects of Inquiry and Lecture methods on Social Studies students' performance in Colleges of Education, North-West Geo-Political zone, Nigeria. The objective of the study was to determine the effects on performance of students taught using guided inquiry and guided lecture methods. The research design adopted for the study is a pre-test, post-test quasi-experimental design. The students were assigned to two experimental groups and one control group. The experimental groups were taught some social studies concepts using guided inquiry method and the guided lecture methods respectively. The control group received only traditional treatment. The population of the study consisted of all the colleges of education in North West Zone of Nigeria offering National Commission for Colleges of Education (NCCE) accredited social studies programmes. A purposive sampling technique was employed to select six federal and state colleges of education and a sample of 300 social studies students for the study. The research instrument is a forty-multiple choice Social Studies Performance Test (SPT) used for pre-test in order to determine the level of academic equivalence of students and as post-test in order to measure the effect of the intervention. The data obtained were analyzed using frequencies, means and standard error. The research hypotheses were tested using Independent t-test statistic. The results showed that students taught using guided inquiry method performed significantly better than those taught using guided lecture and the traditional lecture methods. The study recommended among others that heads of social studies departments in colleges of education should further emphasize the use of inquiry related teaching strategies in the implementation of social studies curriculum.*

**Key Words** : *Inquiry Method, Performance, Guided Inquiry, Interdisciplinary approach, Achievement, etc.*

## Introduction

Social studies represent an interdisciplinary approach to the study of human beings in groups of interrelationships within both their social and physical environments. Social

studies education is an instrument for preparing and mobilizing learners in schools for the purpose of enabling them to contribute positively to economic, social, political and cultural development of their societies. The objective of

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social studies teaching in Nigerian schools emphasizes students' familiarity with their physical and social environments; improved social relationships and intentions, skills and abilities to think reflectively, critically, creatively and independently all of which are relevant to problem solving (Iyamu and Otete, 2006).

Social studies education is increasingly vital in helping to create individuals who are active and dynamic participants in our society. This view of social studies raises the problem of the organization of its interrelated components and how to make students become conscious of the underlying forces that make up its elements. There is therefore the need to select appropriate instructional strategies that will facilitate all round development in the cognitive, affective and psychomotor domains of the students. It is obvious that no single method of learning can adequately fit all learning situations and there is no best method of teaching social studies but a combination of different methods would definitely help in achieving the desired instructional objectives. Using various teaching methods is considered by many a best practice. Numerous studies conclude positive results with regard to the use of various instructional methods to teach social studies. The NCE Minimum Standards for Teachers (2009, p. 86) states that: "various methodological approaches should be adopted in teaching social studies with special emphasis on inquiry and field trip".

The National Teachers' Institute (NTI) Manual for the retraining of social studies teachers (2009, p. 4) also states that: "there is no single strategy which can be applied in the teaching of concepts and principles of social studies, hence the use of multiple strategies in

the teaching of particular concepts and principles should be adopted". Some methods of teaching social studies include lecture, study tours, problem solving method, team teaching, inquiry, dramatization, project, questions and answers, discussion, home assignment, construction method, discovery method, mapping, story-telling, role play etc. However, it is the teacher who selects the strategy according to the needs of the students.

Social studies education seeks solutions to societal problems and hence needs to be taught with solution finding teaching methods like inquiry, problem solving, brainstorming and expository methods. On the contrary, our present day educators at tertiary institutions often adopt the traditional/conventional (lecture and note taking) method in teaching the subject. This method is not suitable for effective teaching and learning of social studies, and for this, Ebenene (2006) emphasized that, social studies lecturers should move away from traditional teaching styles to creative (experiential) teaching styles. Onuoha and Okam (2011) contended that, in spite of the popularity of social studies in Nigerian schools, the following curriculum processes and practices which are in-built into instructions in the subject area have been relegated to the background in many classrooms, namely: methodology of inquiry, employment of decision-making devices and principles including the use of critical thinking and problem-solving procedures. Ogundare and Madubuike as cited in Olukayode (2012) posited that few teachers (generally less than 20%) employed investigative oriented procedures and approaches in their instructional strategies in teaching social studies.

### Significance of the Study

Social studies educators must accept their responsibility for involving learners in classroom activities if they are to achieve learning and behavioral objectives designated as being relevant to the acquisition of citizenship norms. Social studies educators have to aim at relevant utilization of a combination of some of the methods in teaching-learning situations, namely; enquiry methods, role playing, problem solving, group discussion, project methods, simulation techniques and even lecture methods (Okam, 2011). They must willingly accept that the application of some of the methods requires the collaboration and cooperative efforts of some of their fellow educators and other experts in order to bring about desired objectives.

Against this background, this study assessed the effects of guided inquiry and guided lecture methods on social studies students' performance in colleges of education in North-West Geopolitical Zone of Nigeria.

### Objectives of the Study

The objectives of the study are to:

- i. determine the effects on performance of students taught using guided inquiry and guided lecture methods.
- ii. compare the performance of students in the experimental groups with those of the control groups.

### Research Questions

- i. What is the difference in the performance of students taught using guided inquiry and guided lecture methods?
- ii. How do the performances of students in the experimental groups differ from those of the control group?

### Research Hypotheses

- i. There is no significant difference in the performance of students taught using guided inquiry and guided lecture methods.
- ii. There is no significant difference in the performance of students in the experimental groups as compared with those of the control groups.

### Method

The research design adopted for this study is a pre-test, post-test quasi-experimental design. The students were assigned to two experimental groups and one control group. The experimental groups were taught some social studies concepts using the guided inquiry and guided lecture methods respectively while the control groups received traditional treatment. The population of the study consisted of all the colleges of education in northwest zone of Nigeria offering NCCE accredited social studies programmes. According to statistics from the National Commission for Colleges of Education [NCCE], there are 9 colleges of education offering approved NCE social studies programmes in northwest Nigeria out of which 3 are federal and 6 are state owned. The population of this study consisted of the entire students offering single or double major NCE social studies programmes in the colleges numbering 1,714 social studies students. The sample of this study was drawn from 6 (six) purposefully selected federal and state colleges of education offering approved NCE social studies programmes in northwest zone of Nigeria. The researcher purposively selected (50) NCE 3 social studies students (25males and 25females) from each of the six sampled colleges using the purposive sampling technique.

In all, a total of three hundred (300) students representing the entire population were engaged in the study.

In order to ensure that common characteristics of the colleges and homogeneity of subjects and ensure that the experimental groups were kept completely and exclusively out of contact from each other, two different federal colleges were used for experimental groups and one for the control group. Also, at the state level, two different colleges were used for the experimental groups and one for the control group respectively. The research instrument used for the study was a forty item multiple choice Social Studies Performance Test (SPT). The Social Studies Performance Test

(SPT) was used for pre-test in order to determine the level of academic equivalence of subjects and as post-test in order to measure the effects of the intervention. Subsequently, various instructional plans that cover different aspects of social studies such as Population and Family Life Education (POP/FLE), Globalization, Modernization, and Culture were developed and used in teaching the experimental groups. The research hypotheses were analyzed using the Independent t-test statistic.

### Results

**Research Question One:** What is the difference in the performance of students taught using guided inquiry and guided lecture methods (experimental groups)?

Table 1

*Difference between Students Taught Using Guided Inquiry and Guided Lecture Teaching Methods in their Mean Academic Performance*

Variable	Experimental groups	N	Mean	SD	Std. Err
Academic Performance	Guided Inquiry method	100	28.66	5.880	.588
	Guided lecture method	100	25.23	6.612	.661

Table 1 shows the mean academic performances of students taught using guided inquiry and guided lecture teaching methods as 28.66 and 25.23 respectively. This implies that students taught using guided inquiry method had higher mean academic performance than those taught using guided lecture teaching

method. Therefore, differences exist between the two groups of students in their academic performances.

**Research Question Two:** How do the performances of students in the experimental groups differ with those of the control groups?

Table 2

*Differences between Students in the Experimental Groups (guided inquiry and guided lecture method) and those in Control Groups in their Academic Performance*

Variable	Treatment groups	N	Mean	SD	Std. Err
Academic Performance	Experimental Group	200	26.95	6.473	.458
	Control Group	100	20.31	6.981	.698



According to the table above, differences exist between the combined performances of the experimental groups (guided inquiry and guided lecture methods) and the control group. The mean academic performances were 26.95 and 20.31 respectively for the combined experimental groups and the control group respectively. The students in the combined

experimental groups had higher mean academic performance than those in the traditional method (control) group.

**Hypothesis One** : This null hypothesis states that there is no significant difference in the performance of students taught using guided inquiry and guided lecture methods.

Table 3

*Independent T-test Sample Statistics Difference between Academic Performances of Students Taught Using guided Inquiry and guided lecture Teaching Methods*

Variable	Experimental groups	N	Mean	SD	Std.Err	Df	t calculated	t- critical	Sig (P)
Academic Performance	Guided Inquiry method	100	28.66	5.880	.588	198	3.877	1.96	0.000
	Guided lecture method	100	25.23	6.612	.661				

*Calculated t > 1.96, calculated p < 0.05*

Results of the independent t-test statistics showed that significant difference exists in the academic performance of students taught using inquiry and lecture teaching methods. Reason being that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance while the t-calculated value of 3.877 is higher than the t-critical value of 1.96, at df198. Their calculated mean academic performances were 28.66 and 25.23 by students taught with guided inquiry method and those taught with guided

lecture method respectively. Consequently, the null hypothesis which states that there is no significant difference in the performance of students taught using inquiry and lecture methods is hereby rejected.

**Hypothesis Two** : This null hypothesis states that there is no significant difference in the performance of students in the experimental groups as compared with those of the control groups.

Table 4

*Independent T-test Sample Statistics of Academic Performance of Students in Experimental and Control Groups*

Variable	Treatment groups	N	Mean	SD	Std.Err	Df	t calculated	t- critical	Sig (P)
Academic Performance	Experiment Group	200	26.95	6.473	.458	298	8.151	1.96	0.000
	Control Group	100	20.31	6.981	.698				

*Calculated t > 1.96, calculated p < 0.05*

Results of the independent t-test statistics show that significant difference exists in academic performance of students in the experimental (guided inquiry and guided lecture methods) and those in control groups (traditional method). This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance while the t-calculated value of 8.151 is higher than the t-critical value of 1.96, at df 298. Their calculated mean academic performances were 26.95 and 20.31 by students in the experimental and those in control groups respectively. Consequently, the null hypothesis which states that there is no significant difference in the performance of students in the experimental groups as compared with those of the control groups is hereby rejected.

### **Discussion of Findings**

#### **Hypothesis One:**

Result of hypothesis one showed that significant difference exists in the academic performance of students taught using inquiry and lecture teaching methods. Their calculated mean academic performances were 28.66 and 25.23 by students taught with guided inquiry method and those taught with guided lecture method respectively. This shows that students taught with guided inquiry had higher academic performance than those taught with guided lecture teaching methods.

This result is not entirely surprising as it confirms the assumption of Hebrank (2004) that using inquiry teaching method produces a far reaching performance than other teaching methods because the method requires independent learning and active participation from learners. This finding confirms the previous

findings of Ediyang (2012) which showed that social studies students taught using the inquiry method performed significantly better than their counterparts taught using other teaching methods because of their physical involvement in the lesson. The result of this hypothesis also supports the findings of Ifeoma and Oge (2013) which indicated that students taught with guided inquiry method performed significantly better and participated more in social studies lessons than those taught with traditional method.

#### **Hypothesis Two:**

According to this hypothesis, significant difference exists in the academic performance of students in the experimental groups (guided inquiry and guided lecture) and those in control group (traditional method). Their calculated mean academic performances were 26.95 and 20.31 by students in the experimental group and those in the control groups respectively. In this test of hypothesis, the two experimental groups taught using guided inquiry and guided lecture methods were merged together against the control group that were subjected to the traditional method of teaching. The result of this hypothesis has shown that students taught using both the guided inquiry and guided lecture methods performed better than students taught using traditional method.

With regard to guided inquiry method, the result is not surprising as it again confirms the findings of Ifeoma and Oge (2013) which showed that students taught using the guided inquiry method performed better and participated more in the learning process. With regard to guided lecture method, this finding corroborates the findings of Daugherty (2008) which indicated that the guided lecture method can prove to be

an effective instructional method because it provides students with more complex view of information and can be used to enhance the material that the students already have such as textbooks. This finding also confirms the findings of McMann (1979) which showed that lecture can be an effective method by itself and can be coupled with other methods such as inquiry learning because it allows the teacher to set the background that the students need and provides a more in-depth look at an important aspect that the textbook mentions, but does not elaborate on them.

### Conclusion

From the findings of this study, the following can be concluded:

1. Using guided inquiry method to teach social studies produces a better performance than the guided lecture method;
2. Students taught using the guided inquiry and guided lecture methods performed significantly better than those taught using traditional method.

### Recommendations

In view of the results of the findings and the conclusions reached in this study, the following recommendations are hereby offered:

1. Government, curriculum planners, heads of social studies departments in colleges of education should further emphasize the use of inquiry related teaching strategies in the implementation of social studies curriculum as it produces a better performance than other teaching methods;
2. The use of traditional lecture in teaching social studies where lecturers primarily give information while students take down notes

must be discouraged. It should be modified into other types of lectures such as the guided lecture method.

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# Communicative Language Teaching Techniques in Multilevel Classrooms

Subin Scaria  
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## **Abstract**

*This paper looks into the possibilities of applying Communicative Language Teaching (CLT) method in the multilevel classroom atmosphere. The paper, written from the first-hand experience of the authors, emphasizes a number of language teaching techniques used in a private tutorial for Malayalam medium students in Kerala. The challenges in multilevel classrooms and the effective teaching methods applicable in such classroom atmosphere are discussed in the paper. The use of teaching techniques like sentence puzzles and story puzzles, dramatic techniques and peer teaching and their role and effect in the learning process of students are discussed in the paper.*

**Key words** : *Multilevel classroom, Communicative Language Teaching (CLT), Teaching English as Second Language (ESL), Sentence Puzzle and Story Puzzle, Dramatic Techniques, Peer Teaching etc.*

## **Introduction**

This paper explains the possibilities of a number of pedagogical techniques in teaching English as a Second Language, based on authors' direct experience in a private tutorial programme in Pady, Kasaragod. The tutorial was organized by Che Guerra Arts and Sports club in Cherkala, Kasaragod, for children belonging from class one to eight. There were twenty students belonging to different age group and language proficiency, and most of them were undergoing Malayalam medium schooling. As a multilevel group, the receptive capacity and the interest level of the students varied drastically and pre-designed curriculum could not be designed for the class. While the eighth

standard students were able to comprehend the basic grammar rules in English, the first standard students were still struggling with the alphabet. As a uniform method of teaching could not be possible there, an activity-based teaching was planned and implemented.

## **Challenges in a Multilevel Classroom**

Teaching in a multilevel classroom is often a challenging experience for teachers. The age, language proficiency, and interest level of the students vary drastically in a multilevel classroom. Since our students were from Malayalam medium schools their proficiency in English language was below average and they were students even struggling with alphabet.

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Richards, Barbisan, and Sandy (2009) point out the challenges in a multilevel classroom:

When students are either under- or over-challenged, they can become bored or frustrated. This can lead to disruptive behaviour, causing teachers to spend more time disciplining students than teaching them. If students are confused and frustrated, they will not be eager to come to class. On the other hand, if each student is challenged at the appropriate level for his or her ability, students will participate in class with more cooperative and enthusiastic attitudes. (p. x)

As we were aware of the challenges of the multilevel classroom, we had to select an apt teaching technique which could help the entire class. We found that the grammar translation method, the traditional language teaching method in India, would not be possible for a multilevel classroom like ours. As a result, we selected Communicative Language Teaching method. The method focuses on the communicative aspects of language and could be applied easily with certain activities, games, and competitions in a multilevel classroom.

### **Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) is an approach, invented during the 1970s and early 1980s, to language teaching. Multilevel classroom demands new and efficient teaching methods which is capable of accommodating students from various age and ability groups. Noam Chomsky argues that the structural theories of language fail to address the creativity and variety in real communication (Richards, 2001). The aim of CLT is to introduce the communicative aspects of language in a practical way through different classroom activities. The approach also aims at making

the students learn the target language (English) through interactions. Interactions in the target language not only pave the way for language acquisition but also focus on the learning process itself.

The most important aspect of CLT is that the approach gives space to the personal experience of the learner. For example, during the initial stage of teaching the students were asked to share something from their personal experiences in English. Students from upper primary classes tried to make some long meaningful sentences despite of the difficulties in grammar or vocabulary, while students from lower primary level had spoken about their family, friends and school in broken sentences. When students spoke of their personal experiences in English, they got closer to the language and involved themselves in the learning process.

CLT follows no strict or well-constructed syllabus. The learning method consists of both inside and outside classroom activities. It helps the students to develop a link between what is learned inside the classroom and how it should be used outside. Classroom activities in CLT include role play, interviews, learning by teaching, games, language exchange, survey and information gap (a task in which students are expected to fill the missed information by communicating with their friends).

Students in our class were often told to make imaginary conversations over given situations like 'meeting a foreigner in the railway station' or 'meeting an old friend at the market place'. The tasks of conversation/ language exchange, role play, and games not only helps the students a quick learning of the target language but also it facilitates imagination. This feature of Communicative Language Teaching

can be read along with William Glasser's "control theory". Students, according to Glasser, should be empowered by giving voice to them and the focus can be on their basic, human needs (Amber, 2010). In the current educational scenario teachers should make the students sound heard since the field is dominated by standardisation. CLT approach ensures students a collective and individual learning process through a number of teaching methods. For a multilevel classroom teaching, CLT is one of the effective methods which carries across the nuances of language to the students through meaningful tasks in order to promote learning. In our classroom we focused on three task-based CLT techniques;

- ◆ Sentence Puzzles and Story Puzzles
- ◆ Dramatic Techniques
- ◆ Peer Teaching

Each of these task-based techniques had its own unique purpose and each technique helped the different aspects of learning process.

#### **Assessing the Proficiency Level**

As the first step of teaching, the language proficiency of students had to be evaluated. Through initiating various activities, the students were asked to communicate without any preparation. Those students, who were not confident enough to communicate, were given other writing activities like creating a story, writing about their own family, the most memorable experience in their life etc. The students who were in the lower grades were asked to utter simple sentences like "my name is Anamika," and words they have already learned. Within two weeks the language proficiency level of the students was analysed. Even though students were hesitant in the initial stages to talk publically in the classroom, their

shyness and fear gradually transformed into confidence due to the positive and informal atmosphere of the classroom.

After the assessment it was understood that though the higher grade students had considerable number of vocabulary for communication, they lacked the knowledge of basic sentence patterns in English. While writing "there is a book on the table" they wrote as "There is a table on the book" or "There is on the table a book". Students belonging to higher grades lacked knowledge in basic grammar rules and sentence structure, and the students belonging to lower grades had limited vocabulary and knowledge in grammar. As a remedy to this problem, we used the sentence puzzles and story puzzles technique, dramatic technique and peer tutoring method in the classroom.

#### **1. Sentence Puzzles and Story Puzzles**

As a method to teach the basic sentence structure in English, Sentence and story puzzles were effective. In the first place, children were asked to utter basic sentences they already knew, like, "I am Dhanalakshmi," "I have a dog" etc. After that, they were given a number of cards with a word in each. The students were asked to arrange the cards into proper order. For example, the words, PEN, HAVE, A, I, and BLACK were given. The students had to arrange them into a meaningful sentence. In the initial stages, simple sentence structures with limited number of words were given, gradually progressing into complex sentence types and in the final stage, the students (only for the higher grade students) were given story puzzles.

In the story puzzle, simple stories like "The Goose with the Golden Egg," "The Lion and the Mouse," "The Hare and the Tortoise,"

etc. were shuffled as words into cards and were given. The Students were given only the title of the story and the first sentence. The rest of the stories had to be arranged by the students themselves (Eldhose and Subin, 2016). After the initial confusion and errors, student gradually developed the ability to complete the task more easily.

The application of sentence and story puzzle teaching technique was in three steps;

- ◆ **In Like-Ability groups**
- ◆ **In Cross-Age groups**
- ◆ **Individually**

The first step was the formation of **like-ability groups**. The Like ability grouping is a process of dividing the entire class into groups based on the performance level of the students. The class was divided into four/five-person groups of similar language proficiency and are given puzzles according to their proficiency level (Rogers, 2002, p. 238). In Like-Ability grouping method children could solve the work with equal effort, contributing everyone equally.

In the second step, **Cross-Age groups** were formed. In Cross-Age groups, "children of different ages are placed together for instruction" (Barth, 1980, p. 33). Children from lower grades and higher grades were grouped together in this grouping method. The students from the higher level initiated the solving of the puzzle while the lower standard students watched and helped their seniors.

In the third step, sentence and story puzzles were given **individually** for students according to their age and proficiency. The application of the sentence and story puzzle in these three ways helped the children to get an understanding of the basic sentence structures in English.

## 2. Dramatic Techniques

As a second stage in the teaching process certain dramatic techniques were used to cherish the communicative capabilities of the students. The dramatic techniques that we used in our class rooms were;

- ◆ Role Play and,
- ◆ Instant Skit Performance

### **Role Play:**

In role play, either singularly or to a group of two, an imaginary role is given to students asking them to communicate instantly. For example, children were asked to talk as police inspector, school teacher, or in team as doctor and patient, customer and customer care officer, etc. This method helped students to react, think and communicate according to the given situation. After each session, mistakes and clarifications were discussed and corrected in the classroom.

### **Instant Skit Performance:**

Instant Skit performance is another method of prompting communication. The students were divided into two groups and were given ten minutes to prepare a skit. Within the time they had to prepare a skit giving equal participation to all and giving everyone at least one dialogue. While one group was presenting the skit, the other group had to watch the performance and note down the mistakes. After each presentation, the mistakes were discussed and corrected in the classroom.

As a CLT technique, both Role play and Instant Skit performance were effective. They created new communicative situations in the classroom, helping the students to communicate in the target language in various situations. The dramatic techniques also helped



the children to overcome their shyness and inhibition by giving the children an active role in the learning process (Eldhose and Subin, 2016).

### 3. Peer Tutoring

“Peer tutoring is an instructional method in which one child tutors another in material on which the tutor is an “expert” and the tutee is a “novice” (Gordon, 2005). Since we had students from different age group, peer teaching was another method that could be used effectively. The entire class were divided into four cross age groups, equally distributing higher grade and lower grade students in each group. Students in the higher grade classes were assigned to teach the lower grade students in the group. The students were asked to teach vocabulary, basic sentence construction etc.. The method helped both higher grade and lower grade students. Higher grade students gain confidence when they teach their lower grade classmates and the lower grade students learn without any pressure and tension. Peer teaching was monitored by the investigators and any doubt, clarifications were cleared instantly.

### Findings & Conclusion

In a multilevel classroom communicative language teaching methods were found effective. The different tasks enabled the students to be active participants in the learning process and the classroom atmosphere was totally changed into an informal but organized gathering where students could express their ideas and doubts without any fear and inhibition. As a result, students demanded what they needed and themselves initiated activities like role play and instant skit performance in the target language. Making mistakes was not considered a fault instead, a part of learning process, which resulted in a fun-filled learning process. Since

the teaching was focused on the communicative aspects of language, the boring task of note-taking and grammar-rule writing were reduced to bare minimum. Children were seldom asked to take down notes and by heart anything except certain words and usages. The learning of sentence structure and grammar took place automatically through the different teaching techniques. So, CLT techniques like sentence puzzle and story puzzle, dramatic techniques and peer teaching are effective methods for teaching English as a Second Language in a multilevel classroom. They can retain the interest-level of the students and can comply with the age, interest and language proficiency differences in a multilevel classroom.

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# Progress of Female Education in Kerala

Tenny Varghese

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## Abstract

*In the present global scenario, gender parity can no longer be treated as superfluous because women constitute half of the potential human capital in an economy. There are several factors such as force of habit and prejudice tend to limit the opportunities of girls in the society. One of the major reasons for the inferior status of women is linked to their traditional role. In many countries they are never treated as an able workforce for their socio-economic development. It means that in every society gender disparity is existing in some form or other. Even within a country these differences still exist. Education as a means to emancipate the backward sections of the society, girl's participation in education is worth mentioning. In this context the most striking fact is that among the several states in India, Kerala occupies a prominent position in terms of literacy and gender equality in education. A comparative study of the literacy rate of male and female members of India and Kerala and the enrolment of girls belonging to backward sections of the society are analysed. The analysis shows that gender gap in literacy and enrolment in Kerala is reduced considerably.*

**Key Words** : Gender parity, Gender disparity, Inequality, Female education, Enrolment etc.

## Introduction

The present world demands a society that is made up of citizens capable of acting and thinking automatically about the rapid social evolution. With the progress of society and civilization, education becomes a basic need because the list of human achievements has been done through education. Besides as the most powerful medium of social change, people especially belonging to marginalized group looks education as a means of their social mobility. In other words mere literacy would not bring about social and human development. But in many of the societies gender gap in literacy and education has persisted in many

of the societies. In a society where literacy and education is considered as an essential tool of self-defense, gender parity can no longer be treated as superfluous. On 7th November 1967 United Nations adopted the declaration of the elimination of discrimination against women. Art. 3 stipulates "all appropriate measures shall be taken to educate public opinion and to direct national aspirations towards the eradication of prejudices and the abolition of customary and all other practices which are based on the idea of the inferiority of women". It shows that gender inequality and discrimination are not only an issue of a particular region but a global issue. However in recent years, the concept of 'gender

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parity' has gained legitimacy and recognition as a policy strategy of various governments. As a matter of fact, various governments adopted several programmes of women empowerment including education. Though there is legal protection against discrimination, the number of girls attending schools is nearly below than that of boys everywhere. This is not to say that low level of female education is exclusively due to poor functioning of schooling because male participation in education is usually much higher than female participation. In its true sense denial of education on any ground is the denial of human right enshrined in Art.26 of the Universal Declaration of Human Right 1948.

### **Importance of Female Education**

The notion of universal primary education concerns itself gender parity as one of the major aspects. However, high rate of female literacy is not the only indicator of women empowerment because these are not the only basic things in modern society and economy. At present, education is widely perceived by members of disadvantaged groups as most promising means of upward social mobility. In every state, female literacy and girls' schooling are critical factors in respect of social and economic development. However, traditional roles of women are dysfunctional to the objective of gender parity. In order to get rid of vulnerability and marginalization, it should presuppose changes in attitudes, values and cognitive behavior. The objective-submissive demarcation of activities on gender basis would not make any hope in future perspective. To reach the stipulated target more closer relationship between economic system and education system irrespective of gender discrimination should be welcomed by all. It should not be allowed to prolong with

cultural constraints. Otherwise it will turn to be a factory of mass literate. Here the words of Gandhiji can remind 'literacy in itself is no education'.

Regarding female education there are much talk about schooling than higher education in terms of its economic productivity. Many organizations with regard to the empowerment of various social groups are struggling hard to make basic education in their respective sections. Why does it so happen? In the field of higher education there are limited seats in state funded higher educational institutions on one side and huge expenses incurred in private educational institutions on the other. So, these organizations conveniently forget to take additional efforts in these directions. This is true in the case of poor as well as rural middle class families because customs set by most of the societies compel the women to stay in husbands home and engaged in household activities. Many of them are afraid of their future because they are required to settle in their husband's home where there is no certainty to continue their education or employment. So, those societies which are directed by economic concerns should move ahead from these stipulated targets because education is the better way to cross road the empowerment programme

### **Obstacles of Female Education**

There are several factors which lead to the inferior status of women in the society. Societies, where patriarchal culture is dominant, valuing female education just to maintain their social status till marriageable age and undermine its social necessity as a means for attaining their self-worth and empowerment. Many parents send their children to schools because others do so. In such societies economic incentives

of male education are strong. Education, class room activities, home experiences, media etc. spread patriarchal values. At the same time expansion of female literacy has been comparatively rapid in areas where gender relations are less patriarchal. Although there are limited options in their life to make a good career. Increasing number of girls in nursing, teaching, fashion designing courses indicates the above mentioned condition. It may further lead to unemployment or low wages. Thus, the cultural pattern of a society has great influence on the low parental motivation for female education in a society.

The inferior status of women is linked to their traditional role. This is an 'inside' role as mentioned by the sociologists, within the limits of the home. They show that the outside-inside contrast in fact is equivalent to a superior-inferior distinction. The force of habit and prejudice tend to limit the opportunities of girls and women. However stick on social habits or traditional roles are not only imposed by men but also made by themselves. Even in industrial societies many women give up their work to look after their children.

### **Female Education in Kerala**

Among the several states in India, Kerala occupies a prominent position in terms of literacy and gender equality in education. Above all it achieved the status of near total literacy and also ranking among the most literate in the millennium development goals set for education. One of the crucial factors that led to these achievements is the strong social tradition in favour of education. It includes progressive outlook of the Government of the princely states, efforts of the Christian missionaries, emergence of renaissance

movements especially from backward classes and favorable physical condition for commercialization of agriculture and subsequent economic progress. In other words, in Kerala removal of traditional inequalities based on religion, caste, class, gender etc. made a favorable social condition to education. It also witnessed the intimate connection between educational process and social progress. It would reflect the composite effects of the historic processes and the current developmental efforts. In short its historical experiences powerfully bring out the relationship between educational process and social change.

### **Indicators of Female Education**

In order to identify gender status in education, two indicators are used for the study.

1. Literacy Rate
2. Enrolment in Schools.

### **Literacy Rate of Males and Females**

As regards literacy and female education, Kerala is much ahead than national level since independence. The progress continued and since 1991, Kerala has been recognized as a totally literate state. According to the 2011 Census, the literacy rate in the state is 94 per cent, which is 21 percentage higher than the national average. The gap was smaller than before and also lower than in the rest of the States in India. The main reason for this is that the public provisioning in education has been more effective than in any other states, and better distributed between the sexes and between social groups. As regards female literacy, Robin Jeffrey (1986) in his work on Kerala, refers to the old wisdom that "literate

men have literate sons; literate women have literate children". Jeffrey illustrates his argument on the role of female literacy in achieving mass

literacy in Kerala. Gender wise disparity in literacy in India and Kerala is shown in the following table.

Table 1

*Gender Gap in Literacy India and Kerala*

Year	India				Kerala			
	Person	Males	Females	Gender Gap	Person	Males	Females	Gender Gap
1951	18.33	27.16	8.86	18.03	47.18	58.35	36.43	21.92
1961	28.30	40.40	15.35	25.05	55.08	64.89	45.56	19.33
1971	34.45	45.96	21.97	23.99	69.75	77.13	62.53	14.06
1981	43.57	56.38	29.76	26.62	78.85	84.56	73.36	11.02
1991	52.21	64.13	39.29	24.84	89.81	93.62	86.17	7.45
2001	64.84	75.26	53.67	21.59	90.86	94.24	87.72	6.52
2011	74.04	82.14	65.46	16.68	93.91	96.02	91.98	4.04

Source;. Census Reports govt. of India

Above table shows that in the year 1951, literacy rate in Kerala was 47.18% by which male literacy 58.35% and female literacy 36.43% compared to 18.3 per cent by which male literacy 27.2% and female literacy 8.9% in India. The gender gap was 21.96% in Kerala and 18.3 in India. In 2011 literacy rate in Kerala was put up to 93.91% by which male literacy 96.02% and female literacy 91.98%. While India's total literacy was 74.04% by which 84.16% for men and 65.46% for women. In other words female literacy rate has steadily gone up from 36.43 % in 1951 to 91.98 % in 2011 and gender inequality was minimized from 21.92 to 4.04 %. But in the national level there is a wide gender disparity in literacy at 18.7%. The gaps in literacy rates of males and females were 21.92 in 1951. It was decreased to 14.6% in 1971 and 6.52% in 2001. As per the 2011 census the gender gap in literacy was only

4.0%. One of the notable feature is that the growth rate of literacy has been higher for females than the males. At the same time the ratio in Kerala is 1084 i.e. for each 1000 male there are 1084 female which is above national average of 940 as per census 2011.

#### **Female Enrolment in Schools**

Kerala has topped in terms of the number of students enrolled in schools. It has made significant advances in creating educational facilities -enrolling and retaining children in primary schools. It may be true that 98.5% of the population is served by a school within the walking distance of 1 km by the joint efforts of government and private agencies. All these factors lead to the increasing number of enrolment in schools. Following table shows the Gender wise enrolment of schools in Kerala.

Table 2

*Gender Wise Enrolment in Schools of Kerala*

Year	Enrolment			Growth Index		
	Boys	Girls	Total	Boys	Girls	Total
1956-57	1502781	1206490	2709271	100	100	100
1960-61	1778010	1492291	3270301	118	124	121
1965-66	2257772	1910064	4167836	170	158	154
1970-71	2551644	2247888	4799532	170	186	177
1975-76	2774577	2490774	5265351	185	206	194
1980-81	2896774	2706178	5602953	193	224	207
1985-86	2920824	2795327	5716151	194	232	211
1990-91	3012308	2888793	5901101	200	239	218
1995-96	2856581	2771172	5627753	190	230	208
2000-01	2660898	2558154	5219052	177	212	193
2005-06	2433275	2343031	4776306	162	194	176
2010-11	2207498	2143727	4351225	147	178	161
2014-15	1920470	1880056	3800526	128	156	140

Source- Directorate of Public Instruction, Kerala

The above table shows that, the index growth of girls is found to be higher than that of boys. In the year 1956-57 there were 2709271 students enrolled of which 1502781 were boys and 1206490 were girls. Over the years there has been considerable increase in the number of girl's enrollment as compared to boys. The growth rate was declined since 1995 onwards. However the decline is not only confined to girl's enrolment, but is equally serious for boy's

enrolment also. This was related to the demographic transition in Kerala by which the population size has almost stabilized due to low birth rate and the number of children in school going age group has shown an absolute decline. Therefore, the decline rate of enrolment may not be taken in negative sense. Percentage distribution of boys and girls in Kerala schools are in the following table.

Table 3

*Percentage Distribution of Boys and Girls in schools of Kerala*

Year	Number of Students			Percentage Distribution		
	Boys	Girls	Total	Boys	Girls	Gender Gap
1956-57	1502781	1206490	2709271	100	100	100
1956-57	1502781	1206490	2709271	55.46	44.53	10.93
1960-61	1778010	1492291	3270301	54.36	45.63	8.74
1965-66	2257772	1910064	4167836	54.17	45.82	8.35
1970-71	2551644	2247888	4799532	53.16	46.83	6.33
1975-76	2774577	2490774	5265351	52.69	47.30	5.39
1980-81	2896774	2706178	5602953	51.70	48.29	3.41
1985-86	2920824	2795327	5716151	51.09	48.90	2.19
1990-91	3012308	2888793	5901101	51.04	48.95	2.09
1995-96	2856581	2771172	5627753	50.75	49.24	1.51
2000-01	2660898	2558154	5219052	50.98	49.01	1.97
2005-06	2433275	2343031	4776306	50.94	49.05	1.89
2010-11	2207498	2143727	4351225	50.73	49.26	1.47
2014-15	1920470	1880056	3800526	50.53	49.46	1.07

Source- Directorate of Public Instruction ,Kerala

The table shows that the proportion of girls in total enrolment in different years. For all reference years, the percentage distribution of girls is almost equal to boys especially since 1975 onwards. In 1956-57 the percentage distribution of boys and girls were 54.17 and 45.82. It shows the gender gap of 10.93. Gradually, the number of girls enrolment was began to increase. In 1980-81 the gender gap was minimized to 3.41%. In 2014-15 percentage distribution between boys and girls were 50.53 and 49.46. Gender gap was only 1.47%. The

reason is that, according to 2011 census report, 23.2% of total population constitute the age group between 0 and 14 by which 24.8% males and 21.7% females. Though, sex ratio in Kerala is 1084 for each 1000 male, it has a child sex ratio of 964 for each 1000 boys. In other words gender disparities are virtually non-existent in schools in Kerala

#### **Enrolment of SC / ST Girls**

In many of the states, even after the 69 years of independence, the concept of 'social

justice' still remains a myth to the downtrodden castes and groups. Article 46 of the Indian constitution lays down that 'the state shall promote, with special care to the education and economic interest of the weaker sections of the people, and in particular, of scheduled castes and scheduled tribes and shall promote them from social injustice and all forms of

exploitation.' But in Kerala public provisioning in education has been more effective than any other states, and better distributed between the sexes belongs to different social groups and regions. Even though, traditional patterns of inequality have not entirely been eliminated, the situation of the scheduled castes and scheduled tribe is far better than other states.

Table 4

*Gender Wise Enrolment of Scheduled Caste Students*

Year	Scheduled Caste			Growth Index		
	Boys	Girls	Total	Boys	Girls	Total
1956-57	109777	75808	185585	100	100	100
1960-61	150578	114316	264894	137	151	143
1965-66	219970	178831	398801	200	236	215
1970-71	235942	194256	430198	215	256	232
1975-76	252932	227048	479980	230	300	259
1980-81	323988	304788	628776	295	402	339
1985-86	332553	319095	651648	303	421	351
1990-91	339577	323841	663418	309	427	357
1995-96	315470	304137	619607	287	401	334
2000-01	282054	267006	549060	257	352	296
2005-06	261636	246255	507895	238	325	274
2010-11	246582	232874	479456	225	307	258
2014-15	218022	207321	425343	199	273	229

Source- Directorate of Public Instruction , Kerala

Following tables shows the educational developments of girls belongs to SC/ST community in Kerala.

The table shows that there very large disparity in enrolment between scheduled caste

boys and girls during the year 1956-57. Enrolment of girls (75808) was much lower than boys (109777). But in 2014-15 there were only slight margin between the enrolment of boys and girls. The number of girls enrolment was increased to 207321 as compared with 218022



of boys. Not only that the index growth of girls are found to be higher than the index growth of boys. It was increase to 273% as compared with 199% of boys. This trend is followed from the year 1956-57 onwards.

Table 5

*Gender Wise Enrolment of Scheduled Tribe Students*

Year	Scheduled Tribe			Growth Index		
	Boys	Girls	Total	Boys	Girls	Total
1956-57	7271	3566	10837	100	100	100
1960-61	7173	4273	11446	100	120	106
1965-66	11771	8670	20441	162	243	189
1970-71	14666	10660	25326	202	299	234
1975-76	15794	12486	28280	217	350	261
1980-81	21352	17923	39275	294	503	362
1985-86	27964	24708	52672	385	693	486
1990-91	34139	31778	65917	470	891	608
1995-96	32073	30358	62431	441	851	576
2000-01	30136	27930	58066	414	783	536
2005-06	34663	32187	66850	477	903	617
2010-11	40778	38012	78790	561	1066	727
2014-15	40491	38023	78514	557	1066	724

Source- Directorate of Public Instruction ,Kerala

In the case of scheduled tribe students, there were very large disparity between boys and girls during the year 1956-57. Enrolment of girls was 3566 and boys were 7221. It shows that enrolment rate was much lower than boys. But in 2014-15 there were only slight margin between the enrolment of boys and girls as compared with previous years. The number of

girl's enrolment was increased to 38023 as compared with 40491 of boys. Not only that the index growth of girls are found to be much higher than the index growth of boys. It was increased to 1066% as compared with 557% of boys. This trend is followed from the year 1956-57 onwards.

Table 6

*Percentage Distribution of Boys and Girls belonging to SC/ST*

Year	Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total
1956-57	59.15	40.84	100	67.09	32.90	100
1960-61	56.84	43.15	100	62.66	37.33	100
1965-66	55.15	44.84	100	57.58	42.41	100
1970-71	54.84	45.15	100	57.90	42.09	100
1975-76	52.69	47.30	100	55.84	44.15	100
1980-81	51.52	48.47	100	54.36	45.63	100
1985-86	51.03	48.96	100	53.09	46.90	100
1990-91	51.18	48.81	100	51.79	48.20	100
1995-96	50.91	49.08	100	51.37	48.62	100
2000-01	51.37	48.62	100	51.89	48.10	100
2005-06	52.02	48.48	100	51.85	48.14	100
2010-11	51.42	48.57	100	51.75	48.24	100
2014-15	51.25	48.74	100	51.57	48.42	100

Source- Directorate of Public Instruction , Kerala

Above table shows the proportion of the enrolment of boys and girls belongs to SC/ST community in different years. In 1956-57 the percentage distribution of scheduled caste boys and girls were 59.15 and 40.84. It shows the gender gap of 18.31. Gradually, the number of girls enrolment was began to increase. In 1975-76 the gender gap was minimized to 5.39%. In 2014-15 percentages distribution between boys and girls were 51.25 and 48.74. Gender gap was only 2.51%. In case of the proportion of the enrolment of scheduled tribe boys and girls the same trends can be found. In 1956-57 the percentage distribution of scheduled tribe boys and girls were 67.09 and

32.90. It shows the gender gap of 34.19. Gradually, the number of girls enrolment was began to increase. In 1975-76 the gender gap was minimized to 11.69%. In 2014-15 percentages distribution between boys and girls were 51.57 and 48.42. Gender gap was only 3.15%. These differences may be due to the differences of sex ratio as mentioned earlier.

### Conclusion and Suggestions

Though gender parity exists in school, following suggestions can be used to link education with women empowerment programme.

1. Government should take additional effort to make quality education to girls rather than mere literacy.
  2. Incentives and scholarships should be provided to those girls who belong to socially and economically backward regions.
  3. Hostel and travel facilities should be arranged to girls who belong to tribal areas.
  4. Special attention should be taken by Panchayat authorities to enroll out of school children and also to minimize drop out rate of girl students
  5. Attractive programmes should be arranged in schools with the active participation of girls.
  6. Education should be linked with economic activities in order to ensure employability in future.
  7. Education should aim at making girls self confident and self dependent.
  8. Awareness programme should be provided to the parents regarding girl's education.
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# Development of Models of Effective Study Habits of High School Students with Special Reference to Disadvantaged Sections

Christina Augustine

## **Abstract**

*Most of the general factors in curriculum transaction in the class (from observational data) presents a bleak picture with reference to modern approaches. Teaching is centred round the teacher, syllabus, textbook and final examination. It is not fully centred round student activity and growth, group interaction or life applications. The school trains the pupil to depend on the teachers, printed notes, question-answers copied from the blackboard or from other pupils. What defines a student-independent study habit' is totally neglected. The present study is qualitative and quantitative description of the study habits and difficulties of the disadvantaged students in the Kerala context.*

**Key Words :** *Study habits, Disadvantaged sections, Learning to learn, Curriculum transaction etc.*

## **Introduction**

Theorists in the field of study habits define 'the student' as one who is able to study independently. But in actual practice 'learning to learn' skills are neglected in schools. The school deliberately trains the pupils in dependency in learning. The undue concern for results in the final examination further aggravates the situation and changes the school into coaching shops. Thus almost every pupil becomes disadvantaged from the point of study habits which cover a family of habits including motives, habits, skills, values, strategies and other relevant factors. But even these coaching methods do not work with the disadvantaged pupils. They go out of the school as failures, and alienated persons. Even their self concept is shattered through the experience of schooling.

It is this existential situation that triggered the selection of this problem for investigation with the following objectives.

## **Objectives:**

1. To obtain a qualitative and quantitative description of the study habits and difficulties of the disadvantaged students in the Kerala context
2. To review and analyze the optimal study habits and skills (a) general (b) with reference to specific subjects.
3. To make the general survey of the practices used by teachers in presenting the subjects, and more specifically to check the use of relevant modern theory, at least intuitively.
6. To study some cases of disadvantaged students and contexts.

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7. To develop constructs/compensatory learning procedures and test them, where possible with experimental try outs.

### Methodology

The study uses a high density of qualitative approaches: studying the pupil in the natural setting, contextualization, using participative techniques, equality in research relationship, and design flexibility. Participant observation, interviews, case studies, analysis (documentary and situational) construction, criticism, informal experimental tryouts and synthesis were done. Validity and reliability are not tested through statistical coefficients, rather it used notions of relevance, trustworthiness, transferability and authenticity. Validation is established through triangulation. Besides fairness, educational, tactical, catalytic and ontological authenticity were realized. The research also takes the shape of action research backed by deep theory and reflection.

Two major quantitative surveys were also conducted(1) using schedule administered to pupils incorporating a questionnaire and four scales(motivation, self-concept-general and academic, and alienation ( $N_{disadv}=488$ ,  $N_{adv}=100$ ); and (2) observation of teaching procedures from the point of view of using modern constructs (N=200 teacher educators/student-teachers briefed towards common understanding and observation frames)

### Results

The quantitative surveys using the schedule administered to pupils yielded the results covering 27 major comparisons of the advantaged and disadvantaged pupils on over 200 dimensions. Phi coefficients were also calculated on relevant issues. The finding of observational/analytic data triangulated with the pupil's study habits and observation of teaching behavior are presented here under four subheads.

### A. Disadvantages in Study Habits to be Compensated

- a. The School Administration Factors include lack of facilities and equipment; non-use of even the available equipment; high proportion of low-achieving pupils, with several grade levels below the class where they are.
- b. The curriculum (specific) is highly abstract in science, mathematics and geography, taught in a 'non-honest' form relevant for the ordinary pupil in the ordinary school. Project work, even when given in the text book is generally skipped by teachers. Many pupils find it difficult to cope with English. The type of examination coaching rather than teaching complicates the issue further. So real competence is not developed in the vast majority. Animatory approaches are rarely attempted even in the Malayalam.
- c. Factors specific to Disadvantaged Pupils (pupil schedule) include the following.
  1. Lack of basic facilities at the home for storage of books, adequate lighting etc.
  2. Lack of factors encouraging study at home, such as elders who could clear doubts, helpful books, time to do home work or to study, quiet atmosphere etc...
  3. Active discouragement/disbursement emanates from smaller children; elder's quarrels at home and in the neighborhood, drunken father, even child abuse.
  4. Inability to concentrate-due to non-understanding of the subject, worry about problems at home, feeling of tiredness.
  5. Extra classes in school in the morning and evening to improve results do not help them.
  6. They are very irregular in doing homework regularly, the reasons being, having none

to clear their doubts and to show how to do the work, laziness, and the feeling that the teacher won't check the notebook

7. They have negative emotional correlates accompanying study—anxiety, disappointment, fear, sorrow etc... rather than hope, confidence, sense of achievement, positive expectation and joy while studying.
8. In classroom transaction they do not feel confident to ask the teacher if they have doubts and they have less chances of getting someone whom they can ask and clear their doubts (as compared to the advantaged group)
9. They do not follow effective study methods (such as SQ3R)
10. They are totally at sea with the subjects, especially the failure-prone, difficult, abstract and symbolic ones.
11. They have low self-motivation to study.
12. They have little sense of enjoyment which successful study can bring.
13. Most of them have low general and academic self-concept

#### **B. Types of the Very Disadvantaged for Focused Study**

1. Those who have to cross steep hills and valleys, streams, rivers and lakes traverse irregular paths over difficult terrain to reach school.
2. Those who have to travel long distance.
3. Those living close to the sea-coast subject to sea erosion, with their huts threatened by wind and wave.
4. Those whose traditional means of livelihood are threatened by the development process.
5. Those living in isolated areas-remote hilly areas.
6. Those who live in huts or low-cost houses-separately, in colonies, or in marginal extension of colonies-in city slums or in

coastal slums, with poor sanitary conditions.

7. Children of scheduled castes, still bearing the scares of oppression over the centuries, and now exploited in new ways- unable to set workable aspirations (vocational and educational) in the new set-up.
8. Children of scheduled tribes, bearing the effect of isolation, now being displaced from their natural habits, and being exploited in different ways, and who have not adjusted adequately to the larger culture.
9. Children of deviated parents.
10. Children of parents working abroad, getting adequate remittances, but not getting adequate discipline and guidance in the marginalized set-up.
11. Other cases of children and youth engaged in roaming about without purpose.
12. Children in orphanages, especially those who are not able to adjust there.
13. Children in juvenile homes.
14. Children who work during the school period to supplement family income or for their pocket money.
15. Children suffering from acute poverty, who don't get even one square meal day, particularly poor girl children who work most at home and get served last but one (mother) if anything remains.
16. Those living in politically turmoil zones- in the school itself, or in the immediate neighbourhood.
17. Children of marginal groups in state borders-sometimes employed in smuggling or other antisocial activities by underworld elements.
18. Children with special needs are also given a glimpse.

### C. Results of Systematic Observation of Teaching-Learning

In order to check the use of modern ideas of presenting difficult concepts to young children (especially the weaker ones) in ways suitable to them, the application of modern

theories was elicited. The data based on 200 clusters of observations is presented in the table given below. Out of the 15 aspects presented for Yes/No responses, 14 have yielded significant differences-all indicating non-adoption of progressive approaches.

Table 1.

*Use of the Learning Theory / Principle (stated in popular languages)*

Sl. No	Learning theories/Models	Yes		No	
		No	%	No	%
1	Encouragement of rote memorization	110	55	90	45
2	Starting from where the student is and progressive mastery with encouragement	2	1	198	99
3.	Application of pre-requisite approaches etc... in ways that can really help weak pupils	30	15	170	85
4.	Teachers realizing that bulk memorization without understanding or reinforcement is a total waste of time	40	20	160	80
5.	Breaking large units into small graded units with reinforced learning	2	1	198	99
6.	Teachers realizing that reading out the answer is totally unproductive for learning	18	9	182	91
7.	Teachers satisfied with product answers; not expecting process of answering questions.	191	95.5	9	4.5
8.	Teachers giving training in the process of transforming the questions into answers.	23	11.5	177	88.5
9.	Short answers already written in the book used on Skinnerian lines-covering the answer, responding, checking for feedback	2	1	198	99
10.	Worked-out problems used as programs; read each segment, cover, respond, check	0	0	200	100
11.	Teachers do not facilitate for the experiments, practical work, visual representation etc..	160	80	40	20
12.	Presenting aids or experiments in such a way that all the students can see	110	55	90	45
13.	Students learning through active involvement in concrete presentations/experimentations	40	20	160	80
14.	Project work suggested at the end of lessons done first enactive/iconic symbols	10	5	190	95
15.	Presentations in maths text of positive and negative examples of concept used as CAM	50	25	150	75

#### D. Models and Episodes

The most important contribution of the study is the models of helping the disadvantaged through informal experimental interventions based on the positive constructs implied in the table given above. They were found to work in almost every case. The models are given below:

1. General study habits as background model  
The basic ideas gleaned from Hedwig, Maddox, Menzel, Robinson, Riessman and others were interpreted in the Kerala context and applied in clinical encounters with disadvantaged pupils according to the situations that were offered.
2. Humanistic models:
  - (a) Self-enhancing models: Episodes "We shall overcome"; From texts: Hindi: Nar ho niras na karo man ko. English: Christina Rossetti's poem "Uphill". The stories of Booker Washington, Ramanujan and Robert.
  - (b) Confidence instilling models-setting the questions to pupil's level/answer
  - (c) Descending to pupils' level and raising them up –use of specially prepared material in English, use of prerequisite texts (of the lower classes too) and specially prepared materials in mathematics.
3. Learning Theory-oriented Models
  - (a) Skinner's operant conditioning and graded progress.
  - (b) Progress by jumps, insights(gestalt principles of similarity, contrast, contiguity, wholes).
  - (c) Advance or progressive organizer.
  - (d) Patterns –Alexandra Kornhauser

- (e) Piaget's theory-construction of child himself of schemas
  - (f) Environmental cognition experts going beyond Piaget, using child's environment
  - (g) Bruner's presenting structure of the discipline in "honest forms"- enactive-iconic-symbolic sequence, relevant for ordinary pupils in ordinary school.
  - (h) Tolman's theory of latent learning –years of futile rote learning suddenly showing a spurt when some meaningful organization emerges.
4. Linguistic and cultural Gap-bridging models: constructs to bridge gaps due to inconsistency in Malayalam terms, between Malayalam term and symbol or abbreviation.
  5. Animatory and creative models. SINGLISH, enactive, dramatizing models.
  6. Compensatory or therapeutic models: drawn from child's environment when possible.

#### Conclusion

The analysis in breadth and depth of the various problems of the disadvantaged and the models developed and tested in this study have the potential of resulting in a combination of technological, clinical, educational and social ameliorative interventions, taking off from the disadvantaged settings. To begin with the miserable plight of these children in the educational setting can be relieved. Later the "disadvantage" in the whole system in terms of study habits may be tackled making all learning enjoyable, independent, free, and relevant for individual and social development. Thus the dreams of Tagore, Gandhiji and the progressive educators of the world over may be realized.



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# The Practice of Federal Character System in Nigeria and the Challenges of National Integration

Abonyi Nichodemus Nnaemeka

## Abstract

*Since the emergence of modern federalism as a system of government through the exertions of American statesmen in the 18<sup>th</sup> century, the system has gained universal acceptance but more particularly in heterogeneous societies. The federalist model of accommodating diversity through the management of social cleavages and the schisms that often occur provides a suitable option for multicultural societies. Its mechanistic character of shared rules and separate rules amidst the foreclosure of secession has provided assurances for political stability and peaceful co-existence amongst the variegated segments of heterogeneous states. Nigeria's adoption of the system in the 1954 Constitution up to the present 1999 constitution offer possibilities of managing the complexities that come with the country's wide diversity. However, the application of federalism to the country's scenario has been found wanting in many respects: hence, the inability of federalism to arrest the descent into political instability, economic underdevelopment and socio-cultural disharmony. This paper isolated specific variables that are germane to the prospects of successfully working of the federal system and processes in Nigeria. In the final analysis, the point is made for concerted and coordinated efforts by all stake holders towards appropriate management of the federal system in Nigeria through proper implementation of the federal character and fiscal federalism systems.*

**Key Words :** *Federalism, federal character, national question, diversity, national integration.*

## Introduction

Prior to the attainment of independence by Nigeria in 1960, the desire of many Nigerians was to have a country devoid of injustice, where all citizens, will enjoy the rights, privileges and opportunities that the country offers. However, as the clamour for independence deepened, the expectation of an egalitarian Nigeria was far from being realized. For example, in 1954 when

Nigeria opted for federal form of government, certain observations were apparent.

Firstly, it was observed that within the Nigerian nation, there were differences in culture, stages of social and economic development and levels of political awareness of the citizens. Secondly, it was observed that disparities existed in the educational development of different sections of the country

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and this resulted in some sections of the country having recognizable advantage in the employment of their indigenes in the public services. Therefore, in 1954 when Nigeria opted for a federal form of Government, the concept of QUOTA SYSTEM as a policy was adopted in the recruitment of persons into the officers' corps of the Armed Forces and the police as well as in admissions into educational institutions.

With the attainment of independence, the need to define criteria for the equitable spread of development became even more pertinent. Consequently, from 1st October 1960 when Nigeria became independent, and since 1954 when she adopted the federal form of government, the country has attempted to practice the "quota system" in one form or the other. Understandably, the aim of adopting a federal form of government was to foster understanding and cooperation among the distinct entities of the nation. It was hoped that this form of government would make for a union of the federating units while the Federal Government will retain the central control of vital aspects like defence, security and foreign policy.

However, although the leadership and citizens of Nigeria acknowledged the need for equity, there were no specific guidelines for the realization of fairness. Sharing and allocation of resources as well as the distribution of infrastructural amenities were done voluntarily, arbitrarily and not mandatorily. Given the complexity of Nigeria's political formation and the federal character (i.e. nation's heterogeneity) as well as its chequered political history before independence and after, it became increasingly necessary for Nigerians to define the processes whereby the corporate existence of the nation-

state and the peaceful existence of its people could be ensured.

### **The Meaning of Federalism, Federal Character, Fiscal Federalism, and National Integration**

Interestingly, federalism, federal character, fiscal federalism, and national integration are interrelated. This is so because the application of the first three variables are designed and practiced to achieve national integration where a given nation faces the challenges of national question characterized by instability, slow rate of national development etc.

#### **Federal Character**

Federalism emerges either through coerced authority of a foreign power hence institutive federalism or through voluntary agreement of the constituent units hence constitutive federalism. Federal character is both a reaction as well as a system. It is a positive reaction to correct those practices of the past, especially in the conduct of public management which tended to exploit the diversities of the nation. Also, it is a reaction to those practices which tended to reflect selfish and parochial consideration, especially those negative forces which placed the self interests above national interest, The federal character principle involves a deliberate plan to construct means of ensuring the proper distribution of amenities and government projects in the country.

#### **Education and National Integration**

Nation building and national integration have common expressions. Nation building is the process of surrendering ethnic loyalty, cultural and linguistic loyalties to a powerful coercive authority (nation) (Deutch and Foltz,

1963). Thus, national integration implies the evading of all ethnic biases, ties and affiliations and the trapping of these variables by a higher and central authority for the purpose of national unity, stability and development.

According to Durverger (1980), national integration is the process of unifying a society, which tends to make it a harmonious city based upon an order, its members regarded as equitably harmonious. This implies that national-integration, requires harmony, but the fact is that not all harmonious cities are integrated.

### **Diversity Issues and Language Education**

At another level, it is pertinent to understand how the central government and its agencies have been able to manage and coordinate the relationships among the diverse groups in the State. The concept of diversity in relation to political entity refers to a conglomeration of both ascribed and naturally acquired attributes that distinguish individual/group characteristics, nuances, pretensions and predilections. These variables meet at the point where individuals impact on the government of the State. Instructively, individuals do not exist in strait-jacketed isolation; they are members of groups.

The diversity in heterogeneous societies is our point of departure. The situation is precarious in heterogeneous societies when diversity is not properly managed. Usually, it has a tendency to generate mutual mistrust and hatred, which often lead to deep-seated acrimony. On the other hand, its proper management puts the country in an advantageous position over its peers, and strengthens its capacity for growth and development. In political management strategies, States have been known to develop

two approaches; one is the recognition and, therefore, institutionalization of diversity, while the other approach attempts to erase the lines of diversity, by uniting all the various independent entities within it. Ordinarily, one would assume that Nigeria's diversity ought to be a source of strength, but contrast appears the case. The country is diverse in every way imaginable: culture, religion, ethnicity, etc, yet aspires to be united, hence the official by-line "unity in diversity."

### **English Language Education**

To demonstrate government's interest in the promotion of the three indigenous languages, the value of the national currencies bear translations in the three major languages. In addition, schools, whether privately or publicly owned are encouraged to adopt at least, one of the three major languages in their curricula. Though, government's language policies appear to have alienated the minorities, the adoption of the English-language as the official language of political interaction and economic transactions create some form of soothing balm. The religious aspect of the diversity is much more volatile than the language.

The provisions of Section 38 (1) of the 1999 Constitution are yet to strengthen the ability of the State to enforce respect for religious freedom or to prevent violence between religious groups. The State's competence in this regard has been called to question a couple of times. An accurate figure of the spread of religious groupings has never been established, indeed, since the 1963 National Census, no religious question has been included in subsequent census questionnaires. This move is meant to avert the political undertones that would be generated by the claim of numerical

preponderance of any of the religious groups, especially the two major ones (Christianity and Islam).

The political economy dynamics of the colonial period, specifically between 1928 and 1948 gave vent to the ethnicization of Nigeria's socio-political environment. According to Nnoli (1980:97-106), the gestation of ethnic identity in Nigeria is not just a matter of heterogeneity, but can be located in the faulty manner of political and socio-economic relations initiated by the colonialists. In the end, ethnic identity reinforced the feeling of mutual suspicion and dominance that have characterized the Nigerian State till present. From another perspective, ethnic conflict is rooted in elite struggle for power, for it is convenient for the elite group to initiate and whip-up sentiment just to have access to power (Glickman, 1995:12-13; Joseph, 1991).

Despite the provisions of Article 41 (1) of the 1999 Constitution, efforts are often made to alienate settlers in the scheme of things. While sometimes settlers attempt to ride roughshod over hosts. In effect, the spirit of accommodation and tolerance were not considered in the series of ethnic violence that had occurred in the past. The damages have been tremendous; it had cost losses of human lives and material resources, in addition to unquantifiable loss of the spirit of oneness' that needs to be entrenched in a multinational society like Nigeria.

### **The Need for Reforms in the Nigerian Federation**

From the first coup in January 1966, reform became an imperative within the Nigerian political system. The Federal Character Commission (FCC) is the final outcome of one strand of these reforms; the introduction of a

quota system and the subsequent constitutional entrenchment of affirmative action.

We often think of representation when we are considering institutions responsible for policy judgements like legislatures and juries, and not when we are thinking of institutions responsible for policy implementation and action, such as executives, judges and administrators (Krisolor, 1974).

A major task of governance is to gain social acceptance of policies with minimum resistance from the governed. *No matter how brilliantly conceived, no matter how artfully contrived, government action usually also requires societal support. And one of the oldest methods of securing such support is to draw a wide segment of society into the government to convey and to merchandise a policy.* (Krisolor, 1974: 4-5)

Critics of compensatory opportunity argue that state institutions should be colour-blind' or blind to ascriptive group affiliation. Ascribing rights-for example through affirmative action- to such groups is seen as morally arbitrary and inherently discriminatory. But it is now widely recognized that different blind rules and institutions can cause disadvantages for particular groups' (Kymlicka and Norman, 2000:3-4). Many culturally diverse societies have, therefore, moved towards affirmative action, that is, planning and acting to end the absence of certain kinds of people- (those who belong to groups that have been subordinated or left out from certain jobs and schools (Bergmann, 1996:7). Such affirmative action is often defended on three grounds:

- ◆ To offset past discrimination:
- ◆ To counteract present unfairness; and
- ◆ To achieve future equality.

In Nigeria, all three motives for affirmative action were implied in the drive for reforms. The first wave of reforms started in 1967 and included dismantling the old regional institutional framework and replacing the regions with smaller states, making ethnic mobilization more difficult.

Another set of reforms in this period sought the deliberate creation of a national-as opposed to the erstwhile regional- political dynamic, again tilting the center of gravity away from the regions. Finally, there was the introduction of informal quotas as the basis for representation within the federal cabinet and in the admission process in federal educational institutions.

The second wave of reforms started in 1979 with the introduction of a majoritarian presidency that must: (a) get a national majority of votes cast; and (b) cross a threshold of not less than 25% of votes cast in at least two-thirds of all the states.

### **Federal Character Principle and Practice**

The idea of Federal Character Principle is not new. It was known by different nomenclatures such as zoning or quota system. Its informal origins date back to the pre-independence era of nationalist struggle for participation in the administration of colonial Nigeria and especially after Nigeria became a Federation in 1954.

Originally, during its informal application, it was concerned with legislative representation and equalization of inter-regional opportunities in education and appointment at the Federal level.

It is instructive to note that the concept of federal character was first popularized under

the Murtala / Obasanjo's regime (1975-1979). It became a constitutional matter in the Constitution Drafting Committee and the Constituent Assembly, the bodies which produced the 1979 Constitution. It finally found its way into the constitution as a directive principle of state policy (cf Osaghae, 1988).

### **Application of Federal Character Principles in Education Sector**

Notably, the different ethnic groups, regions and subsequently states that have existed and exist in Nigeria developed at varying pace in different sectors and the educational sector is not an exception. Since the British government stepped in to educate Nigerians as clerical staff to help in keeping the colony in a subordinate position for colonial exploitation, Nigerians have continued to struggle for this limited chances for education. However, the British governments education style in Nigeria was alien and enslaving, hence, Lord Lugard noted that:

The Chief function of government primary and secondary schools among primitive communities is to train the more promising boys from village schools as teachers for those schools, as clerics for local native courts and as clerics for the administration (Ene, 1968).

Meanwhile, the significance of education is outstanding as educational attainment has a correlation with occupation of top economic and political positions in both the public and private lives. In 1955 and 1957, both the Western and Eastern regions respectively introduced the Universal Primary Education while the North was entirely left out. By independence, education had become an issue for the federating units in Nigeria.

### **National Policy on Education, 1974: Main Thrust of Education**

In 1974, the National Policy on Education was enacted. The main thrust of education in Nigeria was to achieve integration of the individuals into a sound and effective citizenry and equal educational opportunities for all citizens at primary, secondary and tertiary levels. Hence the aim of this outfit was to inculcate national consciousness and national unity, the right type of values and attitudes for the survival of the individual and the Nigerian society. (Adamu, 1978).

Again, deliberate attempt has been made to institutionalize the federal character principle in Nigeria's public affairs. In the educational sector where for instance, the Northern Nigeria is obviously disadvantaged while the South is advantaged, a policy is often recommended to right this wrong. Buggs (1987:142) argued that the panacea for this inequality lay in adoption of the federal character principle in staffing, locating schools and admission of students into schools. Thus he recommended one state one university in Nigeria. Today, more students are admitted in Nigerian universities based on the logic of locality and educationally least-developed states than those admitted on the basics of merit. Another effort at applying the federal character in principle in the education sector is the policy of establishing "unity" school across the geopolitical zones of the country. In these unity schools, admission is conducted on equal quota basis to each of the 36 states and the FCT, Abuja. The aim is to introduce a platform where children from the different ethnic backgrounds in Nigeria are brought together to study and to understand themselves.

### **Conclusion**

Notably, educational, political and economic imbalance exist among and between the various states or ethnic groups that make up Nigeria. These imbalances arose from the nature and character of the post colonial Nigerian state. These imbalances exist in almost every sector hence most people feel marginalized. The emergence of various militia groups in the Niger Delta is an indication of the existence of rivalries between groups over the share of national cake. States of the majority ethnic groups seem to be so strong that they can hold the minorities to a stand still. This therefore denies the minority ethnic groups of their constitutional right of self development and actualization. It is in view of correcting this abnormality that the Federal Character Commission was set up to uphold federal character principles. The Commission was set up to ensure that government decisions reflect federal character on sitting industries, building roads, awarding scholarships, appointment of public office holders, admission, employment and revenue allocation.

The Nigerian state over-emphasizes, the federal character while deemphasizing merit and hard work and promotes mediocrity and parochialism in running of the various sectors of the economy. Based on the above discussions, we recommend that while reasonable balance between states is necessary, 70% of merit should be considered for appointment, admission, sitting industries and state creation. This balance should be struck such that unequal things should not be equaled or equal things unequalled to avoid intense contradiction which does not support national integration and economic development.

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# The Concept of Marginalized in the National Policy on Education 1986

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## Abstract

*Education has become a fundamental right. It gives us comfortable and dignified life. It is responsible for holistic development of individual and society. Education is a process of human enlightenment and development for the achievement of a better and higher quality of life. Every country develops its system of education to express and promote its unique socio cultural identity and also to meet the challenges of the time. The National Policy on Education gives emphasis on giving education to the weaker sections of the community especially the Tribals, Dalits and OBCs. NPE gives prime importance for the education and development of marginalized sections of Indian population*

**Key Words :** *Religions minority, Historical background, Theoretical background, Social background, Governmental policies, Economic background etc.*

## Introduction

Education is essential for the development of an egalitarian society. Education is a powerful instrument in the process of overcoming inequalities, accelerating social transformation and achieving economic progress. It leads us from darkness to light. Education has become a fundamental right. This means that no person should be denied of education at any cost.

The educational thoughts of Dr. Manmohan Singh, previous prime minister of India, had given special stress for the education of the weaker sections of the society. He advocates providing full equality of opportunity particularly in the education and employment

of Dalits, Tribals, OBCs and Religious Minorities. He emphasized on setting free incentive energies of our entrepreneurs, businessmen, scientists, engineers and all other professionals and productive forces of society. He states that education of the deprived sections should be paid special attention to make them economically, socially, politically and educationally powerful. He also pays special attention to women's education and development. It is imperative for India's development. He wishes to empower women politically, educationally, economically and legally. Education in India stands at the cross roads today. India's political and social life is passing through a phase which poses the change of erosion of long accepted values. The

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goals of secularism, socialism, democracy and professional ethics are coming under increasing strain.

Education is a unique investment in the present and future. This cardinal principle is the key to the National Policy on Education. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the time. The country has reached a stage in its economic and technical development, and then it was the duty of the government, to ensure the fruits of change to reach all sections. With this aim, the then Prime Minister of India, Mr. Rajiv Gandhi has announced in January, 1985 the plan for New Educational Policy.

National Policy on Education (NPE) was evolved in 1986 after a nationwide debate on the document 'Challenges of Education- A Policy Perspective'. The new policy called for special emphasis on the removal of disparities and equalise educational opportunity, especially for Indian women, Scheduled Tribes and the Scheduled Caste communities. To achieve such a social integration, the policy called for expanding scholarship, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services.

The National Policy on Education was modified in May 1992 as per the recommendations of C.A.B.E committee on policy and revised programme of action was also developed in August 1992. Every individual in the society, by participating in the programmes of National Policy on Education can help in building an enlightened human society.

### **Significance of the Study**

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. We read in the National Policy on Education that "there are moments in history when a new direction has to give way to an age-old process. That moment is today". With this aim, the government of India announced in January 1985 that a new education policy would be formulated for the country. A comprehensive appraisal of the existing educational scene was made, followed by a country wide debate. The views and suggestions received from different quarters were carefully studied.

The concept of a National system of Education implies that, up to a given level all students, irrespective of caste, creed, location and sex, have access to education of comparable quality. The economic and political inequalities are reflected in the knowledge gap between privileged and less privileged and marginalized. Globalization and liberalization and their structural designs and mechanisms have forced open their entry in to the markets of weaker nations, especially those in the Third World. Access to high technology enables the rich nations to exploit the wealth and natural resources of other countries such as oil, gas, metals and forest produce with the technical and skilled local workforce, in which in turn are paid only very low remuneration. This has led to a situation in which only a few nations continue to enjoy great affluence while the rest are compelled to live in poverty and powerlessness. It has resulted in the present international social order that is extremely unjust, since it has created a very unequal world society with a large degree of exclusion and consequent marginalization.

In India, we notice an affluent minority, along with a growing middle class, with high aspirations and a significant percentage of the remaining 30-40% or more, who are poor, many of them are very poor. There is also a division between people who work with their minds and others who work with their hands. Decisions favoring the big industries within the country and the multinational companies from overseas, have resulted in a great deal of displacement of tribal communities and in the forced migration of the rural people to the cities in search of livelihood and the hope of better living conditions, who often find themselves in worst situations.

Marginalized are a group of people, who are suffering from caste, class, gender and other culture linked prejudices which prevent them from living as free persons. Part IV of the National Policy on Education gives a clear picture about the term 'Marginalized'. It says that the new policy will lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far. The people under this category are: women, scheduled castes, scheduled tribes, educationally backward sections and areas, minorities, handicapped etc. has become a significant step in the history of education in post-independent India

### **1. Historical Background**

The National Policy on Education was evolved after a nationwide debate during the prime ministership of Late Mr. Rajiv Gandhi and was a continuation and improvement of the previous policy on education 1968. The policy of 1968 announced by the then Prime minister Indira Gandhi called for a "radical restructuring" and equalise educational opportunities in order to achieve national integration and greater

cultural and economic development. The policy called for fulfilling compulsory educational for all children upto the age of 14, as stipulated by the Constitution of India, and better training and qualification of teachers.

Followed by the 1986 policy a programme of action also was developed in the same year. NPE 1986 gives stress on social transformation. Social transformation means standing for human rights, communal harmony, protection of the environment, structural changes and liberation of women. The concept of National Policy on Education aims at giving education up to a given level to all students without any discrimination and for those students who have been denied of chances to have access to education of comparable quality.

### **2. Theoretical Background**

The theoretical background of the National Policy on Education is given clearly in the introductory part of the National Policy on Education 1986. "The country has reached a stage in its economic and technical development. Then a major effort must be made to derive the maximum benefit from the assets already created, and to ensure that the fruits of change reach all sections. Education is the highway to that goal." With this aim in view, the government of India announced in January 1985 that a new education policy would be formulated for the country. A comprehensive appraisal of the existing educational scene was made, followed by a country wide debate. The views and suggestions received from different quarters were carefully studied.

### **3. Social Background**

When we go through the real picture of Indian education, there are some disturbing facts we find.

When we speak about the social context of our country, we should go through a particular problem in our country. There is a culturally rooted belief in our society that there is a division between people who work with their minds and others who work with their hands. The formers are created superior and to rule; while the others to remain subject and be ruled. For a good measure, a divine sanction also was attributed to this socially engineered caste hierarchy so that the so called upper and lower spectrums of society internalized it as the will and design of God. There is thus a long established belief system, a profound mind set and civilization basis that people are not meant to be equal. It is in this social context, that the government of India announced in January 1985, a new education policy formulated for the country and it was promulgated in 1886, every individual in the society, by participating in the programmes of National Policy on Education can help in building an enlightened human society.

#### 4. Economic Background

India is a developing country that has reached a level of economic and mechanical development. Now it is the duty of the government to make sure that the fruits of this development reach all sections of the society. The rural areas, with poor infrastructure and social services, will not get the benefit of trained and educated youth, unless rural-urban disparities are reduced and determined measures are taken to promote diversification and dispersal of employment and opportunities. It is the time for our policymakers to realize that we can never become major economic power if we fail to invest the human capital; even when the government of India stresses

the importance of education in nation building. India spends less than 4% GDP on education.

The National Policy on Education 1986 lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied of equality so far. It is in this situation the National Policy on Education gives importance to the marginalized sections of Indian Society, especially those of economically and culturally backward.

#### Educational Implications

In this article an attempt has been made to study the concept of marginalized in the National Policy on Education, 1986. The educational implications may be given as follows:

1. This study aims at adopting better points of view from the study and to formulate an elaborate, comprehensive and more integrated policy proposal for the education of the marginalized in India.
2. This study also helps to understand about the different groups of marginalized given in NPE.
3. It helps to motivate everyone concerned, ie; in government and educational departments for a better step for education of the marginalized in India.
4. This study gives more importance for the need of education to scheduled caste and scheduled tribe people in India.

#### Conclusion

The researcher has analyzed the documents of NPE 1986 in detail and studied the concept of marginalized in it with special reference to its theoretical, historical, social and economic implications.

When we discuss the historical background of National Policy on Education it can be seen that the policy was evolved after a nationwide debate during the Prime ministership of Late Mr. Rajiv Gandhi and was a continuation and improvement of the previous policy on education 1968. Even after the independence of the country and even after the implementation of different educational policies also, there was a gap between literate and illiterate people. Various factors such as poverty, caste, gender discrimination and lack of educational facilities are responsible for this dismal scenario, and actually saying this was the social background of thinking about NPE 1986. The economic background of the country was still another consideration for the introduction of NEP in India, as we read in the National Policy on Education.

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# Internet Browsing Behaviour and Academic Achievement of Adolescent Students

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## Abstract

*Nowadays technology is the main support for the students learning development, and the computers are the main technological support as a tool for effective learning and teaching process. Researches in to the adolescent Internet use are important to determine what impact the Internet will have on the next generation. So it is essential to understand the adolescent's Browsing Behaviour in accordance with their Academic Achievement. Hence an assessment of the adolescent's Internet Browsing Behavior, especially of the Eleventh Standard Students is of greater relevance. Survey method was used for the study. The study was conducted on a random sample of 400 eleventh Standard Students of Kottayam District. The major finding of the study is that majority of the Students of Standard Eleven (69.5%) possess Moderate Internet Browsing Behaviour. The study also reveals that there is a significant difference in the Internet Browsing Behaviour for Educational Purposes and non-educational purposes with respect to Gender and Type of Management among the Students of Standard Eleven.*

**Key Words** : *Internet Browsing Behavior, Internet Browsing Behavior for educational purpose, Internet Browsing Behavior for non educational purpose, etc.*

## Introduction

Today we live in a world of science and technology, and the present education system is highly different from what it was in the past, especially with regard to application of technology. Technology has revolutionized our society. Nowadays technology is the main support for learning and development, and computers are the main technological support as a tool for effective learning and teaching process. This is the age of knowledge explosion and exploration. There is a lot of scope to yield

good results or outputs through the use of Internet in the field of education.

The Internet is becoming increasingly influential for many people. It seems that there is no aspect of life that the Internet does not touch. The Internet is a wonderful new tool that has been bestowed upon the current generation of students, with a wealth of information present in one place; it has become a very useful tool in assisting many students in their educational endeavor. Internet has made the dreams of distance learning a reality. Internet is the gateway of knowledge and also acts as

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superhighway in information transaction. Researches in to the adolescent Internet use are important to determine what impact the Internet will have on the next generation. So it is essential to understand the adolescent's Browsing Behaviour in accordance with their Academic Achievement.

### **Internet Browsing Behaviour**

“The Internet is a vast network of computers and other mini networks all linked together so that everyone can find information, purchase products or meet new people. It is easily accessible from home for anyone that has a computer and a modem or at a local library” (Gray. D., 1999). Browsing Behaviour refers to the total response made by an individual while he or she explores the World Wide Web usually with a definite objective but without a planned search strategy (Jaime, Leigh, He., 2012). Browsing Behaviour is the behaviour involved in the process of Browsing.

Internet Browsing Behaviour refers to “an undirected type of web of browsing where users whimsically follow one interesting link to another without a planned search strategy or definite objective” (Jean Armour Polly, 1999). Browsing is a kind of orienting strategy. Browsing the Internet means searching notes on the Internet, downloading files or anything, looking out for information, blogging, mailing or chatting.

### **Present Status and Significance of the Study**

The use of Internet in education improves the quality of education and brings about desirable changes both qualitative and quantitative. The most exciting aspect of Internet is that it offers knowledge power. The National Policy on Education (1980) emphasized the use of technology in education. Around 40% of

the world population has an Internet connection today. In 1995, it was less than 1%. The number of Internet users has increased tenfold from 1999 to 2013. The first billion was reached in 2005, the second billion in 2010 and the third billion in 2014.

Internet becomes the most widely used media nowadays. Internet affects the children positively and negatively, physically and mentally. In the present circumstances, it has become essential to study the Browsing Behaviour of children. Between 2000 and 2005, young Internet users experienced aggressive sexual solicitations at a higher rate than adult users. Recent statistics in Adolescent Internet use indicate that adolescents today spend a great deal of their time on the Internet for communication, educational, and entertainment purposes. Not only do children gain knowledge and information on the Internet, they also engage with their friends in social conversation and participate in cyber communities. Hence, adolescents' socialization today occurs through interactions with people from both the real and virtual worlds.

In the present circumstances, it has become essential to study the behavior of children. The usage pattern of Internet varies from individual to individual. This depends on the Browsing Behaviour of the individual. Browsing Behaviour also varies from individual to individual. Many factors determine the Browsing Behaviour such as age, sex, environmental factors, psychological and social factors, vocation etc. The influence of these factors changes the Browsing Behaviour positive or negative. Parents and teachers should understand the difference in the Browsing Behaviour of children.



It has been recently reported that adolescents today spend a significant amount of time on the Internet for multiple purposes. Studies have indicated that the use of the Internet can be helpful to adolescents to complete schoolwork more effectively and efficiently. Adolescent Internet use is a relatively recent phenomenon, and it is still unclear whether adolescent use of the Internet should be considered a benefit, a source of risk or both.

Twenty first century is the age of learner centered education. It calls for teacher learner partnership. Teachers are no more information givers but partners in learning of new technologies and agents of social change.

The purpose of the present study is to explore the Eleventh Standard Student's Browsing Behaviour in accordance with their Academic Achievement in a sample of Kottayam District. The motivation of this study is to characterize the Browsing Behaviour of young users. The findings will help to form new initiatives that the Government, secondary School and individual families can implement to address the potential negative impacts of Browsing Behaviour.

### **Statement of the Problem**

The investigator states the research problem as "A Study on Internet Browsing Behaviour and Academic Achievement of Adolescent Students".

### **Objectives of the Study**

The investigator formulated the following objectives for the present study.

1. To find the major Educational sites browsed by the Students of Standard Eleven.

2. To find the major Non Educational sites browsed by the Students of Standard Eleven.
3. To study the distribution of scores on Internet Browsing Behaviour among the Students of Standard Eleven
4. To study the distribution of scores on Academic Achievement among the Students of Standard Eleven.
5. To study the significant differences if any in the means of scores of Internet Browsing Behaviour for Educational purposes among the Students of Standard Eleven with respect to; Gender, Locale and Type of management.
6. To study the significant differences if any in the means of scores of Internet Browsing Behaviour for Non Educational purposes among the Students of Standard Eleven with respect to; Gender, Locale and Type of management.
7. To study the relationship between each of the components of Internet Browsing Behaviour and Academic Achievement among the Students of Standard Eleven.
8. To find the significance of the differences in the relationship between each of the components of Internet Browsing Behaviour and Academic Achievement among the Students of Standard Eleven.

### **Hypotheses of the Study**

The investigator formulated the following hypotheses for the present study.

1. There exists a significant difference in the Means of scores on the Internet Browsing Behaviour for Educational purposes among the Male and Female Students of Standard Eleven.

2. There exists a significant difference in the Means of scores on the Internet Browsing Behaviour for Educational purposes among the Urban and Rural area School Students of Standard Eleven.
3. There exists a significant difference in the Means of scores on the Internet Browsing Behaviour for Educational purposes among the Government and Aided School Students of Standard Eleven.
4. There exists a significant difference in the Means of scores on the Internet Browsing Behaviour for Non Educational purposes among the Male and Female Students of Standard Eleven.
5. There exists a significant relationship between the scores on Internet Browsing Behaviour for Non- Educational Purposes and Academic Achievement among the Students of Standards Eleven.
6. There exists a significance of the differences in the relationship between the scores on the each of the components of Internet Browsing Behaviour and Academic Achievement among the Students of Standard Eleven.

### Methodology of the Study

The present study is based on Descriptive survey method. The tools used for the study were Scale on Internet Browsing Behaviour and Achievement test scores of terminal examination conducted by the school authority. The investigator selected the following variables for the present study:- Internet Browsing Behaviour for Educational Purposes, Internet Browsing Behaviour for Non-

Educational Purposes and Academic Achievement. The investigator selected the sample consisting of 400 Students of Standard Eleven of Kottayam District by using stratified random sampling giving due representation to Gender, Locale and Type of Management.

The Statistical techniques are; Mean, Standard Deviation, Karl Pearson's Product Moment correlation coefficient 'r', Fisher's coefficient of correlation and Two tailed 't' test.

### Analysis and Interpretation of the Data

#### 1. Different Educational Sites browsed by the Students of Standard Eleven

Table 1

*Number and Percentage of different educational sites browsed by the Students of Standard Eleven*

Sl. No.	Educational Sites	Yes		No	
		No.	%	No.	%
1	Wikipedia	276	69	124	31
2	Britannica	184	46	216	54
3	Encyclopedia	175	43.75	225	56.25
4	Google Books	114	28.5	286	71.5
5	Dictionary	104	26	296	74
6	Edu Xam	78	19.5	322	80.5
7	Learn Hub	26	6.5	374	93.5

The first objective was "To find the major Educational Sites browsed by the Students of Standard Eleven". From the table it is interpreted that 69% of Students of Standard Eleven use Wikipedia for Educational Purposes. Only 6.5% of the Students of Standard Eleven use Learn Hub.

**2. Different Non- Educational sites Browsed by the Students of Standard Eleven**

Table 2

*Number and Percentage of different Non-Educational sites browsed by the Students of Standard Eleven*

Sl. No.	Non - Educa-tional Sites	Yes		No	
		No.	%	No:	%
1	Torrent	302	75.5	98	24.5
2	Gmail	291	72.75	109	27.25
3	KuttyWeb	269	67.25	131	32.75
4	Myntra	244	61	156	39
5	Facebook	242	60.5	158	39.5
6	You Tube	218	54.5	182	45.5
7	WhatsApp	163	40.75	237	59.25

The investigator had formulated the second objective as “To find the major Non-Educational sites browsed by the Students of Standard Eleven”. From the table it is interpreted that 75.5% of the Students of Standard Eleven use Torrent for Non- Educational Purposes. Only 40.75% of the Students of Standard Eleven use whatsApp.

Table 3

*Classification of the Students of Standard Eleven on the basis of their scores on Internet Browsing Behaviour*

Level	Range	Frequ-ency	Percen-tage
High	> 76.89	57	14.25
Moderate	Between 76.89 and 55.13	278	69.5
Low	< 55. 13	65	16.25
Total		400	100

We have to find out the level of Internet Browsing Behaviour. The investigator classified the whole sample based on their Internet Browsing Behaviour scores. The classification is as follows: Using the Mean and standard deviation of the scores students are classified. Majority of students have moderate Internet browsing behavior. Only 14.25% of students have high Internet browsing behavior. About 16.25% of students have low Internet browsing behavior.

Table 4

*Classification of the Students of Standard Eleven on the basis of Academic Achievement*

Level	Range	Frequ-ency	Percen-tage
High	> 75.51	73	18.25
Moderate	Between 75.51 and 51.55	260	65
Low	< 51.55	67	16.75
Total		400	100

The fourth objective was to find the level of Academic achievement of students of standard Eleven. The investigator classified the whole sample based on their Academic achievement test scores. The classification is as follows. By using the Mean and Standard Deviation of the scores it is easy to classify the students according to their Academic achievement test scores. Majority of students have moderate Academic achievement. Only 18.25% of students have high Academic achievement. About 16.75% of students have low Academic achievement.

Table 5

*Significance of the difference between the means of scores of Internet browsing Behavior for educational purpose of students of standard Eleven w.r.to Gender, Locale and Type of management.*

Variable	Gender	Number	Mean	S.D	t-value	p-value	Remarks
Internet Browsing Behaviour for Educational Purposes	Male	200	61.13	14.87	4.17	.000	Significant at .05 level
	Female	200	66.69	11.58			
	Urban	200	63.11	11.23	1.17	0.244	Not Significant at .05 Level
	Rural	200	64.7	15.6			
	Aided	200	68.23	13.82	6.7	.000	Significant at .05 level
	Government	200	59.58	11.93			

The fifth objective was to find out the significance of difference between the means of scores of Internet browsing Behavior for educational purposes among the students of standard Eleven w.r.to Gender and Locale and Type of management. The investigator used inferential statistics to find out the significant difference between the mean scores of the variables. The above table reveals that the t values indicating the differences in the means of scores of Internet Browsing Behavior for Educational Purposes grouped in terms of Locale are less than the table value 1.96 and the obtained p value is not less than .05 at .05 level of significance with degrees of freedom

398. It shows that the Rural and Urban school students do not differ significantly in their Internet Browsing Behavior for educational purposes.

Also the t values indicating the differences in the means of scores of Internet Browsing Behavior for educational purposes of Students of Standard Eleven are grouped in terms of Gender and Type of management are greater than the table value 1.96 at .05 level of significance with degrees of freedom 398. It shows that the male and female, Aided and Government school students of standard Eleven differ significantly in their Internet Browsing Behavior for educational purposes.

Table 6

*Significance of the difference between the means of scores of Internet browsing Behavior for non educational purposes of students of standard Eleven w.r.to Gender and Locale and Type of management.*

Variable	Gender	Number	Mean	S.D	t-value	p-value	Remarks
Internet Browsing Behaviour for Non Educational Purposes	Male	200	70.31	9.53	3.93	.000	Significant at .05 level
	Female	200	65.96	12.4			
	Urban	200	64.89	6.65	6.01	.000	Significant at .05 level
	Rural	200	71.38	13.74			
	Aided	200	73.46	12.3	10.73	.000	Significant at .05 level
	Government	200	62.81	6.77			

The sixth objective was to find out the significance of difference between the means of scores of Internet browsing Behavior for non-educational purposes among the students of standard Eleven w.r.to Gender, Locale and Type of management. The above table reveals that the t values indicating the differences in the means of scores of Internet Browsing Behavior for non-Educational Purposes grouped in terms

of Gender, Locale and Type of Management are greater than the table value 1.96 and the obtained p value is less than .05 at .05 level of significance with degrees of freedom 398. It shows that the male and female, Rural and Urban, Aided and Government school students of standard eleven differ significantly in their Internet Browsing Behavior for non educational purposes..

Table 7

*Relationship between each of the components of Internet Browsing Behaviour and Academic Achievement*

Components of the Variable	Number	r value	p value	Remarks
Educational Purposes and Academic Achievement	400	0.524	0.04	Significant at .05 level with degrees of freedom 398
Non-Educational purposes and Academic Achievement	400	0.027	0.589	Not significant at .05 level with degrees of freedom 398

From the table the investigator interprets that there is a positive relationship between Internet Browsing Behaviour for Educational Purposes and Academic Achievement among the Students of Standard Eleven. But there is

no significant relationship between Internet Browsing Behaviour for Non- Educational Purposes and Academic Achievement among the Students of Standard Eleven.

Table 8

*Analysis and Interpretation of Difference in the correlation of scores on the each of the components of Internet Browsing Behaviour and Academic Achievement among the Students of Standard Eleven*

Sl.No	Components	N	r	z	df	't' value	Remarks
1	Internet Browsing Behaviour for Educational purposes.	400	0.524	0.027	398	7.791	Significant at 0.05 level
2	Internet Browsing Behaviour for Non-Educational Purposes	400	0.027	0.58	398		

From the Table the investigator observes that the ‘t’ value is 7.791. This value is greater than the table value 1.96 at 0.05 level of significance with degrees of freedom 398. Thus the investigator interpreted that there exists a significant difference in the relationship between each of the components of Internet Browsing Behaviour and Academic Achievement among the Students of Standard Eleven.

### Major Findings of the Study

1. The major Educational sites browsed by the Students of Standard Eleven are Wikipedia (69%). Britannica and Encyclopedia gets second and third priority respectively.
2. The major Non- Educational sites browsed by the Students of Standard Eleven is Torrent (75%). Gmail and Kutyweb gets second and third priority respectively.
3. Majority of the Students of Standard Eleven (69.5%) possess Moderate Internet Browsing Behaviour.
4. Majority of the Students of Standard Eleven (65%) possess Moderate Academic Achievement.
5. There exists a significant difference between the Means of scores of Internet Browsing Behaviour for Educational purposes with respect to Gender and Type of Management among the Students of Standard Eleven. Female students have high Internet Browsing Behaviour for Educational purposes than Male students. Aided school students had high Internet Browsing Behaviour than Government school students.
6. There exists no significant difference between the Means of scores of Internet

Browsing Behaviour for Educational purposes with respect to Locale.

7. There exists a significant difference between the Means of scores of Internet Browsing Behaviour for Non – Educational purposes with respect to Gender Locale and Type of management. .
8. There exists a significant relationship between Internet Browsing Behaviour for Educational Purposes and Academic Achievement. But there is no significant relationship between Internet Browsing Behaviour for Non- Educational Purposes and Academic Achievement among the Students of Standard Eleven.
9. There exists a significant differences in the relationship between each of the components of Internet Browsing Behaviour and Academic Achievement among the Students of Standard Eleven.

### Discussion of the Results

The analysis of the present study revealed that majority of the students use the Educational site Wikipedia (69%) and the Non-Educational site Torrent (70%). The analysis of the present study revealed that majority (69.5%) of the students possess Moderate Internet Browsing Behaviour. And also the investigator found majority(68%) of the students possesses Moderate Academic Achievement, Internet Browsing Behaviour for Educational Purposes with respect to Gender and Type of Management shows significant difference, but Locale has no significant difference.

Internet Browsing Behaviour for Non-Educational Purposes with respect to Gender, Locale and Type of Management shows a significant difference. This indicates that Gender,

Locale and Type of Management influence their Internet Browsing Behaviour for non-educational purposes. The analysis also revealed that there is a significant relationship between Internet Browsing Behaviour for Educational Purposes and Academic Achievement. But there is no significant relationship between Internet Browsing Behaviour for Non- Educational Purposes and Academic Achievement. The analysis also revealed that there is a difference in the relationship between the components of Internet Browsing Behaviour and Academic Achievement among the Students of Standard Eleven.

### Conclusion

The Internet is a wonderful new tool that is available to the present generation of students. The Internet is the best source of reference ever; a pool of information accessible twenty four hours any time anywhere. The Internet is the most helpful tool in education. Internet is interactive. It allows students to chat, participate in forums, share their views and express thoughts. It provides a world of resources right at our fingertips. But like any other resource it has to be used wisely.

In the present world a person's Browsing Behaviour very much influences his life. In the case of students, their Browsing Behaviour influences their Academic Achievement. It may be positive or negative influence. Though often seen as a casual, incidental behavior in the general society, browsing, in the world of information, is widely recognized as an important information seeking technique.

The most exciting aspect of Internet is that it offers knowledge power. By using the Internet for academic purposes, students learn

much more than they can in a classroom and their ability to access, analyze, retain and share information improve dramatically.

Internet associated problems among young people have been highlighted in the media. The Government also viewed it as a social problem that has required legislative as well as public health education intervention. The findings will also help to form new initiatives that the Government, Secondary School and individual families can implement to address the potential negative impacts of Browsing Behaviour.

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