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## EDITOR'S NOTE

Education is an integral aspect of every society and nation. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs and habits. To attain these educational objectives apt transactional modes are to be adopted at all levels of education. For the determination and development of such suitable modes educational research which aims at improving educational practices becomes an inevitable tool.

The nature of educational research is analogous with the nature of research itself, which is systematic, reliable and valid to find the truth, investigates knowledge, and solve problems. For the dissemination and utilization of the outputs of educational research studies educational journals play a very high role. They facilitate scholarly communication regarding the findings of relevant researches conducted on various aspects of education.

The mission of **Santhom Journal of Educational Researches and Curriculum Enrichment (Santhom Journal of Edu. RACE)** is to serve as a research forum for diverse groups of scholars invested in the preparation and continued support of teachers who have a significant voice in the discussion and decision making in the field of education. This journal presents novel ideas, critical appraisals of contemporary educational problems and views and experiences on improved educational practices.

The present issue of **Santhom Journal of Edu. RACE** includes twelve research articles written by researchers and experts. The focus area of the articles contain Use of Digital Technology, Social Skill, Moral Consciousness and Gender Discrimination, Emotional Adjustment and Locus of Control, Oral English Short-Course, Science Club Activities and Curiosity, Women Empowerment, Teacher Education during COVID-19 Period, National Education Policy 2020, Studies of Dennis Osadebay and Wole Soyinka, Socio- Scientific Inquiry Based Learning and Emotional Intelligence.

All these articles are competent to play a vital role in the overall development of pedagogy, learning programmes or in policy formulation. We hope that these articles will help the teachers, teacher- educators, scholars and others involved in the field of education and educational research for the development of their profession and also for the development of the nation.

**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.

The articles may be sent as an e-mail attachment in MS Word to: [stmprincipal123@gmail.com](mailto:stmprincipal123@gmail.com). Also send three printed / typed copies to :

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Chief Editor  
Santhom Journal of Edu. RACE

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# A Study on the Relationship between Use of Digital Technology and Techno Stress among Teacher Trainees at Secondary Level

Dr. Varghese K. Cheriyan

(Principal, St. Joseph's Training College, Mannanam, Kerala)

## Abstract

The present paper aims to explore the relationship between use of digital technology and techno stress among Teacher Trainees at Secondary Level. The method adopted in the present study is survey. The population of the study was the teacher trainees studying in B.Ed. colleges affiliated to Mahatma Gandhi University, Kottayam. The investigator has used random sampling technique for selecting the sample. The investigator randomly selected 12 B.Ed. colleges affiliated to Mahatma Gandhi University. The sample consists of 1126 B. Ed. students. For collecting data, Digital technological use assessment scale and Techno stress assessment scale developed by the Investigator were used. The results reveal that there is significant relationship between use of digital technology and techno stress of B.Ed. students. This study aims to explore the issue of the stress experienced by teacher trainees whilst using technology in classroom. This study, therefore, points to an alternative way of thinking about the problems of implementing techno pedagogy by conceptualizing some of these implementation problems in terms of techno stress. Most importantly, this study provides a central idea that technology does not improve or change one's pedagogy, but can alternatively affect the learning environment, as well as the teacher-student relationship.

**Key Words :** Professional teacher, Digital technology, Techno stress, Technological skill, Instructional strategies etc.

## Introduction

Teacher education emphasises the development of specific knowledge, attitude, skills and behaviour patterns which an individual requires to perform a job adequately. So this education should develop those skills which are needed for a prospective teacher to become an excellent professional teacher. The purpose of training is to bring excellence in the specific job for which the individual is being trained (Aggarwal, 1985). Teacher education and teacher professional development are facing important quantitative

and qualitative challenges. Teachers' use of technologies has an important role in education in the 21<sup>st</sup> century. Technology can provide powerful environments eliciting modern views of learning but may not change teachers' beliefs and practice. It depends on how teachers interpret the uses of tools and how they use them to transform the learning processes (Niess, 2008).

## Integration of Digital Technology for Instructional Purpose

'Digital technology in the classroom' (DTC) can be taken to mean digital

processing systems that encourage active learning, knowledge construction, inquiry, and exploration on the part of the teacher/learners, and which allow for remote communication as well as data sharing to take place between teachers and/or learners in different physical classroom locations. It requires conscious recognition of the mediated learning environment in order to maximise the ease and clarity in the transmission of information (Koehler & Mishra, 2008).

### **Need to Integrate Technological Skills in Teacher Education**

The aim of teacher education is to develop skills and appropriate knowledge among teacher trainees for using and integrating the correct technology in an appropriate manner. Every teacher trainee should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. One must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teacher trainees integrate technology that has the potential to bring change in the education process. Teacher trainees have to make continual decisions about how to best utilise these tools in teaching, learning and assessment. In classrooms of the twenty first century, teachers will need to employ a greater range of teaching approaches appropriately and according to the need of the situation.

### **Techno Stress**

Technology stress or “techno stress” is a relatively new phenomenon in our society and culture and has affected many individuals. Techno stress can be defined as a personal

stress that occurs because of a reliance on technology or the constant anxiety of being “connected” with technology (Tarafdar, 2007). It is an undeniable fact that technology has become an integral part in today’s society. The term techno stress was coined in 1984 by a clinical psychologist, Dr. Craig Brod (1984). Techno stress is a modern disease of adaptation caused by an inability to cope with the new computer technologies in a healthy manner. It manifests itself in two distinct but related ways: in the struggle to accept computer technology, and in the more specialized form of over identification with computer technology. Although Brod (1984) looked at techno stress as a disease, other researchers considered it more as an inability to adapt to changes brought by technology. Teachers have long been concerned with the stress that comes with the occupation. As teachers continue to develop professionally, they find themselves trying to continually adapt to the society in which they teach. Teachers today face many challenges with the ongoing development of technologies. Teachers will always require some amount of support dependent upon the teachers’ own knowledge and motivation to learn and use technology. Some solutions have been offered to teachers as a way to cope with technology induced stress.

### **Significance of the Study**

Many teacher trainees know the content well but have not learned to transform or translate that knowledge into meaningful instruction. Although pre-service teachers do have a degree of knowledge with regard to ICT, they have little know-how to integrate those technologies into their teaching practice.

One of the challenges facing teacher educators is how to ensure that graduate teachers have the necessary combination of skills knowledge that will enable them to both effectively use today's technologies in the classroom as well as continue to develop and adapt to new technologies that emerge in the future. In order to use technology effectively in the classroom and to gain insight into ways of making academic information more accessible to learners, teacher trainees should have to think critically and creatively. At the same time introduction of new technology into the teaching area creates psychological strain by increasing job responsibilities. In order to facilitate competitive teaching and instructional strategies the teaching profession is expected to implement and improve effectiveness through the use of daily technologies. This use of daily technologies had implications concerning stress within the teaching profession. Therefore, integrating new technology in the classroom requires teacher trainees to be flexible and make adaptations in their instructional strategies as they deem fit. These reflections help them to improve their teaching skills. Teacher trainees have to enact, reflect, examine, and change their beliefs and practices with the introduction of new technology. Successful implementation of these activities in the classroom reduces teacher trainees' techno stress and increases their teaching competencies. This is a new area that has immense scope in the teaching learning scenario. So the investigator feels that this area of study is extremely significant.

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

This study is intended to find whether there is any relationship between the use of

digital technology and techno stress among Teacher trainees at secondary Level. The study is entitled as **A study on the Relationship between Use of Digital Technology and Techno Stress among Teacher Trainees at Secondary Level.**

#### **Operational Definitions**

##### ◆ **Use of Digital Technology :**

It refers to the skills needed to use digital technology for instructional purposes and competence to integrate technology in teaching. In the present study investigator intends to assess teacher trainees' use of digital technologies for learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation and guidance.

##### ◆ **Techno Stress :**

Techno stress can be defined as a personal stress that occurs because of a reliance on technology or the constant anxiety of being "connected" with technology (Brillhart, 2004). In the present study investigator intends to measure techno-overload, techno-invasion, techno-insecurity, techno-uncertainty, techno-complexity and techno role confusion.

##### ◆ **Teacher Trainees at Secondary Level:**

They are those who are studying Bachelor of Education (B. Ed.) in the colleges of education affiliated to Mahatma Gandhi University, Kottayam, Kerala after completing their graduation or post-graduation.

#### **Objectives**

1. To find out whether there is any significant difference in the use of digital

technology among Teacher trainees at Secondary Level in terms of Gender.

2. To find out whether there is any significant difference in techno stress among Teacher trainees at Secondary Level in terms of Gender.
3. To find out whether there is any significant relationship between the use of digital technology and techno stress among teacher trainees at secondary level.

### Hypotheses

1. There is no significant difference between male and female teacher trainees at secondary level in the use of digital technology.
2. There is no significant difference between male and female teacher trainees at secondary level in techno stress.
3. There is no significant relationship between use of digital technology and techno stress among Teacher trainees at Secondary Level.

### Method Used in the Present Study

Survey method was adopted in the present study.

**Table 1**

***Difference between male and female Teacher trainees at secondary level in their use of digital technology***

| Variable                  | Male  |       | Female |      | Calculated Value of 't' | Remarks at 5% level |
|---------------------------|-------|-------|--------|------|-------------------------|---------------------|
|                           | Mean  | SD    | Mean   | SD   |                         |                     |
| Use of Digital Technology | 155.1 | 26.06 | 159.1  | 25.2 | 2.52                    | S                   |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male

### Population for the Study

The population of the study was the Teacher Trainees studying in B.Ed. colleges affiliated to Mahatma Gandhi University, Kottayam.

### Sample

The investigator has used random sampling technique for selecting the sample. Using this technique 12 B.Ed. colleges affiliated to Mahatma Gandhi University were selected. The sample consists of 1126 B. Ed. students of these colleges.

### Tools Used

The tools developed by the investigator were used for data collection. They were :

1. Digital technological use assessment scale and
2. Techno stress assessment scale.

### Statistical Techniques Used

Mean, Standard Deviation, 't' test and Pearson Product-moment Correlation.

### Data Analysis

The data collected were analysed using appropriate statistical techniques and its details are presented below.

and female Teacher trainees at secondary level in their use of digital technology.

**Table 2**

**Difference between male and female Teacher trainees at secondary level in their techno stress**

| Dimensions of techno stress | Male   |       | Female |       | Calculated Value of 't' | Remarks at 5% level |
|-----------------------------|--------|-------|--------|-------|-------------------------|---------------------|
|                             | Mean   | SD    | Mean   | SD    |                         |                     |
| Techno-overload             | 28.91  | 5.07  | 29.49  | 4.36  | 2.03                    | S                   |
| Techno-invasion             | 30.63  | 4.9   | 30.44  | 4.39  | 0.67                    | NS                  |
| Techno-insecurity           | 29.60  | 5.27  | 29.53  | 4.67  | 0.21                    | NS                  |
| Techno-uncertainty          | 29.97  | 4.80  | 29.97  | 4.29  | 0.005                   | NS                  |
| Techno-complexity           | 31.19  | 4.81  | 30.94  | 4.37  | 0.89                    | NS                  |
| Techno role confusion       | 29.55  | 5.02  | 29.85  | 4.48  | 1.05                    | NS                  |
| Techno stress               | 179.85 | 24.94 | 180.23 | 21.22 | 0.26                    | NS                  |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female Teacher trainees at secondary level in their Techno-invasion, Techno-insecurity, Techno-uncertainty, Techno-

complexity, Techno role confusion and Techno stress, but there is significant difference between male and female Teacher trainees at secondary level in their Techno-overload.

**Table 3**

**Relationship between use of digital technology and techno stress among Teacher trainees at secondary level**

| Dimensions         | $\Sigma \chi$ | $\Sigma \chi^2$ | $\Sigma \gamma$ | $\Sigma \gamma^2$ | $\Sigma \chi \gamma$ | Calculated Value of ' $\gamma$ ' | Remarks at 5% level |
|--------------------|---------------|-----------------|-----------------|-------------------|----------------------|----------------------------------|---------------------|
| Digital technology | 176353        | 28370895        | 202779          | 37121045          | 32046421             | 0.43                             | S                   |

(For 1124 degrees of freedom at 5% level of significance, the table value of ' $\gamma$ ' is 0.062)

It is inferred from the Table 3 that there is significant relationship between use of digital technology and techno stress among Teacher trainees at secondary level.

by teacher trainees whilst using technology in classroom. This study, therefore, points to an alternative way of thinking about the problems of implementing techno pedagogy by conceptualizing some of these implementation problems in terms of techno stress. Most importantly, this study provides a central idea that technology does not improve or change one's pedagogy, but can alternatively affect the learning environment,

**Findings and Conclusions**

The results also reveal that there is significant relationship between use of digital technology and techno stress of Teacher trainees at secondary level. This study aims to explore the issue of the stress experienced

as well as the teacher-student relationship. A lot of time and resources are currently being invested into technologies and applications that have yet to be proven to be effective or efficient when compared to more traditional classroom learning contexts. Teachers and schools need to think carefully about when, why and how to use technologies as well as evaluating their efficiency and effectiveness.

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# Development and Standardisation of a Social Skill Rating Scale

Prof (Dr.) Pushpamma. C. Vadakel

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## Abstract

*Social skill is the ability to emit behaviours that are positively reinforced by others. Social skill is essential for every individual to achieve success in academic, personal and professional fields. If social skills are to be enhanced, it is necessary to assess the existing level of social skills among the individuals. This assessment and training in social skill must be done at least at the adolescent stage itself. With this objective, this social skill rating scale was constructed. The scale was developed based on five components which are closely related to adolescents. Those components are Interaction Skill, Communication Skill, Concern for others, Cooperation and Leadership. For item analysis data were collected from 400 adolescents. For establishing Norm values of social skill, data were collected from 200 adolescents. So the tool will be useful in assessing the level of social skill among adolescents.*

**Key Words :** *Social skill, Cognitive development, Mental health, Low achievement, Classroom climate, Interaction skills, Communication skill etc.*

## Introduction

Skill is goal directed and well organized behavior that is acquired through practice and performance. Social skill is defined as the ability to emit behaviors that are positively reinforced by others. According to Webre, social skills are defined as those social, interpersonal and task-related behaviors that produce positive consequences in social setting.

## Significance of Social Skills

Peer relationship contributes a great deal to both social and cognitive development and also to the effectiveness with which we function as adults.

Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationship with other children and who cannot establish healthy peer relationship are to face serious 'risks' in life. The risks are many like poor mental health,

dropping out of courses, low achievement, poor employment history and such other psychological risks (Katz and McClellan, 1991).

It is important to keep in mind that individuals vary in the development and acquisition of social skills due to variety of reasons. Researches indicate that individuals have distinct personalities and temperaments from birth onwards. The family background obviously affect the development of social skills. Certain factors which are appropriate on effective social behavior in one culture may be less effective in another. So the social skill training must be imparted in the earlier stages of development of an individual. Schools and colleges are the best venues and education is the best medium for this training. Schools and education should help children from diverse cultures and family backgrounds to bridge their differences and to find ways to learn from and enjoy the company of one another. Teachers

have the major role to be proactive in creating a classroom climate that is open, honest and accepting in nature.

In short social skill is essential for every individual to achieve success in academic, personal and professional fields. Hence it is very essential to be achieved during childhood and adolescent stage. If the social skills are to be enhanced, it is necessary to assess the existing level of social skills among the students at the childhood or adolescent stage itself. Also it is imperative to know what are the situations in which the children are good in their social skills and the situation in which they lack social skills. Hence a study of social skills will help in identifying the areas in which they have to be trained or guided. Many of our adolescents lack the requisite skills to cope with social life. Their lack of confidence stems from their difficulties in handling a variety of social encounters. For such children it is essential to develop Social skills. So this study was undertaken to develop and validate a rating scale to assess the social skill of adolescents.

### **Social Skill Rating Scale**

The items of social skill rating scale were prepared using information from many sources. For selecting the components of the scale, the investigator made a thorough study of the theoretical aspects of social skill and the most suitable components for assessing the social skill of adolescents were selected in consultation with experts in the field. Five components which are very much related to adolescents were selected. The selected components are described below.

#### ◆ **Interaction Skill**

Interaction skill means being able to make and keep friendly relationship which is of great importance to their mental and social

wellbeing. Success in developing interaction ship with least friction and unpleasantness will depend on the student's willingness to get along with others. It also means maintaining good relationship with family members and peers, sensitivity to feelings of others, loyalty and genuine interest in others.

#### ◆ **Communication Skill**

It is the art of sending clear convincing messages. People with this ability are effective in giving and taking ideas and emotional cues. They welcome sharing of information fully, foster open communication and stay receptive to bad news as well as good. Sometimes specific deficits in nonverbal skills can be seen. These include avoidance of eye contact, lack of expressive gestures and signs of tension in their posture. Speech can be hesitant and inarticulate. Deficits in conversational skills appear to be a significant factor in the individual's social skill development.

#### ◆ **Concern for others**

Formation of strong emotional bond with others like respect for family and friends, participation in personal discussions, good relationship with authorities and congenial associations with peer group etc. are much related to this component. People with this quality will be ready to render any help at any cost at any time and ready to sacrifice their personal interest for the wellbeing of others.

#### ◆ **Cooperation**

It means working with others towards shared goals. People having this ability focus on tasks with much attention, maintain relationships, share plans, information and resources and promote a friendly cooperative climate for collaboration.



#### ♦ Leadership

Leadership is often considered as the ability to influence a group of people towards the achievement of goals. Leadership is a process of leading people in the right direction in order to achieve goals. It is the art of influencing and directing people in such a way that will win their obedience, confidence, respect and loyal cooperation in achieving common objectives.

#### Preparation of Blue Print

Blue print of the present social skill rating scale contained fifty items (25 positive items and 25 negative items).

**Table 1**

**Blue print for social skill rating scale**

| Sl. No. | Components              | Positive Items | Negative Items | Total |
|---------|-------------------------|----------------|----------------|-------|
| 1       | Interaction skill (A)   | 5              | 5              | 10    |
| 2       | Communication skill (B) | 5              | 5              | 10    |
| 3       | Concern for others (C)  | 5              | 5              | 10    |
| 4       | Cooperation (D)         | 5              | 5              | 10    |
| 5       | Leadership (E)          | 5              | 5              | 10    |

#### Draft Form of Social Skill Rating Scale

After a thorough study on the theory of social skill, 100 statements (favorable and unfavorable almost equal in number) were prepared and it was given to two experts for criticism and suggestions. As per their suggestions, some items were deleted and some were modified. Thus after editing, the draft consisted of 90 items in which 43 were positive and 47 were negative statements.

The response sheet was made in such a way that five responses namely, strongly agree (SA), agree (A), undecided (UD),

disagree (DA) and strongly disagree (SDA). The students were asked to read each statement and put tick mark in any one of the five columns which they think is most relevant. For positive statement the score 5, 4, 3, 2 or 1 was given for responses; strongly agree, agree, undecided, disagree, strongly disagree respectively. Scoring share was reversed for negative statement that is 1, 2, 3, 4, 5. The score of all items were summated to obtain the social skill score of an individual.

#### Preliminary Administration

Permission for administering the scale was secured before. The draft scale was administered in a sample of 416 Higher secondary school students. Necessary instructions were given and they were asked to record their response by putting a tick mark.

After the scoring of all response sheets, item analysis (item discrimination) was done to select suitable items for the final social skill rating scale. Out of the 416 response sheets, 12 sheets were found to be incomplete and they were excluded from item analysis. Out of 404 response sheets, four were randomly picked up and kept aside for convenience in calculation. Finally 400 score sheets were used for item analysis.

#### Item Discrimination

The purpose of preliminary administration is to select items that are most acceptable. For this discrimination index of each item was found out.

The 400 response sheets were arranged in the descending order of the total scores and the highest 25 percent (the top 100) and the lowest 25 percent (the bottom 100) response sheets alone were used as extreme groups for item analysis. That is the upper and lower quartiles were only considered for item analysis.

Then considered the upper group with respect to each item. Suppose the item considered is 'item No. 1'. Find the total score obtained for that item from the 100 respondents belonging to higher group. This total score was divided by the number of respondents i.e. 100. Thus the mean weightage of item No. 1 for the upper quartile i.e.  $M_1$  was calculated. In the same way the arithmetic mean of the scores for item 1 for the lower group; i.e.  $M_2$  was also calculated. Then the difference of these means, i.e. ( $M_1 - M_2$ ) was found out. This difference can be considered as a criterion to decide whether that item has the required discriminating power. Suppose  $M_1$  and  $M_2$  are 4.6 and 2.1 respectively for item No. 1. Then  $M_1 - M_2 = 2.5$ . It is known that the maximum difference in the scores possible for any single item is '4' got by subtracting the lowest score of '1' from the highest score '5'. Now compared the obtained value of  $M_1 - M_2$  (2.5) with the maximum possible difference (4). The obtained difference (2.5) was converted into percentage of maximum possible difference. This comes to 62.5 percent. This is rather sufficiently high and hence item no. 1 is acceptable.

If  $M_1 - M_2$  is 40 percent or more the maximum possible difference (4), i.e. 1.6 or more; it can be considered to have sufficient discriminating power. If it is less than 1.6, the item is to be rejected. (It should be remembered that the value 1.6 is applicable in the case of a five point scales only. Otherwise it should be taken as 40% or more).

This is a convenient technique, helpful for analysing items for the purpose of selection to the final tool (Soman, 2008). Thus the discriminating power of all the 90 items were calculated. Out of these, 50 items (25 positive and 25 negative) having high discriminating

power were selected for the final form of the scale. The discriminating index of the items selected are given in table 2.

**Table 2**

***Discriminating index of items in the social skill rating scale***

| Item No. | U   | L   | $M_1$ | $M_2$ | Dp=<br>$M_1 - M_2$ |
|----------|-----|-----|-------|-------|--------------------|
| 1        | 438 | 169 | 4.38  | 1.69  | 2.69               |
| 2        | 454 | 178 | 4.54  | 1.78  | 2.76               |
| 3        | 430 | 192 | 4.30  | 1.92  | 2.38               |
| 4        | 438 | 170 | 4.38  | 1.70  | 2.68               |
| 5        | 423 | 198 | 4.23  | 1.98  | 2.25               |
| 6        | 450 | 207 | 4.50  | 2.07  | 2.43               |
| 7        | 432 | 216 | 4.32  | 2.16  | 2.16               |
| 8        | 407 | 193 | 4.07  | 1.93  | 2.14               |
| 9        | 399 | 191 | 3.99  | 1.91  | 2.08               |
| 10       | 415 | 205 | 4.15  | 2.05  | 2.10               |
| 11       | 405 | 209 | 4.05  | 2.09  | 1.96               |
| 12       | 378 | 181 | 3.78  | 1.81  | 1.97               |
| 13       | 402 | 192 | 4.02  | 1.92  | 2.10               |
| 14       | 423 | 203 | 4.23  | 2.03  | 2.20               |
| 15       | 399 | 185 | 3.99  | 1.85  | 2.14               |
| 16       | 413 | 204 | 4.13  | 2.04  | 2.09               |
| 17       | 381 | 176 | 3.81  | 1.76  | 2.05               |
| 18       | 387 | 186 | 3.87  | 1.86  | 2.01               |
| 19       | 388 | 180 | 3.88  | 1.80  | 2.08               |
| 20       | 385 | 169 | 3.85  | 1.69  | 2.16               |
| 21       | 377 | 170 | 3.77  | 1.70  | 2.07               |
| 22       | 412 | 201 | 4.12  | 2.01  | 2.11               |
| 23       | 419 | 199 | 4.19  | 1.99  | 2.20               |
| 24       | 390 | 189 | 3.90  | 1.89  | 2.01               |
| 25       | 368 | 175 | 3.68  | 1.75  | 1.93               |
| 26       | 395 | 172 | 3.95  | 1.72  | 2.23               |

| Item No. | U   | L   | M <sub>1</sub> | M <sub>2</sub> | Dp=<br>M <sub>1</sub> -M <sub>2</sub> |
|----------|-----|-----|----------------|----------------|---------------------------------------|
| 27       | 392 | 194 | 3.92           | 1.94           | 1.98                                  |
| 28       | 347 | 149 | 3.47           | 1.49           | 1.98                                  |
| 29       | 372 | 137 | 3.72           | 1.37           | 2.35                                  |
| 30       | 391 | 176 | 3.91           | 1.76           | 2.15                                  |
| 31       | 394 | 187 | 3.94           | 1.87           | 2.07                                  |
| 32       | 415 | 192 | 4.15           | 1.92           | 2.23                                  |
| 33       | 410 | 196 | 4.10           | 1.96           | 2.14                                  |
| 34       | 383 | 171 | 3.83           | 1.71           | 2.12                                  |
| 35       | 370 | 165 | 3.70           | 1.65           | 2.05                                  |
| 36       | 416 | 198 | 4.16           | 1.98           | 2.18                                  |
| 37       | 409 | 202 | 4.09           | 2.02           | 2.07                                  |
| 38       | 386 | 187 | 3.86           | 1.87           | 1.99                                  |

| Item No. | U   | L   | M <sub>1</sub> | M <sub>2</sub> | Dp=<br>M <sub>1</sub> -M <sub>2</sub> |
|----------|-----|-----|----------------|----------------|---------------------------------------|
| 39       | 392 | 192 | 3.92           | 1.92           | 2.00                                  |
| 40       | 416 | 204 | 4.16           | 2.04           | 2.12                                  |
| 41       | 396 | 201 | 3.96           | 2.01           | 1.95                                  |
| 42       | 404 | 202 | 4.04           | 2.02           | 2.02                                  |
| 43       | 389 | 153 | 3.89           | 1.53           | 2.36                                  |
| 44       | 377 | 167 | 3.77           | 1.67           | 2.10                                  |
| 45       | 390 | 191 | 3.90           | 1.91           | 1.99                                  |
| 46       | 412 | 189 | 4.12           | 1.89           | 2.23                                  |
| 47       | 416 | 204 | 4.16           | 2.04           | 2.12                                  |
| 48       | 387 | 188 | 3.87           | 1.88           | 1.99                                  |
| 49       | 361 | 140 | 3.61           | 1.40           | 2.21                                  |
| 50       | 345 | 136 | 3.45           | 1.36           | 2.09                                  |

U- Total score of upper group, L-Total score of lower group, M<sub>1</sub>- Mean of upper group, M<sub>2</sub>- Mean of lower group, Dp- Discriminating power.

**Preparation of the Final Form of the Social Skill Rating Scale**

The final social skill rating scale included 5 sections. Section A included items

under the component 'interaction skill', section B included items related to the component 'communication skill', section C items related to the component 'concern for others', section D, 'cooperation' and section E items related to 'leadership skill'. Each section contained 10 items, five positive and five negative items. The final tool is presented in table 3.

**Table 3**  
**Social Skill rating scale (Final form)**

|   | Section A   | SA | A | UD | DA | SDA |
|---|---|----|---|----|----|-----|
| 1 | When I find few familiar faces in any social program, I introduce myself to the people around me.       |    |   |    |    |     |
| 2 | When I perceive one of my classmates has no friends and no one speaks to him, I also avoid his company. |    |   |    |    |     |
| 3 | When I visit some places, I am interested in meeting people and learn their culture                     |    |   |    |    |     |
| 4 | When our relatives or friends visit our home, I tell them to visit us often.                            |    |   |    |    |     |
| 5 | Sometimes I will be lost myself in a world of my own  |    |   |    |    |     |
| 6 | I always listen to others   |    |   |    |    |     |

|                  |   | SA | A | UD | DA | SDA |
|------------------|---|----|---|----|----|-----|
| 7                | When I come to know someone is going to say something, I finish the sentence for him.                   |    |   |    |    |     |
| 8                | I keep quiet while others speak actively in group discussions   |    |   |    |    |     |
| 9                | I don't like to go to people and initiate conversation  |    |   |    |    |     |
| 10               | I do not bother to keep eye contact while talking with others.  |    |   |    |    |     |
| <b>Section B</b> |   |    |   |    |    |     |
| 11               | I change the way I talk depending on whom I am speaking with.   |    |   |    |    |     |
| 12               | I interrupt the speaker if I disagree with a statement he/she had made.                                 |    |   |    |    |     |
| 13               | I find it easy putting my thoughts into words   |    |   |    |    |     |
| 14               | I look into the eyes or at the face of my audience while speaking and do not try to shift the contact   |    |   |    |    |     |
| 15               | I fail to seek others attention while speaking. (others do not give attention while I am speaking)      |    |   |    |    |     |
| 16               | Many times my friends had referred me as 'stupid' or 'fool' or 'immature' when I am saying something    |    |   |    |    |     |
| 17               | Others are interested in talking to me.   |    |   |    |    |     |
| 18               | I am afraid to speak loudly in groups or in public  |    |   |    |    |     |
| 19               | I forget the points and do not get proper words when I speak in public.                                 |    |   |    |    |     |
| 20               | I enjoy public speaking   |    |   |    |    |     |
| <b>Section C</b> |   |    |   |    |    |     |
| 21               | I help my classmates who are weak in studies and economically poor                                      |    |   |    |    |     |
| 22               | When my companion is struggling to complete his or her notes I ignore her/him                           |    |   |    |    |     |
| 23               | When I observe my classmate is carrying a big bundle of books, I go and take some.                      |    |   |    |    |     |
| 24               | Though my mother is busy in kitchen, I feel lazy to work in kitchen                                     |    |   |    |    |     |
| 25               | I don't like to be in a group   |    |   |    |    |     |
| 26               | When a friend asks me to accompany him/her for an urgent work, I make excuses to avoid it.              |    |   |    |    |     |
| 27               | If an old women wants to cross the road, I sense her need, speak to her and help her to cross the road. |    |   |    |    |     |
| 28               | I motivate others.  |    |   |    |    |     |

|                  |  | SA | A | UD | DA | SDA |
|------------------|--|----|---|----|----|-----|
| 29               | If I had to spend some time for others, I feel it as mere waste of time.   |    |   |    |    |     |
| 30               | I like to do experiments in pair.  |    |   |    |    |     |
| <b>Section D</b> |  |    |   |    |    |     |
| 31               | When my friends' views differ from mine, I slowly withdraw the relationship  |    |   |    |    |     |
| 32               | I have only very few friends   |    |   |    |    |     |
| 33               | I am not ready to adjust my personal work for the sake of group work.  |    |   |    |    |     |
| 34               | When my companion is given responsibility of a group work, I slowly withdraw and do the minimum.                           |    |   |    |    |     |
| 35               | Being the leader of a group, when others congratulate me for the success of the work, I attribute it to the group members. |    |   |    |    |     |
| 36               | I take the maximum responsibilities which contribute to the success of the group.  |    |   |    |    |     |
| 37               | When my classmates are in trouble, I offer my help in solving the problem.   |    |   |    |    |     |
| 38               | I like to exchange information with others.  |    |   |    |    |     |
| 39               | I like to participate in all school activities.  |    |   |    |    |     |
| 40               | I don't like to share my things (pen, pencil, papers) with others.   |    |   |    |    |     |
| <b>Section E</b> |  |    |   |    |    |     |
| 41               | When my team members are depressed due to setbacks, I cheer them up with my inspiring words.                               |    |   |    |    |     |
| 42               | When we work in group, I don't like to be a mere follower. I always dare to say my opinion.                                |    |   |    |    |     |
| 43               | Others often tease me.   |    |   |    |    |     |
| 44               | In group discussion, debates etc. my friends and teachers often ask me to talk.  |    |   |    |    |     |
| 45               | Many a times I have taken the responsibility of conducting debates and discussions.  |    |   |    |    |     |
| 46               | Others ignore me, especially in conversations.   |    |   |    |    |     |
| 47               | I prefer individual work than team work.   |    |   |    |    |     |
| 48               | Always I avoid taking responsibility of group work   |    |   |    |    |     |
| 49               | Others always agree with my ideas.   |    |   |    |    |     |
| 50               | When conflicts occur in my group, I find it difficult to resolve it.   |    |   |    |    |     |

### Determining the Validity and Reliability of the Scale.

Validity of a scale is defined as “the accuracy with which it measures what it is intended to measure” (Remmers & Gage, 1955). The procedure adopted for developing the scale, gives evidence regarding the validity of the scale. The social skill rating scale was prepared very carefully following the principles of rating scale construction (Likert 1932, Thurstone 1946 and Edwards 1957). The item selection procedure itself gives proof of internal validity of the scale. The face validity of the scale was ascertained through the critical scrutiny of the scale by two experts. The statistical or empirical validity of scale was established by correlating the scores of the scale (N= 50) with scores on another standardized social skill rating prepared by Hemalatha & Kumaran (2006). The obtained coefficient of correlation (validity coefficient) was found to be 0.73 showing that the social skill rating scale is reasonably valid.

Reliability of the scale is defined as the consistency with which it measures what it is intended to measure. The reliability of the final scale was determined by test-retest method. The final scale was administered twice to 60 Higher Secondary School students of age group 15 to 19, within a period of 14 days interval. The coefficient of correlation between the two tests was found to be 0.78. So this rating scale has high reliability.

### Norms of the Scale

Norms for the scale was determined, following one of the conventional methods adopted in the field of psychology and education (Rogers, 1931). The norms for the present scale were based on 200 Higher Secondary School students under the age group 15 to 19 years. The score obtained by

an individual can be interpreted with the help of the norms given below.

**Table 4**

#### **Norm values for the variable social skill**

| S. No. | Groups                        | Norm Values            |
|--------|-------------------------------|------------------------|
| 1      | High level of social skill    | Score above 198        |
| 2      | Average level of social skill | Score between 144- 198 |
| 3      | Low level of social skill     | Below 144              |

N = 200, M = 174.31, O = 23.46

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# Moral Consciousness in the Context of Gender Discrimination

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## Abstract

*The status of women in ancient India has been a very complicated one because of the paradoxical statements in different religious scriptures and sometimes in the same text at different places. In India, discriminatory attitude towards men and women have existed for generations and affect the lives of both genders. After independence the status of women in India has substantially improved. Different states and union territories of India, in cooperation with the central government, have initiated a number of region-specific programs targeted at women to help reduce gender inequality. At the same time, both gender categories are expected to protect, care, love and support the male/female in all walks of life based on morality based value frame. This study is conducted among 30 households in Mutholy Grama Panchayat of Kottayam district to study the causes, status, feeling of gender discrimination and the consciousness on moral male and moral female. It is found that the rural people are aware of different forms of discrimination, its causes, etc, but at the same time the majority are unaware of the concept of moral male and moral female. Right type of education based on gender sensitivity, gender role and gender morality are to be included in all curricular and co-curricular initiatives and programmes.*

**Key Words :** *Gender discrimination, Gender identity, Moral male, Moral female, Illiteracy, Gender sensitivity, Gender role, Gender morality, etc*

## Introduction

The realization of a truly prosperous society is dependent on the establishment of a social framework that allows individuals to choose various lifestyles regardless of their gender, and without being bound by such rigid, stereotyped gender roles that assume that child rearing and nursing are exclusively women's duties, while men are the workers, tax-payers and pension renderers who support the nation. In reality, however, although gender equality has more or less been achieved in many countries as far as laws and legislations are concerned, women's participation in the policy and decision-making processes remains insufficient, and women

still have few opportunities to realize their full potential.

## Women's Status: Historical Perspective

In India, discriminatory attitude towards men and women have existed for generations and affect the lives of both genders. Although the constitution of India has granted men and women equal rights, gender disparity still remains. Gender discrimination violates human rights. Due to a lack of objective research on gender discrimination against men, it is perceived that it is only women who are suffering. Women are perceived to be disadvantaged at work. In India, discriminatory attitudes towards either sex have existed for generations and

affect the lives of both sexes. Although the constitution of India has granted men and women equal rights, gender disparity still remains.

Gender discrimination is discrimination on the basis of actual or perceived gender identity. Identity is the gender related identity appearance or mannerisms or other gender related characteristics of an individual, with or without regards to individual's sex at birth. Sexism is prejudice based on biological sex. Gender discrimination specifically addresses discrimination towards identity based on orientations, including third gender, gender queer and other non-binary identified people.

Various studies and reports have given descriptions regarding the status of women in ancient India, Medieval India, British period and Independent India.

### **Background and Context of the Study**

In India, cultural influences favour the preference for sons for reasons related to kinship, lineage, inheritance, identity, status, and economic security. This preference cuts across class and caste lines, and it discriminates against girls. In extreme cases, the discrimination takes the form of honor killings where families kill daughters or daughter in laws who fail to conform to gender expectations about marriage and sexuality. When a woman does not conform to expected gender norms she is shamed and humiliated because it impacts both her and her family's honor, and perhaps her ability to marry.

Both women and men are important for reproduction. The cultural construct of Indian society which reinforces gender bias against men and women, with varying degrees and variable contexts against the opposite sex, has led to the continuation of

India's strong preference for male children. Female infanticide and sex-selective abortion is adopted and strongly reflects the low status of Indian women. Census 2011 shows decline of girl population (as a percentage to total population) under the age of seven, with activists estimating that eight million female foetuses may have been aborted in the past decade. The 2005 census shows infant mortality figures for females and males are 61 and 56, respectively, out of 1000 live births, with females more likely to be aborted than males due to biased attitudes.

A decline in the child sex ratio (0-6 years) was observed with India's 2011 census reporting that it stands at 914 females against 1,000 males, dropping from 927 in 2001 - the lowest since India's independence. Although literacy rates are increasing, female literacy rate lags behind the male literacy rate. Literacy for females stands at 65.46%, compared to 82.14% for males. An underlying factor for such low literacy rates are parents' perceptions that education for girls are a waste of resources as their daughters would eventually live with their husbands' families and they will not benefit directly from the education investment.

According to a recent report by the Congressional Research Service, "although the majority of federal courts to consider the issue have concluded that discrimination on the basis of gender identity is not sex discrimination, there have been several courts that have reached the opposite conclusion". Hurst states that "courts often confuse sex, gender and sexual orientation, and confuse them in a way that results in denying the rights not only of gays and lesbians, but also of those who do not present themselves or act in a manner traditionally expected of their sex".



## Gender Discrimination in India

Gender discrimination continues to be an enormous problem within Indian society. Traditional patriarchal norms have relegated women to secondary status within the household and workplace. This drastically affects women's health, financial status, education, and political involvement. Women are commonly married young, quickly become mothers, and are then burdened by stringent domestic and financial responsibilities. They are frequently malnourished since women typically are the last member of a household to eat and the last to receive medical attention. Additionally, only 54 percent of Indian women are literate as compared to 76 percent of men. Women receive little schooling, and suffer from unfair and biased inheritance and divorce laws. These laws prevent women from accumulating substantial financial assets, making it difficult for women to establish their own security and autonomy.

In Rajasthan, all of these problems are aggravated by high levels of seasonal migration. For many men in Rajasthan, migration is required since rural parts of Rajasthan often lack a sufficient economy to provide income for a family year-round. Women are commonly left behind to care and provide for the entire household. This is increasingly difficult because it is estimated that an average woman's wage is 30 percent lower than a man's wage working in a similar position. While these mothers work, they must also tend to domestic responsibilities. This formula for supporting Rajasthani families leaves little resource for the growth and development of women's rights and education levels.

A strong 'son preference' female foeticide plague the area. In 2001, for every

1,000 males living in Rajasthan there were only 922 women (Marthur et. al., 2004). Having sons is economically advantageous to families due to cultural institutions; these institutions serve to drastically devalue the roles women play in the traditional society. Women continue to struggle to achieve equal status to men, making gender equity an issue of particular importance for Rajasthan.

## Government Initiatives to Reduce Gender Inequality

Different states and union territories of India, in cooperation with the central government, have initiated a number of region-specific programs targeted at women to help reduce gender inequality over the 1989-2013 periods. Some of these programs include Swarnajayanti Gram Swarozgar Yojana, Sampoorna Gramin Rozgar Yojana, Awareness Generation Projects for Rural and Poor women, Condensed Course of Education for Adult Women, Kishori Shakti Yojana, Swayamsidha Mahila Mandal Programme, Rashtriya Mahila Kosh, Support to Training and Employment Programme for Women, Swawalamban Programme, Swashakti Project, Swayamsidha Scheme, Mahila Samakhya Programme, Integrated Child Development Services, Balika Samridhhi Yojana, National Programme of Nutritional Support to Primary Education (to encourage rural girls to attend primary school daily), National Programme for Education of Girls at Elementary Level, Sarva Shiksha Aabyhiyan, Ladli Laxmi Yojana, Delhi Ladli Scheme and others.

The Constitution of India guarantees to all Indian women equality (Article 14), no discrimination by the State (Article 15(1)), equality of opportunity (Article 16), and equal pay for equal work (Article 39(d)). In addition, it allows special provisions to be made by

the State in favour of women and children (Article 15(3)), renounces practices derogatory to the dignity of women (Article 51(A) (e)), and also allows for provisions to be made by the State for securing just and humane conditions of work and for maternity relief. (Article 42).

Feminist activism in India gained momentum in the late 1970s. One of the first national-level issues that brought women's groups together was the Mathura rape case. The acquittal of policemen accused of raping a young girl Mathura in a police station led to country-wide protests in 1979-1980. The protests, widely covered by the national media, forced the Government to amend the Evidence Act, the Criminal Procedure Code, and the Indian Penal Code; and created a new offence, custodial rape. Female activists also united over issues such as female infanticide, gender bias, women's health, women's safety, and women's literacy.

### **Moral Male and Moral Female**

The deliberations on moral male and moral female started with the famous book, 'Moral Man and Immoral Society: A Study in Ethics and Politics' (1932) by Reinhold Niebuhr, an American at Union Theological Seminary (UTS) in New York City. The thesis of the book is that people are more likely to sin as members of groups than as individuals. Niebuhr wrote the book in a single summer. The book attacks liberalism, both secular and religious, and is particularly critical of John Dewey. Moral Man and Immoral Society generated much controversy and raised Niebuhr's public profile significantly. Initial reception of the book by liberal Christian critics was negative, but its reputation soon improved as the rise

of fascism throughout the 1930s was seen as having been predicted in the book. Soon after the book's publication, Paul Lehmann gave a copy to Dietrich Bonhoeffer, who read it and was impressed by the book's thesis but disliked the book's critique of pacifism. The book eventually gained significant readership among American Jews because, after a period of considerable anti-theological sentiment among Jews in the United States, many Jews began to return to the study of theology and, having no Jewish works of theology to read, turned to Protestant theological works.

The concept of moral male denotes the male members in the family and society should have a strong moral and value framework for their relations and entitlements. They are expected to protect, care, love and support the female in all walks of life. In the same way, the moral female also should have this value frame to care, love and support the male. This interdependence and collaboration bring valuable changes in our society.

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

Gender discriminations are mostly seen in family land sharing among sisters and brothers. Indian laws on rape, dowry and adultery have women's safety at heart but these highly discriminatory practices are still talking place at an alarming rate. Gender inequality in India refers to health, education, economic and political inequalities between men and women in India. Various international gender inequality indices rank India differently on each of these factors, as well as on a composite basis, and these indices are controversial. Gender inequalities and its social causes impact India's sex ratio, women's health over their lifetimes, their educational attainment, and economic

conditions. Gender inequality in India is a multifaceted issue that concerns men and women alike. Some argue that some gender equality measures, place men at a disadvantage. However, when India's population is examined as a whole women are at a disadvantage in several important ways.

Police records in India show a high incidence of crimes against women. The National Crime Records Bureau reported in 1998 that by 2010 growth in the rate of crimes against women would exceed the population growth rate. Earlier many crimes against women were not reported to police due to the social stigma attached to rape and molestation. Official statistics show a dramatic increase in the number of reported crimes against women. Though the Indian constitution provides equal rights and privileges for men and women and makes equal provision to improve the status of women in society, majority of women are still unable to enjoy the rights and opportunities guaranteed to them.

Traditional value system, low level of literacy, more house hold responsibilities lack of awareness, non-availability of proper guidance, low mobility, lack of self confidence family discouragement and advanced science and technology are some of the factors responsible to create gender disparity in our society. The most important causes of gender disparity such as poverty, illiteracy, unemployment, social customs, belief and anti-female attitude are discussed here. Attaining gender justice is not an easy task in India. From time immemorial, a girl child has been considered as an unwanted entity and a burden that the parents would not mind doing away with. Discrimination against

women begins even before her birth. The gruesome evils of female feticide and infanticide prove how brutal the world could be to women.

### **Objectives of the Study**

1. To analyze the general information covered under the sample selected for the study
  - ◆ About the locale of the study
  - ◆ Age, Occupation, educational qualification and monthly income of the sample.
2. To identify the opinion of the family about reasons responsible for gender discrimination.
3. To identify the problems related with different fields of gender discrimination.
4. To assess the satisfaction level of family about the reservation for women.
5. To identify the opinion of the family about capabilities of men and women in all fields.
6. To identify the moral male and moral female consciousness among rural people.

### **Methodology**

Study about gender discrimination is a descriptive study based on both primary data and secondary data. Secondary data were collected from various books and record of government of Kerala, particularly from documents of local self governments. The primary data required for the study were collected from selected respondents by using questionnaire method. The questionnaire consist of 4 sections like general information, personal information, questions related to gender discrimination and consciousness on moral male and moral female. Secondary data

were collected from the various books, records and website. Mutholy Grama Panchayath of Kottayam District has been selected as the sample area for the purpose of this study. A total number of 122 respondents, male and female, of different age group from 30 households have been selected for the purpose of this study. The study covers a period of 12-09-2017 to 20-09-2017.

### Analysis and Interpretation of Data

#### Objective: 1

To analyze the general information covered under the sample selected for the study

- ◆ About the locale of the study

Kottayam District is one of the 14 districts in the state of Kerala, India. Covering an area of 55.40 square kilometers. It is located in the south-central Kerala with a population of 1,29,894, according to the 2011 census. Kottayam is a pioneering center of modern education in Kerala. Kottayam became India's first city to achieve 100% literacy in 1989, while the district became the first tobacco free district in India on September 28, 2008. The city is also called 'Akshara Nagari' (City of Alphabets). Kottayam has a vast of rivers, backwaters, ancient religious places and hill stations. Kottayam has a mountainous terrain as well as low areas very close to sea level. Depending on the location different varieties of food crops as well as cash crops are cultivated. Mutholy Gramapanchayath lies on both sides of the Meenachil River. It is nearly 5 km away from the town of Palai. Total area is 18.12 sq km and population is 15267.

- ◆ Age Occupation, educational qualification and monthly income of the sample.

**Table 1**

#### Age wise classification of respondents

| Sl. No | Age      | No. of respondents | Percentage |
|--------|----------|--------------------|------------|
| 1      | Below 5  | 4                  | 3.3        |
| 2      | 5-15     | 15                 | 12.3       |
| 3      | 15-35    | 49                 | 40         |
| 4      | 35-55    | 35                 | 28.6       |
| 5      | 55-75    | 18                 | 14.8       |
| 6      | Above 75 | 1                  | 0.82       |
| Total  |          | 122                | 100        |

The above table shows that the age wise classification of respondents. Most of the respondents (40% of total respondents) belongs to the age group of 15 to 35 and 28.6% of respondents are in the age group of 35-55. 12.3% of total respondents are included in the age group of 5-15. Only 14.8% and 3.3% of respondents are included in 55 to 75 and below 5 respectively. Only 1% of respondents are under the above 75 age group.

**Table 2**

#### Education wise classification of respondents

| Sl. No | Education     | No. of respondents | Per cent resp |
|--------|---------------|--------------------|---------------|
| 1      | Illiterate    | 0                  | -             |
| 2      | Primary       | 18                 | 14.8          |
| 3      | High school   | 37                 | 30.3          |
| 4      | Plus Two      | 19                 | 15.5          |
| 5      | Degree        | 26                 | 21.3          |
| 6      | PG            | 12                 | 9.8           |
| 7      | Professionals | 2                  | 1.6           |
| 8      | Any other     | 8                  | 6.5           |
| Total  |               | 122                | 100           |

The above table reveals the information regarding the educational qualification of the respondents. Most of the respondents have the education of high school (30.3% of respondents) and 21% of the respondents have degree. 14% of respondents have primary education. Only 9.8% of the respondents have PG and 1.6% were professionals. None of the respondents were illiterate.

**Table 3****Income wise classification of respondents**

| Sl. No | Income      | No.of house holds | Percentage |
|--------|-------------|-------------------|------------|
| 1      | Below 2000  | 0                 | -          |
| 2      | 2000-5000   | 5                 | 16.6       |
| 3      | 5000-10000  | 5                 | 16.6       |
| 4      | 10000-25000 | 13                | 43.3       |
| 5      | 25000-40000 | 3                 | 10         |
| 6      | 40000-60000 | 4                 | 13.3       |
| 7      | Above 60000 | 0                 | -          |
| Total  |             | 30                | 100        |

The above table reveals the information regarding the income wise classification of the respondents. 43.3% of respondents have monthly family income in between Rs 10000 to 25000. 16.6% of respondents have monthly family income in between 5000-10000 and also 2000-5000 income group. 10% of respondents have monthly family income between Rs 25000 to 40000.

**Table 4****Gender wise classification of respondents**

| Sl. No | Gender | No.of respondents | Percentage |
|--------|--------|-------------------|------------|
| 1      | Male   | 55                | 44         |
| 2      | Female | 67                | 55         |
| Total  |        | 122               | 100        |

This table shows that 44% respondents are male and 55% of respondents are females.

**Objective 2**

To identify the opinion of the family about reasons responsible for gender discrimination.

**Table 5****Reasons responsible for Gender discrimination**

| Sl. No | Reasons               | No.of Responses out of 30 | Percentage |
|--------|-----------------------|---------------------------|------------|
| 1      | Alcoholism            | 28                        | 36.4       |
| 2      | Drugs                 | 24                        | 31.1       |
| 3      | Conventional believes | 25                        | 32.5       |
| Total  |                       | 77                        | 100        |

This table shows that number of responds out of the 30 families. 36.4% says that the major reason of gender discrimination is the trend of alcoholism, 31.1% are agreed that the reason for gender discrimination is the over usage of drugs, and 32.5% says that the reason for gender discrimination is conventional believes.

**Objective 3**

To identify the problems related with different fields of gender discrimination.

**Table 6**  
**Different fields of Gender discrimination**

| Sl. No | Fields       | No.of Responses out of 30 | Percentage |
|--------|--------------|---------------------------|------------|
| 1      | Home         | 4                         | 6.2        |
| 2      | School       | 13                        | 20         |
| 3      | Work place   | 21                        | 32.3       |
| 4      | Public place | 27                        | 41.5       |
| Total  |              | 65                        | 100        |

Table 6 shows that out of 65 responses obtained from 30 families. 6.2% feel gender discrimination from their home, 20% feel discrimination from school, 32.3% from work place, and 41.5% feel discrimination from public place. The majority of the persons feel gender discrimination from public places.

**Objective 4**

To assess the satisfaction level of family about the reservation for women

**Table 7**  
**Opinion about Reservation for women**

| Sl. No | Opinion    | No.of Responses | Percentage |
|--------|------------|-----------------|------------|
| 1      | Good       | 27              | 90         |
| 2      | Bad        | 0               | 0          |
| 3      | No Opinion | 3               | 10         |
| Total  |            | 30              | 100        |

Table 7 shows the opinion of families in the case of reservation for women. 90% of respondents says that the reservation for women is good, 10% of respondents say that they have no opinion about reservation for women, none of them say reservation for women is bad. Therefore the reservation for

women is good and it helps to encourage women's ability.

**Objective 5**

To identify the opinion of the family about capabilities of men and women in all fields

**Table 8**  
**Equality in the capacity of men and women**

| Sl. No | Opinion | No.of Responses | Percentage |
|--------|---------|-----------------|------------|
| 1      | Yes     | 0               | -          |
| 2      | No      | 30              | 100        |
| Total  |         | 30              | 100        |

Table 8 reveals that out of 30 families 100% say that the capacity of women and men are different and also men and women are not equally capable to all fields.

**Objective 6**

To identify the Moral male and moral female consciousness among rural people

**Table 9**  
**Moral male and moral female consciousness**

| Sl. No | Opinion | No.of Responses | Percentage |
|--------|---------|-----------------|------------|
| 1      | Yes     | 24              | 19.67      |
| 2      | No      | 98              | 80.33      |
| Total  |         | 122             | 100        |

From table 9 it is clear that out of the total sample 19.67 of rural respondents are conscious of the concept of moral male and female. Where as 80.33 % of respondents are not at all conscious about the concept of moral male and female.

### Findings of the Study

1. Majority of the respondents selected for the study come under the age group of 15 - 35. 43.3% of families come under the income group of 10000 - 25000. The educational level of majority of the people is high school and only 9.8% are post graduates. 44% of the respondents are male and 55% of the respondents are females.
2. 86.6% of respondents feel gender discrimination. One of the major fields of gender discrimination is public place, and another is work place.
3. Majority of the respondents mentioned the reason for gender discrimination as alcoholism, conventional believes and drugs respectively.
4. 100% of respondents agreed that gender inequality is existing in our society.
5. 90% of respondents support the reservation for women and say that the reservation for women is good. 100% of the respondents say that men and women are not equally capable for all fields.
6. Only 19.67% of rural respondents are conscious of the concept of moral male and female. 80.33 % of respondents are not at all conscious about the concept of moral male and female.

### Implications of the Study


- ◆ Help to increase enforcement of existing laws against gender- based employment discrimination and sexual harassment.
- ◆ Provides education to promote and strengthen the cultural values and helps to give equal opportunities to everybody.
- ◆ Helps to provide education to promote and sustain the value based frame for moral male and moral female consciousness.

### Conclusion

The constitution of India has granted equal rights to men and women, but gender disparity still remains. Gender discrimination violates human rights. Gender inequality in India refers to health, education, economic and political inequalities between men and women. Various international gender inequality indices rank India differently on each of these factors, as well as on a composite basis, and these indices are controversial. Gender inequality has been a historic worldwide phenomenon, a human invention and based on gender assumptions. It is linked to kinship rules rooted in cultures and gender norms that organizes human social life, human relations, as well as promotes subordination of women in a form of social strata. Right type of education based on gender sensitivity, gender role and gender morality are to be included in all curricular and co-curricular initiatives and programmes.

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# Relationship between Emotional Adjustment, Academic Stress and Locus of Control among Institutionalized Children

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## Abstract

An individual who is capable of expressing his emotions in a proper way at a proper time may be termed as emotionally adjusted. He must have proper cordial relationships and behavioural adjustment with the members of his family. Such family environment provides a reasonable insurance for the total adjustment and well-being of all the members of the family. Academic Stress is a problem faced by a major portion of school and Institutionalized children. We can suggest the ways to reduce it and lead the students for better academic life. Locus of Control is a general term in social psychology used to refer the perceived source of control over one's behavior. Individuals with strong internal locus of control consider that the events in their life are the results of their own actions. On the other hand students with a strong external locus of control are more likely to praise or blame external factors such as the teacher, exams etc. These three variables seem to be related as a person with Emotional Adjustment and proper Locus of Control will have less academic stress. The present study is intended to find out the relationship between Emotional Adjustment, Academic Stress and Locus of Control among Institutionalized Children. The sample for the study consists of 300 students studying at various schools in the Wayanad and Kozhikode districts of Kerala. The obtained value for 'r' shows that there is only a Negligible relationship between Emotional Adjustment and Academic Stress and it is positive.

**Key Words :** Emotional adjustment, Academic stress, Locus of control, External control, Institutionalized children, Behavioural adjustment etc.

## Introduction

Emotions play a leading role in controlling and directing one's behaviour and providing a definite shape to his personality make-up. An individual who is capable of expressing his emotions in a proper way at a proper time may be termed as emotionally adjusted. The acquisition of such emotional adjustment may automatically help an

individual to act and behave in a desired way, face the life situations properly and feel adjusted in his personal and social skills.

Home and family adjustment one should feel the comfort and satisfaction in one's home in the spirit of 'Sweet Home'. He must have proper cordial relationships and behavioural adjustment with the members of his family. One who is fed up with his family

environment and likes to spend most of the time outside the home so as to avoid the company of the family members is surely a person who is seriously lacking in terms of his home and family adjustment. Contrary to this, when the home and family environment are quite cooperative and congenial, the members of the family get proper opportunity for the satisfaction of their mutual personal needs and social obligations. Such family environment provides a reasonable insurance for the total adjustment and well-being of all the members of the family.

Locus of control is a term introduced by psychologist Julian Rotter that represents social learning theory's concept of internal versus external control of reinforcement (Kormanik & Rocco, 2009). Locus of control refers to a predisposition in the perception of what causes reinforcement (Kormanik & Rocco, 2009). Essentially, it is the degree to which individuals feel that they have control over reinforcements or outcomes of behaviours (Rotter, 1990). One would have an internal locus of control if he or she feels as though consequences of his or her actions are contingent on personal behaviours or characteristics (Rotter, 1990). On the other hand, an individual with an external locus of control would expect that the outcome or reinforcement is a function of luck, fate, or chance and that this consequence is generally unpredictable (Rotter, 1990).

Individuals with strong internal locus of control consider that the events in their life are the results of their own actions. On the other hand students with a strong external locus of control are more likely to praise or blame external factors such as the teacher, exams etc. Most often people use their self-

efficiency to deal with the stress which affects their life. It has been found that the combination of higher levels of external locus of control and lower levels self efficacy are linked to higher illness-related psychological distress. A study conducted by Bollini and others identified that those individuals who have a high external locus of control are also affected with higher levels of psychological and physical problems.

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

Emotional Adjustment is one of the personal qualities of a teacher that should possess in current educational scenario. It is an important part of having a good quality of life for all people. It should be developed from the early stages of development. The family and society can contribute a lot towards it. But the role of school and the teacher is pivotal in the development of an emotionally adjusted individual.

Academic Stress is a problem faced by a major portion of school and Institutionalized children. We can suggest the ways to reduce it and lead the students for better academic life. At this point the investigator decided to know about the Academic Stress in the Institutionalized children studied in the Orphanage schools.

Locus of Control is a general term in social psychology used to refer the perceived source of control over one's behavior. A teacher must be an optimist. He should have confidence in his own actions. For that a teacher is supposed to have a great individual control. If Chance Control is dominant the aim of education will not become satisfied. A person with Chance Control will not give importance to advice the expert and

experienced teachers and same time he should have his own stand at critical points.

These three variables seem to be related as a person with Emotional Adjustment and proper Locus of Control will have less academic stress. At the same time one's Emotional Adjustment will be related to his locus of control. In this context the investigator reviewed several studies and found that there are no studies which correlate these three variables Academic Stress, Emotional Adjustment and Locus of Control in the Institutionalized children. Therefore the investigator decided to study the relationship of Academic Stress, Emotional Adjustment and Locus of Control among Institutionalized children.

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

The present study is intended to find out the relationship between Emotional Adjustment, Academic Stress and Locus of Control among Institutionalized Children. So the present study is entitles as: **Relationship Between Emotional Adjustment, Academic Stress and Locus of Control Among Institutionalized Children.**

#### **Operational Definition of the Key Terms**

##### **Emotional Adjustment.**

Reactions to identifiable emotional stressors; adjustment may take place by adapting the self to the situation, or by changing the situation. Maintenance of emotional balance in the face of internal and external stressors.

##### **Academic Stress**

For the present study Academic stress is a fear of logging behind in the home work, writing assignment, individual and group

projects, lack of time, financial problems, concern about educational ability, scheduling classes and required motivation to study. Academic stress is mental distress with respect to some anticipated frustration associated with academic failure.

#### **Locus of Control**

A general term in social psychology used to refer the perceived source of control over one's behaviour. Locus of control is a generalized expectancy about the degree to which individuals control their outcomes (Rotter, 1966). Locus of control is an expectancy variable that refers to the extent to which a person believes that he has control over the reinforcement which he experiences.

#### **Institutionalized Children**

In the present study Institutionalized children are, those who do not get family experience. Some of them have never seen their father. A few have been abandoned by their mother, brother and sisters also become separated.

#### **Variables of the Study**

For the present study three variables are taken. They are Emotional Adjustment, Academic Stress and Locus of Control. Among these, Emotional Adjustment and Locus of Control are taken as independent variables where as Academic Stress is the dependent variable.

#### **Objectives of the Study**

1. To find out the relationship between Emotional Adjustment and Academic Stress among Institutionalized Children.
2. To find out the relationship between Emotional Adjustment and Locus of Control among Institutionalized Children.

- To find out the relationship between Locus of Control and Academic Stress among Institutionalized Children.

### Hypotheses of the Study

- There is significant relationship between Emotional Adjustment and Academic Stress among Institutionalized Children.
- There is significant relationship between Emotional Adjustment and Locus of Control among Institutionalized Children.
- There is significant relationship between Academic stress and Locus of control among Institutionalized Children.

### Method Adopted for the Study

The investigator adopted normative survey method for the present study. In carrying out a descriptive research the researcher does not manipulate the variable, decide who received the treatment, or arrange for events to happen.

### Sample of the Study

In the present study the institutionalized children in the secondary level are taken as the population. The sample for the study consists of 300 students studying at various schools in the Wayanad and Kozhikode districts of Kerala. While selecting the sample the following factors were considered.

- Gender : male / female
- Locale of the school : rural / urban

### Tools used

- Personal data sheet
- Emotional Adjustment scale
- Academic Stress scale
- Locus of Control scale

## Analysis and Interpretation

### Relationship Between Emotional Adjustment and Academic Stress

Karal Pearson's Product Moment Correlation Method is used to find out the relationship.

To find out the relationship between Emotional Adjustment and Academic Stress for the total sample the Coefficient of Correlation 'r' is calculated and it is tested for significance using the t-value. The details are given in the Table 1

**Table 1**

### Relationship between Emotional Adjustment and Academic Stress

| Number | r     | t-value | Relation-ship | Level of significance |
|--------|-------|---------|---------------|-----------------------|
| 300    | 0.098 | 5.33    | Negligible    | P > 0.01              |

The obtained value for 'r' shows that there is only a Negligible relationship between Emotional Adjustment and Academic Stress and it is positive.

The t-value obtained is 5.33. From the t-table the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than 0.01 values it can be interpreted that the relationship between Emotional Adjustment and Academic Stress is significant at 0.01 levels in students.

### Relationship between Emotional Adjustment and Locus of Control

The relationship is separately found for Individual, Chance and Powerful Others Locus of Control. Pearson's Product Moment Correlation method is used to find out the relationship.

**Individual (Internal) Locus of Control**

To find out the relationship between Emotional Adjustment and Academic Stress for the total sample the Coefficient of Correlation 'r' is calculated and it is tested for significance using the t-value. The details are given in the Table 2.

**Table 2**  
**Relationship between Individual Control and Emotional Adjustment**

| Number | r     | t-value | Relation-ship | Level of significance |
|--------|-------|---------|---------------|-----------------------|
| 300    | 0.008 | 8.23    | Negligible    | P > 0.01              |

The obtained value for 'r' shows that there is only a Negligible relationship between Emotional Adjustment and Academic Stress and it is positive.

The t-value obtained is 5.33. From the t-table the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than 0.05 values it can be interpreted that the relationship between Emotional Adjustment and Academic Stress is significant at 0.01 level.

**Chance Locus of Control**

To find out the relationship between Chance Control and Emotional Adjustment for the total sample the Coefficient of Correlation 'r' is calculated and it is tested for significance using the t-value. The details are given in the Table 3.

**Table 3**  
**Relationship between Chance Control and Emotional Adjustment**

| Number | r      | t-value | Relation-ship | Level of significance |
|--------|--------|---------|---------------|-----------------------|
| 300    | -0.061 | 7.48    | Negligible    | P > 0.01              |

The obtained value 'r' shows that there is only a negligible relationship between Chance Control and Emotional Adjustment and it is negative.

The t-value obtained is 7.48. From the t-table it is found that the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than 0.01 values it can be interpreted that the relationship between Chance Control and Emotional Adjustment is significant at 0.01 levels in Institutionalized students.

**Powerful Others Locus of Control**

To find out the relationship between Powerful Others Control and Emotional Adjustment for the total sample the Coefficient of Correlation 'r' is calculated and it is tested for significance using the t-value. The details are given in the following table 4.

**Table 4**  
**Relationship between Powerful Others' Control and Emotional Adjustment**

| Number | r      | t-value | Relation-ship | Level of significance |
|--------|--------|---------|---------------|-----------------------|
| 300    | -0.031 | 7.51    | Negligible    | P > 0.01              |

The obtained value 'r' shows that there is negligible relationship between Powerful Others Control and Emotional Adjustment and it is negative.

The t-value obtained is 7.51. From the t-table the value of 'r' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than 0.01 values it can be interpreted that the relationship between Powerful Others Control and Emotional Adjustment is significant at 0.01 level in Institutionalized students.

### Relationship between Locus of Control and Academic Stress

The relationship is separately found for Individual, Chance and Powerful Others Locus of Control. Person's Product Moment Correlation Method is used to find out the relationship.

#### Individual (Internal) Locus of Control

To find out the relationship between Individual Control and Academic stress for the total sample the coefficient of correlation 'r' is calculated and it is tested for significance using the t-value. The details are given in the following table 5.

**Table 5**

#### Relationship between Individual Control and Academic Stress

| Number | r      | t-value | Relationship | Level of significance |
|--------|--------|---------|--------------|-----------------------|
| 300    | -0.145 | 11.43   | Low          | P > 0.01              |

The obtained value for 'r' shows that there is only a Low relationship between Individual Control and Academic Stress and it is negative.

The t-value obtained is 11.43. From the t-table the value of with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than 0.05 values it can be interpreted that the relationship between Individual Control and Academic Stress is significant at 0.01 level in students.

#### Chance Locus of Control

To find out the relationship between Chance Control and Academic Stress for the total sample the Coefficient of Correlation 'r' is calculated and it is tested for significance

using the 't' value. The details are given in the following table 6.

**Table 6**

#### Relationship between Chance Control and Academic Stress

| Number | r      | t-value | Relationship | Level of significance |
|--------|--------|---------|--------------|-----------------------|
| 300    | -0.014 | 11.65   | Negligible   | P > 0.01              |

The obtained value for 'r' shows that there is only a negligible relationship between Chance Control and Academic Stress and it is negative.

The t-value obtained is 11.65. From the t-table the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than 0.01 values it can be interpreted that the relationship between Chance Control and Academic stress is significant at 0.01 levels in students.

#### Powerful Others Locus of Control

To find out the relationship between Powerful Others Control and Academic Stress for the total sample the Coefficient of Correlation 'r' is calculated and it is tested for significance using the t-value. The details are given in the following table 7.

**Table 7**

#### Relationship between Powerful Others and Academic Stress

| Number | r     | t-value | Relationship | Level of significance |
|--------|-------|---------|--------------|-----------------------|
| 300    | 0.067 | 11.99   | Negligible   | P > 0.01              |

The obtained value for 'r' shows that there is only a negligible relationship between Chance Powerful Others Control and Academic Stress and it is positive.

The t-value obtained is 11.99. From the t-table the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than 0.01 values it can be interpreted that the relationship between Powerful Others Control and Academic Stress is significant at 0.01 levels in students.

### Major Findings and Conclusions

1. The obtained value for 'r' shows that there is only a negligible relationship between Emotional Adjustment and Academic Stress and it is positive.

The t-value obtained is 5.33. From the t-table the value of 't' with degrees of freedom 598 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than both these values it can be interpreted that the relationship between Emotional Adjustment and Academic Stress is significant at 0.01 levels in students.

2. The obtained value for 'r' shows that there is a negligible relationship between Individual Control and Emotional Adjustment and it is positive. The t-value obtained is 8.23. From the t-table the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than both these values it can be interpreted that the relationship between Individual Control and Academic Stress is significant at 0.01 levels in students.
3. The obtained value 'r' between Chance Control and Emotional Adjustment shows that there is only a negligible relationship between Chance Control and Emotional Adjustment; it is negative.

The t-value obtained is 7.48. From the t-table it is found that the value of 't' with

degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than both these values it can be interpreted that the relationship between Chance Control and Emotional Adjustment is significant at 0.01 level in Institutionalized students.

4. The obtained value 'r' shows that there is a negligible relationship between Powerful Others Control and Emotional Adjustment and it is negative.

The t-value obtained is 7.51. From the t-table the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than both these values it can be interpreted that the relationship between Powerful Others Control and Emotional Adjustment is significant at 0.01 levels in students.

5. The obtained value for 'r' shows that there is only a low relationship between Individual Control and Academic Stress and it is negative.

The t-value obtained is 11.43. From the t-table the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than both these values it can be interpreted that the relationship between Individual Control and Academic Stress is significant at 0.01 levels in students.

6. The obtained value for 'r' shows that there is only a negligible relationship between Chance Control and Academic Stress and it is negative.

The t-value obtained is 11.65. From the t-table the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than both these values it can

interpreted that the relationship between Chance Control and Academic Stress is significant at 0.01 levels in students.

7. The obtained value for 'r' shows that there is only a negligible relationship between Powerful Others Control and Academic Stress and it is positive.

The t-value obtained is 11.99. From the t-table the value of 't' with degrees of freedom 298 (N-2) at 0.01 level is 2.58 and at 0.05 level is 1.96. As the calculated t-value is greater than both these values it can be interpreted that the relationship between Powerful Others Control and Academic Stress is significant at 0.01 level in students.

### Educational Implications

The study has revealed the relationship of the variables Emotional Adjustment, Academic Stress and Locus of Control which have significant importance in the field of education. Hence the schools and other educational institutions can give more priority in solving problems of these variables. The institutions can conduct programmes for the development of Emotional Adjustment and Self Confidence among students. Programmes for reducing Academic Stress can also be conducted for children.

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# Effects of Oral English Short-Course Using Audio Tape on Teachers' Confidence and Actual Teaching Performance

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## **Abstract**

*The study examined the Effects of Short-Course on Oral English using Audio-tape on Teachers' Confidence and Actual Teaching Performance. The sample was a total of twenty (20) English teachers from eight (8) Schools located in Nnewi Zone of State Education Commission, Anambra State. The subjects are grouped into two, which are randomly assigned to experimental and control groups. Confidence Observation Schedule (COS) and Actual Teaching Observation Schedule (ATOS) were used for data collection. Two research questions and two hypotheses were stated and acted as guide for the study. The mean and standard deviation (SD) were used to analyze the data involving the research question and Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. Analysis of the result showed that the experimental group taught using audio-tape had a better mean performance score on teachers confidence and actual teaching performance compared to the control group who were taught conventionally. Based on the findings, some recommendations were made and suggestion for further research highlighted.*

**Key Words** : *Audio-tape, Medium of instruction, Teaching performance, Oral language, Pronunciation drill, Role-models etc.*

## **Introduction**

The goal of education is to produce learners who can fit in properly in the society. Education according to Awodi (2012) is the most potent and effective tool for attaining a nation's goals. Language is also a tool for actualizing human communication, creativity, skills and knowledge (Mbagwu, 2016). Language provides solution to numerous problems in education. The English language occupies a central position in Nigeria as the official and second language. It is the

language for acquiring formal education and a core subject in educational process. It has always been regarded as the key or gateway to academic successes. Achievement in the English language has a corresponding effect on achievement in other disciplines for learners since knowledge of the content of school subjects is communicated to the students through the English language as a medium of instruction. The language plays a significant role in almost all spheres of human endeavor, be it in government, legislation,

politics, religion, mass media, communication, law, administration, commerce etc. Effective teaching of the English language at all levels in our educational system is pivotal to development in various sectors (Alhassan, 2017). Proper mastery of the nitty-gritty of the language especially spoken form is necessary for communication. In spite of the enumerated functions or the prominent position of the English language in Nigeria, the forms spoken by most Nigerians are marked by many errors which affect intelligibility.

Agada (2013) pointed out that the two key skill areas where incompetence is blatantly displayed are in communication and technical proficiency. He further stated that the new graduates have poor ability in oral and written expressions in the English language. Oral language is a powerful learning tool and the foundation of all languages. The ability to speak appears to be more useful to man than the ability to write. Ibrahim (2014) notes that one of the problems militating against the effective teaching of the English language in Nigeria is quality of teachers. Language teaching is a conscious attempt made by teachers to influence learners to learn more about a particular language so that he or she can use such language in a comprehensive way orally and literally. Language learning involves exposing the learner to the parts of the language, the sound and sound property of the language, the rules that govern how the language is spoken or written. Teachers are the first resource in language teaching and learning. They are directly related to learners and they influence what learners do, therefore they

must speak the language showing mastery in order to be imitated by learners.

According to Mbagwu (2016), successful teaching and learning depends on the quality, quantity, competence of teachers and availability of adequate and functional resources in the school system. The ability to deliver the lesson properly depends to a great extent on the skills and competencies of the teacher. Sysoyev and Evstigneev (2014) see competence as the knowledge and skill which an individual must possess at a recognized level in a specific field or area.

Speculations are rife that some of the factors responsible for mass failure include poor handling of the oral aspect of the course. Out of five areas of the English language namely: Oral, Composition, Comprehension, Summary and Grammar, an aspect of English that records the highest degree of poor performance is Oral English. Students are more exposed to the literary and written forms of the English language than its spoken form. Too little attention is paid to Oral English by teachers. It is not accorded a prominent position in the school curriculum. The teacher(s) often skim over pronunciation drill. Oral English is most hated and most carefully avoided by teachers and their students. Some of the teachers lack the competence and willingness to teach Oral Skills. This makes them lose confidence in themselves and lack of confidence in a teacher is a very big hindrance to the teaching and learning process. Some teachers are often unable to act as role-models during pronunciation classes. This is attributed to the fact that some aspects are highly technical and require specialized knowledge. Therefore there is

need for retraining the teachers. It is believed that if a teacher is well trained to teach a language, he or she will be able to manipulate the available means to effectively train the students under his or her care.

It is believed that aural presentation is likely to make a deep impression on the teacher, enhances, concretize and consolidate his learning abilities (Erickson, 1965). Audio-tape as an audio material appeal to the sense of hearing. The tape recorder, for example, allows for concentrated attention on voice. It also uses special technique like the use of slight background music which makes learners pay more attention and absorb the lesson.

Audio materials are powerful interest arousing device that make for longer retention of factual ideas and concepts. Audio-tape makes learning more vivid, clear and comprehensible. Audio-tape gives learners opportunity of hearing the sound of the foreign language from native speakers. This is made possible through the use of recorded materials. It also facilitates the acquisition and recall of lessons. According to Davidson (1973), it is very difficult for a second language learner to produce genuine sounds of the target language with the correct "intonation" pattern and speech habits. He therefore feels that recorded materials are great assets to every foreign language teacher. Teachers can work alone using audio-tape in order to achieve greater English fluency i.e. it helps them to improve their pronunciation and become more intelligible.

Various studies show that students perform poorly in English language in Nigeria. According to WAEC Chief Examiners Report,

2018, 99,402 (31%) obtained D7 to E8 in English language while 68,002 representing 21.61% obtained F9 in English language. An aspect on English that records the highest degree of poor performance is the Oral English. That Oral English is not satisfactorily taught has been expressed by experts, responsible for the recently published English Curriculum for secondary schools. They believed that it is only a little amount of teaching/learning of what is referred to as "Oral English", takes place at the secondary school level.

The initial neglect of teaching spoken English in schools has been making the products of the school system find it difficult to communicate fluently. Second language learning is complex, creative, goal oriented process, which requires hard work, perseverance, interest, cooperation and patience on the part of the learner. English as a Second Language (ESL) professional's worldwide recognize pronunciation as the most difficult aspect of language learning. A second language learner of English may not develop linguistic correctness in oral speech but through training may learn that which is closely as possible to the fluent native speakers. It now becomes necessary that a significant step should be taken towards the improvement of Oral English teaching in schools. Therefore, Nigerian English teachers need to be given on the job training in order to be more competent. It is on this note that the researcher sets out to tackle the problem of how the use of audio-tape instruction in retraining the teachers of Oral English will enhance confidence and actual teaching performance.

### **Title of the Study**

Effects of Oral English Short-Course Using Audio Tape on Teachers' Confidence and Actual Teaching Performance

### **Objectives of the Study**

The objectives of the study are :

1. To find out whether teachers after going through a short-course on Oral English using audio-tape will have more confidence to teach Oral English.
2. To find out whether short-course in Oral English using audio-tape will improve actual teaching performance of teachers.

### **Research Questions**

1. What level of confidence did the English language teachers acquire after going through short-course training on Oral English using audio-tape?
2. To what extent can Oral English short-course training using audio-tape improve actual teaching performance of English teachers?

### **Hypotheses**

Ho<sub>1</sub>: There is no statistically significant difference in the mean rating of confidence level of teachers who went through a short course training using audio-tape and teachers who were taught Oral English through conventional method.

Ho<sub>2</sub>: There is no statistically significant difference in the mean rating of actual teaching performance of teachers who went through a short-course training on Oral English using audio-tape and those taught conventionally.

### **Methods**

The study adopted a quasi-experimental design. Specifically, it employs

non-randomized control group research design. The population consisted of all English teachers in all the schools in Nnewi Education Zone. Nnewi Education Zone is made up of four Local Government Areas. Two schools were randomly selected from each of the four Local Government Areas, making a total of eight (8) schools for the study. Purposively selected sample for the study stood at twenty (20) English teachers teaching SS classes. Two research instruments were developed and used for the study. These were Confidence Observation Schedule (COS) and Actual Teaching Observation Schedule (ATOS). The Confidence Observation Schedule (COS) consisted of ten (10) items, each of the items are rated using 'poor' which has 1 point, 'fair' has 2 points, 'good' has 3 points, 'very good' has 4 points while 'excellent' has 5 points. Actual Teaching Observation Schedule (ATOS) contains twelve (12) items also rated the same way as (COS). The teaching instruments are Audio tape that contains vowel sound sounds, consonants sounds, syllables and stress. Lesson script prepared by the researcher which contain lesson on vowel sounds, consonant sounds and stress were also used. The copies of the questionnaire were critiqued for face validation by asking two (2) experts in the field of Language Education in the faculty of Education and two (2) experts in Measurement and Evaluation in the department of science education both of the University of Nigeria, Nsukka to review the items. Six English teachers from Christ the Kings College Onitsha which is outside the sample area were used for reliability, which gave reliability coefficients of 0.69 and 0.76 for COS and ATOS respectively, indicating

that the instruments were good enough for the study. The data collected using the instruments (COS & ATOS) were analyzed in line with the research questions and hypothesis. The research questions were answered using mean scores and standard deviation. The hypotheses were tested using the Analysis of Covariance (ANCOVA) at alpha level of 0.05.

**Table 1**

**Mean and Standard deviation of scores on Confidence Observation Schedule**

| S/N | Items  | Experimental Group (N=9) |             |              |             | Control Group (N=11) |             |              |             |
|-----|--|--------------------------|-------------|--------------|-------------|----------------------|-------------|--------------|-------------|
|     |  | Pretest                  |             | Posttest     |             | Pretest              |             | Posttest     |             |
|     |  | Mean                     | SD          | Mean         | SD          | Mean                 | SD          | Mean         | SD          |
| 1   | Boldness   | 1.67                     | 0.5         | 3.33         | 0.5         | 2                    | 0.63        | 2.27         | 0.47        |
| 2   | Audibility                                       | 1.89                     | 0.6         | 3.67         | 0.5         | 2.09                 | 0.54        | 2.27         | 0.47        |
| 3   | Pronunciation                                    | 2                        | 0           | 3.67         | 0.5         | 1.64                 | 0.5         | 2.27         | 0.47        |
| 4   | Command attention from students                  | 1.56                     | 0.73        | 3.11         | 0.33        | 1.64                 | 0.5         | 1.73         | 0.65        |
| 5   | Students participation noticed                   | 1.56                     | 0.53        | 3            | 0           | 1.55                 | 0.52        | 1.73         | 0.47        |
| 6   | Provision of meaningful materials for the lesson | 1.11                     | 0.33        | 2.33         | 0.5         | 1.09                 | 0.3         | 1.27         | 0.47        |
| 7   | Assessing students progress                      | 1.78                     | 0.44        | 2.89         | 0.33        | 1.73                 | 0.47        | 1.82         | 0.4         |
| 8   | Using songs to increase students attention       | 1                        | 0           | 2.11         | 0.33        | 1.09                 | 0.3         | 1.36         | 0.5         |
| 9   | Knowledge of the subject                         | 2                        | 0           | 3.78         | 0.44        | 1.73                 | 0.47        | 2.27         | 0.47        |
| 10  | Body movement                                    | 2                        | 0           | 3.33         | 0.5         | 1.82                 | 0.4         | 2            | 0           |
|     | Total  | <b>16.56</b>             | <b>2.13</b> | <b>31.22</b> | <b>1.79</b> | <b>22.36</b>         | <b>2.22</b> | <b>19.09</b> | <b>2.43</b> |

Table 1 shows that the mean scores for experimental group in items 1-5 and 9-10 are above 3.00 while items 6, 7 and 8 have mean scores below 3.00. This implies that the teachers observed, performed better in items 1-5, 9-10 than in items 6-8. In all the SD ranged from .00-.73 for the pretest and .00 - .50 for the pro-test indicating the homogeneity of the respondents. It was observed also that the mean scores for control group in all the items were below 3.00. This

## Results

### Research Question 1

What level of confidence did the English language teachers acquire after going through a short-course training on Oral English using audio tape.

The data for answering this research question are presented in table 1.

implies that the teachers used for control group were fair in items 1, 2, 3, 9 and 10 while they were poor in items 3, 5, 6, 7 and 8.

### Research Question 2

To what extent can Oral English short-course training using audio-tape improve the actual teaching performance of English teachers. The analyzed result is presented in table 2

**Table 2**  
**Mean and Standard deviation of scores on Actual Teaching Observation Schedule**

| S/N | Items   | Experimental Group (N=9) |      |          |      | Control Group (N=11) |      |          |      |
|-----|---|--------------------------|------|----------|------|----------------------|------|----------|------|
|     |   | Pretest                  |      | Posttest |      | Pretest              |      | Posttest |      |
|     |   | Mean                     | SD   | Mean     | SD   | Mean                 | SD   | Mean     | SD   |
| 1   | Communicating orally in the Receiving pronunciation (RP)              | 2.22                     | 0.44 | 3.11     | 0.33 | 2                    | 0.45 | 0.27     | 0.47 |
| 2   | Listing of phonetic symbols   | 2.75                     | 0.44 | 3.89     | 0.33 | 2.73                 | 0.47 | 2.82     | 0.4  |
| 3   | Arrangement of vowels conveniently on a chart                         | 2                        | 0.71 | 3.33     | 0.5  | 1.73                 | 0.47 | 2.45     | 0.52 |
| 4   | Recognition of pure vowels or monothongs                              | 2.22                     | 0.44 | 3.56     | 0.53 | 2                    | 0    | 2        | 0    |
| 5   | Description of pure vowels or monothongs                              | 1.89                     | 0.33 | 3        | 0.5  | 1.73                 | 0.47 | 1.82     | 0.4  |
| 6   | Recognition of diphthongs   | 2                        | 0    | 3.56     | 0.53 | 2.09                 | 0.3  | 2        | 0    |
| 7   | Description of diphthongs   | 1.89                     | 0.33 | 3        | 0.5  | 1.73                 | 0.47 | 1.82     | 0.4  |
| 8   | Pronunciation of consonant sounds                                     | 1.89                     | 0.33 | 3.78     | 0.44 | 1.73                 | 0.47 | 2.18     | 0.4  |
| 9   | Pronunciation of vowel sounds   | 1.44                     | 0.53 | 3.89     | 0.33 | 1                    | 0    | 2.09     | 0.3  |
| 10  | Division of words into syllable                                       | 2                        | 0    | 4        | 0    | 2                    | 0    | 2.09     | 0.3  |
| 11  | Identified of stressed syllables (words stress)                       | 1.22                     | 0.44 | 3.11     | 0.33 | 1.09                 | 0.3  | 1.36     | 0.5  |
| 12  | Identification of words that receive contrastive stress in a sentence | 2                        | 0    | 3.89     | 0.33 | 1.82                 | .402 | 2.09     | 0.3  |
|     | Total   | 23.67                    | 2.18 | 42.11    | 2.98 | 21.68                | 2.11 | 25       | 1.26 |

Table 2 shows that the mean scores for experimental items 1-12 are above 3.00. This implies that the teachers observed, performed well in all the items. In all the standard deviation ranged from .00 - .71 for pretest and 0.00 - .53 for post-test. The mean scores for control group were fair in items 1-5, 7, 8-10 and 12 while they were poor in items 5, 7 and 11. It shows that the short-course training has effect in itself and that the treatment given to experimental group increased their performance greatly.

### Hypotheses

**Hypothesis 1:** There is no statistically significant difference in the mean rating of confidence level of teachers who went through a short-course training on Oral English using audio-tape and those taught conventionally.

The post-test scores of the experimental subjects in the two groups – Conventional and Audio – tape instructions were compared using the Analysis of Covariance to test the significance between the mean confidence scores of the two groups observed.

**Table 3****Analysis of Covariance Table for Post-Test scores by Confidence Level**

| Source of Variation | Sum of Squares | Df | Mean Squares | F       | Significance of F Value |
|---------------------|----------------|----|--------------|---------|-------------------------|
| Covariates          | 250.202        | 1  | 250.202      | 24.39   | .000                    |
|                     | 250.202        | 1  | 250.202      | 24.39   | .000                    |
| Main Effects        | 2490.034       | 1  | 1245.02      | 121.366 | .000                    |
|                     | 2460.831       | 1  | 2460.83      | 239.885 | .000                    |
| Explained           | 2748.909       | 4  | 687.227      | 66.992  | .000                    |
| Residual            | 143.617        | 14 | 10.258       |         |                         |
| Total               | 2892.526       | 18 | 160.996      |         |                         |

From the above table, the F-calculated (f) of 66.99 exceed the critical value of f at 0.05 level of significance. There is therefore a significant difference between the mean confidence level of the two groups at 0.05 level of significance and 4 and 14 degree of freedom. The null hypothesis is therefore rejected. The decision then is that significant difference exists between the mean confidence level of the two groups in favour of the group taught Oral English using Audio-tape.

**Table 4****Analysis of Covariance for Actual teaching performance.**

| Source of Variation | Sum of Squares | Df        | Mean Squares  | F       | Significance of F Value |
|---------------------|----------------|-----------|---------------|---------|-------------------------|
| Covariates          | 472.782        | 1         | 472.782       | 162.209 | .000                    |
|                     | 472.782        | 1         | 472.782       | 1562.21 | .000                    |
| Main Effects        | 1011.474       | 2         | 505.737       | 173.515 | .000                    |
|                     | 1010.158       | 1         | 1010.16       | 346.579 | .000                    |
| Explained           | 1492.48        | 4         | 373.12        | 128.015 | .000                    |
| Residual            | 43.72          | 15        | 2.915         |         |                         |
| <b>Total</b>        | <b>1536.2</b>  | <b>19</b> | <b>80.853</b> |         |                         |

**Hypothesis 2:** There is no statistically significant difference in the mean rating of actual teaching performance of teachers who went through a short-course training on Oral English using audio-tape and those taught conventionally.

The actual teaching performance scores of the experimental and control groups were compared using ANCOVA to test the significance of the two groups.

From the above table, the f-calculated (f) of 128.01 exceed the critical value of F at 0.05 level of significance. This shows that there is a significant difference between the mean actual teaching performance of the two groups at 0.05 level of significance and 4 and 15 degree of freedom. This result led to the rejection of the null hypothesis. There exist therefore a significant difference in the mean actual teaching performance of teachers taught Oral English using audio-tape and those taught using conventional method.

### Conclusions

From the result of this investigation, the following conclusions are made. The analysis of data obtained from the study showed that there was a significant difference in the performance of teachers given Oral English short-course training using audio-tape and those who were taught using the conventional method. The difference was quite high and this can be attributed to the treatment given to the subjects. Audio-tape instruction proved superior or was significantly a better method of learning Oral English than the conventional method. It helps to improve teachers' confidence and actual teaching performance. The study is very important to the government and educational planners. This is because when teachers are well trained, they will teach properly and performance of the students will be improved. The study suggests that English teachers already in service should be continually be retrained using audio-type so as to be competent. This will make them have confidence in teaching the students under their care.

### Recommendations

Based on the findings of this study, the following recommendations are made.

- ◆ There is the need for Secondary School English teachers to make use of electronic devices such as audio-tape in teaching their student Oral English since this study has shown that desired knowledge is acquired.
- ◆ More teachers of English language should be employed to meet the ever increasing population of learners in secondary schools and in higher institutions of learning. Government and all stakeholders should make efforts to attain the international standard in ratio which is forty students (40-1) to one teacher. Also the time table should be worked out in such a way that teachers of Oral English do not teach other aspects of the language. This will give them enough time to concentrate on this aspect of the subject.
- ◆ English teachers should be provided with opportunities for overseas training or to travel to countries where English is spoken as a native language in this case, the acquisition of the Oral English will be faster because of influence of the native speakers.
- ◆ The provision of language laboratories where teachers and students can make use of spoken language teaching aids may be of help. It my highlight proper pronunciation and good accent.
- ◆ The curriculum of both Colleges of Education and Universities that train English teachers should be streamlined specially in the area of Oral English and be improved on. The teachers should be given adequate Oral training especially contrastive and error analysis, which will help students internalize (spoken) English.



- ◆ Government can monitor teachers effectiveness in Oral English through on-site support with the aim of plugging all the loopholes that might hinder students performance in the subject.
- ◆ State and Federal Government should establish, equip and fund Educational Technology Resource centres in each Education zone. This will ensure that teachers can go to these centres and borrow audio-taped instructional materials that are educationally relevant and suitable.
- ◆ In-service training programmes such as workshops, seminars, symposia, conferences etc. should be organized for all English teachers to enable them discuss new trends, scope and more effective methods of teaching Oral English.
- ◆ The English teachers themselves should embark on self improvement activities to gain confidence in handling Oral English lessons.
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# Science Club Activities and Curiosity among Secondary School Students

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## **Abstract**

*Science Club is an organisation which assists and supplements the more formal training in science received in lesson periods, and so plays a valuable part in the education of secondary school pupils. In order to make the functioning of science clubs in our schools more effective NCERT has suggested activities such as science exhibition, project, science quiz, day celebrations etc. which are desired to be organised by science clubs. Curiosity is the desire to know or learn which leads to inquiry. During teaching learning process, the individual learns the new things by being curious. The level of curiosity is different from individual to individual. Measurement of curiosity helps the teachers to realise the level of curiosity of the children and to adopt the method to improve them. The present study aims to find out the relationship between involvement in science club activities and curiosity of secondary school students of Kottayam district, Kerala, India. The tools used for the study were 'Science Club Activities Involvement Scale' prepared by the investigator and 'Children's Curiosity Scale' prepared and standardised by Rajiv (2012). The tools were administered among 400 students of standard nine. The results show that there exists a positive correlation between involvement in science club activities and curiosity.*

**Key Words :** *Science club, Scientific literacy, Scientific temperament, Technical fields, Curiosity etc.*

## **Introduction**

Science is a branch which deals about the study and application of technology in various field of our life. It is the collection of knowledge or heap of truth and the way of acquiring knowledge. Developing scientific literacy that provides for building awareness of scientific process is one of the aims of education given by KCF (2007). In a forward looking society, science can play a truly liberating role, helping the society escape from the vicious cycle of poverty, ignorance and superstition (National Curriculum Framework, 2005). Kerala Curriculum Framework (KCF,

2007) lists the development of scientific temperament, recognizing and developing one's own interest and activities in technical fields, developing scientific literacy that provides for building awareness of scientific process as important aims of science education.

Science club is an organisation, which helps in the development of scientific attitude, develops genuine interest in science and scientific activities and supplements the work of the classroom and the laboratory. Science club channelize the energies of students and make use of their skills and

talents, which satisfy their instincts and urges and, help in their overall personality. In science club, there is no restriction and the students can work on their own ideas with full freedom.

In order to make the functioning of science clubs in our schools more effective, NCERT conducted Science Club Sponsor's Workshops and suggested some activities which are desired to be organised by science clubs. These activities are science exhibition, project, bulletin board, science quiz, day celebration, science fair, field trips, essay writing competitions, wall magazine preparation, preparation of models and charts, science magazine and poster preparation.

Curiosity, defined as "threshold of desired uncertainty in the environment that leads to exploratory behaviour" (Jirout & Klahr, 2012). It is a quality related to inquisitive thinking such as exploration, investigation, and learning. The major objective of science education by NCF (2005) is "to nurture the curiosity of the child about the world (natural environment & people) and to have the child engage in exploratory and hands on activities for acquiring the basic cognitive and psychomotor skills through observation, classification, inference etc.". So, the assessment of the variable will help to realise the effectiveness exploratory activities in science education.

### **Need for the Study**

A science club is a group of young people from 12 to 18 years of age, organized to pursue in an interesting and orderly manner, under proper relationship and guidance a definite programme of scientific investigation and experimentation (UNESCO, 1956). It is "an organisation which assists

and supplements more formal training in science received in lesson periods, and so plays a valuable part in the education of secondary school pupils. Moreover, it broadens the subject matter beyond the limits of the syllabus, according to the pupils' own interest.

Science club is an organisation providing extracurricular activities related to science education. It is formed at the school level for the students who are interested in proceeding advanced science experience. The basic principle involved in the science club is 'learning by doing'. The individual learns and remember things better through doing rather than just study or read them. So, in the present system of education science club activities plays an important role.

The document "assessment and action plan" (Kerala Academy of Sciences, 1989) stated the importance to spruce up and strengthen the school science laboratories and set up a vibrant culture of science clubs. KAS (1989) also recommend to extend the science club culture to higher secondary level because the science club activities are enabling tool aimed at sparking interest of students in science.

The participation in science club activities promotes leadership qualities, scientific attitude, interest and creativity among children. For attaining this purpose, the teachers or organiser of science club should organise several science related activities for children based on their interest. To know the students' interests and the effectiveness of these activities it is necessary to measure the involvement of students in those activities.

"Organisation of club activities and designing projects that nurture leadership

qualities and personality development” is a suggestion put forward by KCF (2007) for curriculum formation. Developing scientific literacy that provides for building awareness of scientific process is one of the aims of education given by KCF (2007). Organisation of science club activities and ensuring active participation of students in these are the means to attain this goal. In order to ensure active involvement of children in club activities assessment and evaluation are necessary. So, by assessing the involvement of the students in science club activities the teacher can realise the attainment of the aims of education.

“Curiosity is the desire to know, to see, to experience that motivates exploratory behaviour directed towards the acquisition of new information” (Litman & Jimenson, 2004). Curiosity brings excitement into our life. There are always new things that attract our attention. Curious people have an adventurous life. It opens up new world and possibilities. By being curious, the learner able to see the new world and possibilities which are normally not visible.

Every individual or person in this world has a tendency to wonder, to inquire, to investigate and to seek information about anything novel or unknown. This tendency can be named as curiosity. This inquisitiveness to inquire and seek information will differ from individual to individual.

Curiosity plays an important role in education. It prepares the brain for better learning and motivates us to find out new knowledge. One of the innate qualities of a physically and psychologically healthy individual is being curious and continuously so. Being curious means approaching the

world with openness to possibilities and willingness to take risks for the sake of exploring these possibilities, regardless of the social and cultural settings. Curiosity motivates learning, successful adaptation and creative problem solving across the life span. During teaching learning process, the individual learns the new things by being curious. The level of curiosity is different from individual to individual.

Co-curricular and extracurricular activities stimulate investigative ability, inventiveness and creativity in children (NCF, 2005). Science clubs provide a lot of opportunities for active involvement of students in extracurricular activities. These opportunities help children to investigate, to inquire and to seek information about novel and unknown matters. But the supporting factors for the active involvement of children in these activities are the predictors of the success or failure. The investigator was eager to know whether curiosity of children related to the involvement of children in science club activities. So, the investigator intended to assess the students Involvement in Science Club Activities as one variable and Curiosity as second one.

### **Objectives of the Study**

1. To study the distribution of the scores on Involvement in Science Club Activities among the Students of Standard Nine
2. To study the distribution of the scores on Curiosity among the Students of Standard Nine
3. To find out the relationship between Involvement in Science Club Activities and Curiosity among the Students of Standard Nine

### Hypothesis of the Study

1. There exists a significant relationship between the Means of Scores of Involvement in Science Club Activities and Curiosity.

### Methodology of the Study

For the present study the investigator randomly selected 25 schools from Kottayam district and collected information regarding the functioning of science clubs in these schools. From these schools the investigator selected nine schools where the science club activities were going on at a satisfactory level. A survey was conducted on 400 Students of Standard Nine who were randomly selected from these schools, by using descriptive survey method.

### Tools Used for the Study

The investigator used self-constructed tool namely 'Science Club Activities Involvement Scale' for measuring the Involvement in Science Club Activities and a standardised tool titled 'Children's Curiosity Scale' prepared by Rajiv (2012) to measure the Curiosity level of Students of Standard Nine of Kottayam District.

### Population and Sample of the Study

The investigator employed stratified random sampling technique for the selection of the sample from the population. The stratification was done on the basis of Gender, Locale and Type of Management. For the present study the investigator selected a representative sample of 400 Male and Female Students of Standard Nine in Rural and Urban area which are from Government, Aided and Unaided Schools of Kottayam District.

### Analysis and Interpretation of Data

The first objective of the study was to study the distribution of the scores on

involvement in science club activities among the secondary school students of Kottayam District. . The investigator presents the frequency distribution of the scores on involvement in science club activities among the secondary school students of Kottayam District in table 1.

**Table 1**

### **Frequency Distribution of the Scores on Involvement in Science Club Activities**

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 25-35          | 5         | 1.25       |
| 35-45          | 17        | 4.25       |
| 45-55          | 77        | 19.25      |
| 55-65          | 117       | 29.25      |
| 65-75          | 103       | 25.75      |
| 75-85          | 53        | 13.25      |
| 85-95          | 25        | 6.25       |
| Above 95       | 3         | 0.75       |
| Total          | 400       | 100        |

From table 1 it is clear that 117 of the total 400 students lie in the class 55-65, 77 students lie in the class 45-55, 17 students lie in the class 35-45, 103 students lie in the class 65- 75, 53 students lie in the class 75- 85, 25 students lie in the class 85-95, only five students lie in the class 25-35 and three students lie above 95. That means 397 or 99.25% of the total sample of secondary school students of Kottayam District lie below the score 95. Only 0.75% of secondary school students of Kottayam District lie above 95. The investigator calculated the mean and standard deviation of the scores of involvement in science club activities among the secondary school students and the data is presented in table 2.

**Table 2**

**The Number (N), Mean (M) and Standard Deviation (SD) of Involvement Scores in Science Club Activities among the Secondary School Students**

| Variable                               | Number (N) | Maximum Score | Minimum Score | Mean  | Standard Deviation |
|--|------------|---------------|---------------|-------|--------------------|
| Involvement in Science Club Activities | 400        | 96.28         | 26.68         | 64.29 | 13.08              |

From table 2, the investigator observes that the mean of the scores on involvement in science club activities of secondary school students of Kottayam District is 64.29, standard deviation is 13.08, minimum score obtained is 26.68 and maximum score obtained is 96.28.

#### **Distribution of the Scores on Curiosity among the Students of Standard Nine**

The investigator formulated the second objective of the study as "to study the distribution of the scores on Curiosity among the Students of Standard Nine". For the present study, the data pertaining to the above objective was collected by administering a standardised tool titled 'Children's Curiosity Scale' prepared and standardised by Rajiv (2012).

Analysis and interpretation of second objective was done by using Descriptive Statistics namely Frequency Distribution, Mean, Standard Deviation, Skewness and Graphical Representation. The investigator calculated the Mean and Standard Deviation of the scores on Curiosity of the total sample.

The investigator presents the Frequency Distribution of the scores on Curiosity among the Students of Standard Nine for the sample of 400 students in Table 3.

**Table 3**

**Frequency Distribution of the Scores on Curiosity**

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 35-45          | 2         | 0.5        |
| 45-55          | 7         | 1.75       |
| 55-65          | 13        | 3.25       |
| 65-75          | 24        | 6          |
| 75-85          | 62        | 15.5       |
| 85-95          | 104       | 26         |
| 95-105         | 110       | 27.5       |
| 105-115        | 61        | 15.25      |
| 115-125        | 16        | 4          |
| Above 125      | 1         | 0.25       |
| Total          | 400       | 100        |

Table 3 shows that 397 or 99.25% of the total sample lie between the range of 55-125.

The investigator observes that 110 out of 400 students lie between the class 95-105, 104 students lie between the class 85-95, 62 students lie between the class 75-85, 24 students lie between the class 65-75, 13 students lie between the class 55-65, seven students lie between the class 45-55, 61 students lie between the class 105-115, 16 students lie between the class 115-125, two

students lie between 35-45 and only one lie above 125.

From this the investigator interprets that the distribution of the scores on Curiosity among the Students of Standard Nine is bell shaped and have a tendency to be normal. The distribution of the scores slightly inclined

towards the left to the centre of the curve. That is the scores on Curiosity have tendency to cluster at the higher end of the distribution and it is negatively skewed.

The Descriptive Statistics employed for the scores on Curiosity is presented in Table 4.

**Table 4**

**Variable, Number of Students, Maximum Score, Minimum Score, Mean, Standard Deviation and Skewness of the Scores on Curiosity**

| Variable  | Number of Students | Maximum Score | Minimum Score | Mean  | Standard Deviation | Skewness |
|-----------|--------------------|---------------|---------------|-------|--------------------|----------|
| Curiosity | 400                | 125           | 36            | 91.68 | 15.14              | -0.746   |

From Table 4, the investigator observes that the Mean of the scores on Curiosity among the Students of Standard Nine is 91.68 and Standard Deviation is 15.14. The Minimum Score obtained is 36 and Maximum Score obtained is 125. The skewness of the scores on Curiosity is -0.746. The negative value of the skewness indicates that the students who got high score are comparatively more in number than those who got low scores. The negative value of the skewness indicates that the distribution is negatively skewed and it has a tendency to cluster to the upper end of the distribution.

#### **Correlation between Involvement in Science Club Activities and Curiosity**

The objective of the study was “to find out the correlation between Involvement

in Science Club Activities and Curiosity among the Students of Standard Nine”. For the analysis of the objective the investigator formulated the null hypothesis  $H_0$ .

**Null Hypothesis  $H_0$ :** “There exists no significant relationship between Involvement in Science Club Activities and Curiosity among the Students of Standard Nine”.

The data pertaining to this objective was analysed using Karl Pearson’s Product Moment Correlation  $r$ . The  $r$  value was set as 0.098 at .05 level of significance for degrees of freedom 398. The Karl Pearson’s Product Moment Correlation  $r$  value between the scores on Involvement in Science Club Activities and Curiosity among the Students of Standard Nine is presented in Table 5

**Table 5**

**Relationship between Involvement in Science Club Activities and Curiosity**

| Variable  | Number | df  | Correlation ( $r$ ) | $p$ value |
|---|--------|-----|---------------------|-----------|
| Involvement in Science Club Activities<br>Curiosity | 400    | 398 | 0.353*              | 0.05      |

Note: \* $p < .05$  significant at .05 level

From Table 5, it is clear that the obtained  $r$  value 0.353 shows a positive correlation between Involvement in Science Club Activities and Curiosity. The calculated  $r$  value ( $r_{(398)} = 0.353, p < .05$ ) was less than the tabled  $r$  value 0.098 at .05 level of significance with degrees of freedom 398. This indicated that there exists a significant correlation between Involvement in Science Club Activities and Curiosity among the Students of Standard Nine. In the view of this result, the null hypothesis  $H_0$ : "There exists no significant relationship between Involvement in Science Club Activities and Curiosity among the Students of Standard Nine" is not accepted.

The investigator concludes that there exists a significant relationship between Involvement in Science Club Activities and Curiosity among the Students of Standard Nine.

#### Major Findings of the Study

- ◆ There exists a positive correlation between Involvement in Science Club Activities and Curiosity among the Students of Standard Nine.
- ◆ Out of 100 scores for the involvement in Science Club Activities the maximum score obtained by Secondary School Students was 96.28 and minimum score was 26.68. The mean of the involvement scores was 64.29 with a standard deviation 13.08.
- ◆ In the case of curiosity scores the maximum was 125 out of 130 and minimum 36. The mean of the scores was 91.68 and standard deviation 15.14.

#### Conclusion

The present study conclusively revealed that there is a positive relationship between the Involvement in Science Club Activities and Curiosity among the Students of Standard Nine. Based on the mean and standard deviation of the scores of involvement in Science Club Activities and that of Curiosity it is concluded that majority of the Secondary School Students are involved in Science Club Activities and they possess a high score of Curiosity. The findings are of prime importance as they contribute to theory and practice of education. The investigator would feel gratified if the findings of the present study would lead to a better understanding of the importance of Involvement in Science Club Activities and Curiosity among students.

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# Education and Women Empowerment in the Context of Human Rights Violations

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## Abstract

*Women empowerment is inevitable to speed up the process of development. Women's education is an indicator of educational development of a region. Reduction in gender disparities in education results in liberation of women, thus making them active participants in national development. In India, women in general, and the poor women in particular are relatively powerless with little or no control over resources and little decision-making power. Attaining equality between women and men and eliminating all forms of discrimination against women are fundamental human rights and United Nations values. Women's ability to participate in public and political life is integrally related to their ability to claim citizenship and nationality-related rights. Women in all countries, irrespective of status, class, age, caste or religion, experience violence in virtually all spheres of life, whether in the home, at work, on the street, in government institutions, or in times of conflict or crisis. The best way to protect the rights of women is to empower them through the effective education and share the experiences of model women in the national, regional and international levels.*

**Key Words** : *Women empowerment, Gender discrimination, Gender identity, Human Rights, Gender sensitivity, Gender responsibility, Human rights violations, etc.*

## Introduction

Educated and skilled people are an asset to the nation. Education helps a nation in her economic development, social progress, political progress, scientific advancement and cultural progress. The education needed to make democracy work effectively is not just any kind of education, but is education, which can discipline the mind, enrich the spirit and improve the living conditions of people. It is a pre-requisite for the efficient functioning of democracy. The distinguishing character and guiding belief of every generation are conditioned by its educational system. The encouragement for the development of great character can be given only through a sound education. The finished product of a sound education should be

a well balanced, empowered personality who can enrich the life around.

International community has been taking serious view of the lack of education among children, women and adults particularly in the less developed and least developed countries of the world. The right to education was articulated clearly in Article 26 of the universal declaration of human rights (1948). Five international conferences on adult education (CONFINTEA) held at Elsinore in 1949, Montreal, Canada in 1960, Tokyo, Japan in 1972, Paris in 1985 and Hamburg, Germany in 1997 were organized to put adult literacy on the world education agenda more firmly. National governments agreed to dedicate themselves to secure the goal while international agencies

pledged that no country thus committed would be prevented from achieving them due to lack of resources. Despite all these efforts of interalia providing adult, basic and continuing education, the Global Monitoring Reports (2009) indicate that the literacy and literate environment which are essential are yet elusive.

### **Empowerment of Women**

'Women Empowerment' does not mean that, women are weak. It becomes relevant in our social scenario where women have to realize their strength and apply it as per need. Women empowerment is inevitable to speed up the process of development; as social justice is an invariable component of development. The progress and uplift of backward classes including women is essential for ensuring social justice. The analysis of empowerment of women can be summarized as;

- ◆ Recognizing women's contribution and knowledge.
- ◆ Helping women fight their own fears and feelings of inadequacy and inferiority.
- ◆ Women enhancing their self-respect and self-dignity.
- ◆ Women controlling their own bodies.
- ◆ Women becoming economically independent and self-reliant
- ◆ Women controlling resources like land and property
- ◆ Reducing women's burden of work, specially within the house
- ◆ Creating and strengthening women's groups and organizations (Bhasin, 1992).

Empowerment is an individual's self esteem and collective mobilization for challenging basic power relations like social

injustice and mobilization of resources. Empowerment is self-governance, self-sufficiency and self-maintenance. Empowerment in the Indian context means the development of women capacity to make informed choices and expansion of their capacity to manage their domestic and economic environment efficiently. It is needless to say that India's economic development is also closely intertwined with the process of women's oppression. Unless it is removed, it is not possible to achieve expected target. This has to be taken note of by all policies and action intended to bring about the advancement, development and empowerment of women.

Women empowerment refers to self-determination and self-confidence that allows them to play an active role in society. The taxonomy of empowerment of women indicates the following characteristics among the empowered women.

- ◆ Courage
- ◆ Self-reliance
- ◆ Economical independence
- ◆ Take decision about age of marriage for girls, education of children and property
- ◆ Have awareness on human rights
- ◆ Participation in political activities
- ◆ Have control over their body and assets
- ◆ Send their children to school (boys & girls)
- ◆ Create awareness among family members about health and hygiene
- ◆ Conservation of natural resources
- ◆ Have lesser number of children and care for elderly persons
- ◆ Engage in gainful economic activities

- ◆ Develop savings habit
- ◆ Co-operate with group members and share their views
- ◆ Contribute to community welfare
- ◆ Manage time and finances
- ◆ Active participation in educational programmes
- ◆ Disseminate information about innovations in science and technology
- ◆ Participation in social functions
- ◆ Practise basic human values and adopt eco-friendly practices

Women empowerment enables autonomy and control over their lives. The empowered women become agents of their own development, able to exercise choices to set their own agenda and be strong enough to challenge and change their subordinate position in the society. In order to achieve this, emphasis should be placed on formulation of appropriate organization for women to facilitate communication, learning and organized action.

Empowerment of women could be achieved only if they are given adequate educational opportunities. For realising this objective, the Continuing Education Centres were established in almost all big villages of the country. The centres were manned by preraks, who were expected to organize the various activities. Necessary financial grants were provided to these centres. These schemes have been in operation for the last three decades, in different phases in different states. Women's education is an indicator of educational development of a region. Reduction in gender disparities in education results in liberation of women and thus making them active participants in national development. Education, thus, is a tool for empowerment of women that

identifies the innate potentials and channelizes them in the right direction.

Empowerment refers to increasing the political, social, educational, gender or economic strength of individuals and communities. Empowerment is not giving people power, people already have plenty of power, in the wealth of their knowledge and motivation, to do their jobs magnificently. We define empowerment as letting this power out. It encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately, help them develop within themselves or in the society. To empower a female "...sounds as though we are dismissing or ignoring males, but the truth is, both genders desperately need to be equally empowered." Empowerment occurs through improvement of conditions, standards, events, and a global perspective of life.

Empowerment of weaker sections of society, especially women, through continuing education is an important concern of voluntary agencies, state governments and the government of India. To make continuing education an instrument of awakening among women, it is necessary to organize and implement its programmes focusing on women empowerment. Empowerment is not something which could be made available in the form of a capsule to those whom we think are in need of it. It is not just a concept that could be defined with the help of some universally accepted parameters. Empowerment (Lucy Lazo, 2002) is a process and includes the following components.

1. Equal access to opportunities for using society's resources
2. Prohibition of gender discrimination in thought and practice

3. Freedom from violence
4. Economic independence
5. Participation in all decision making bodies
6. Freedom of choice in matters relating to one's life.

The concept of empowerment emerged during the U.S civil rights movements in the 1960s, after substantial work took place in civil disobedience and voter registration efforts to attain democratic rights for Afro- Americans. Displeased with the space and scope of the changes, several black leaders called for black power. Empowerment began to be applied within the women's movements in the mid 1970s. The similarities among oppressed groups are considerable because they face the common problem of limited willingness by those in control to see the seriousness of their condition and to work to solve it. Under the circumstances, the oppressed must themselves develop power for change.

Applied to gender issues, the discussion of empowerment brings women into the political sphere, both private and public. Its international use probably began with the appearance of the book by Sen and Grown, *Development Crisis and Alternative Visions: Third World Women's Perspectives* (1985) prepared for the Nairobi conference at the end of the UN Decade for women in 1985. In this book, a section on "empowering ourselves" clearly identifies the creation of women's organizations as central to the design and implementation of strategies for gender transformation.

### **Status of Women in Kerala**

As far as status of women is concerned, the scene is quite different in Kerala from the rest of the country. The matriarchal system that prevailed among certain

communities in the state and the progressive social movements paved the way for women's development. The development indicators of women in Kerala are relatively very high compared to the rest of the county. The sex ratio as well as the literacy rate and the life expectancy rate of women in Kerala are the highest in the country.

But, in general, women do not take a central place in social inclusion. First, women are not just one group amongst several disempowered subjects of society (the poor, ethnic minorities, etc.); they are a cross-cutting category of individuals that overlaps with all the other groups. Second, the household and interfamilial relations are a central locus of women's empowerment in a way that is not true for other disadvantaged groups. Third, women's empowerment requires systematic transformation in not just any institution, but fundamentally in those supporting patriarchal structures (Kabeer, 2001).

Kerala occupies a unique position in achieving the highest literacy rate and in being the forefront of female literacy. In the 2001 census, the total literacy rate of the state was 90.92 with a break up of 94.20 for male and 87.86 for female against an all India average of 65.38 (National), 75.85 (Male) and 54.16 (Female) respectively. The human development Index (HDI) of Kerala is the highest among the Indian states, despite the low per capita income. This can be attributed mainly to the high literacy rate of the state. Among the Indian States, the status of women in Kerala aroused the attention of many scholars at home and abroad. The enhancement of female education is currently accepted as the most promising agent of change in women's access to power and control over resources.

Despite all these accolades, women are yet to be empowered. In India, women in general, and the poor women in particular are relatively powerless with little or no control over resources and little decision-making power. Often the decisions made by others affect their lives. In Kerala also, women belonging to the weaker sections are by and large ignored. They have various problems of their own. Gender disparity still persists. Social inhibitions and customs restrict them from taking their proper role in the development process of the country.

Atrocities on women are on the rise. Differential wage structure, decline in the child sex ratio, violence against women and insufficient representation of women in local self governments are the crucial issues faced by women. The social evils can be exterminated only through a mass movement coupled with a stern and strict enforcement of law. This in turn is possible only in a learned society. A revamped educational policy is the only means to making women conscious of their own aspirations and potentials.

### **Human Rights and Human Rights Education**

Human rights may be simply defined as those minimal rights, which every individual must have against state or other individuals or authorities by virtue of his being a member of the human family, irrespective of other considerations. The concept of human rights is quite often identical with the idea of fundamental rights. There are differences between these two ideas. Generally the basis for claiming fundamental right is the membership in a national state, in the form of citizenship. However, the basis for claiming human rights is the membership in the family of human beings, which is open to all human beings. Human rights are universal birth privileges that every individual

is granted regardless of his/her gender, religion, class, age, nationality, ability or culture. These rights are the guarantee for basic dignity and freedom, that are a must to live a normal life.

The Universal Declaration of Human Rights (UDHR) is a declaration adopted by the United Nations General Assembly on 10 December 1948 at the Palais de Chaillot, Paris. The Declaration arose directly from the experience of the Second World War and represents the first global expression of rights to which all human beings are inherently entitled. The United Nations Organization made its well-known declaration of Human Rights in December 10th, 1948. In 1993, India made its declaration of human right.

Human Rights Education promotes democratic principles. It examines human rights issues without bias and from diverse perspectives through a variety of educational practices and helps to develop the communication and informed critical thinking essential to a democracy. It provides multicultural and historical perspectives on the universal struggle for justice and dignity. It engages the heart as well as the mind. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action. It affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided. Human rights education consists of all learning that contributes to the development of the knowledge, skills and values of human rights.

### **Principles of the Human Rights Education**

The human rights framework protects civil, political, economic, social and cultural

rights. But no matter what kind of right is at issue, there are basic principles that are always part of human rights standards and implementation. These principles include:

1. Universality
2. Indivisibility
3. Participation
4. Accountability
5. Transparency
6. Non-Discrimination

### **Women Empowerment and Human Rights**

The United Nations has a long history of addressing women's human rights and much progress has been made in securing women's rights across the world in recent decades. However, important gaps remain and women's realities are constantly changing, with new manifestations of discrimination against them regularly emerging. Some groups of women face additional forms of discrimination based on their age, ethnicity, nationality, religion, health status, marital status, education, disability and socioeconomic status, among other grounds. These intersecting forms of discrimination must be taken into account when developing measures and responses to combat discrimination against women.

In 1967, United Nations Member States adopted the Declaration on the Elimination of Discrimination against Women, which states that discrimination against women is an offence against human dignity and calls on States to "abolish existing laws, customs, regulations and practices which are discriminatory against women, and to establish adequate legal protection for equal rights of men and women". Less than a year later a proposal for a legally binding treaty on women's rights was made. The

Convention on the Elimination of All Forms of Discrimination against Women was adopted by the General Assembly in 1979. Its preamble explains that, despite the existence of other instruments, women still do not enjoy equal rights with men.

The Convention defines discrimination in its article 1 as "... any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field." Such discrimination encompasses any difference in treatment on the grounds of sex which:

- ♦ Intentionally or unintentionally disadvantages women;
- ♦ Prevents society as a whole from recognizing women's rights in both the private and the public spheres;
- ♦ Prevents women from exercising the human rights and fundamental freedoms to which they are entitled.

### **Women's Rights in Public and Political Life**

According to the Universal Declaration of Human Rights, everyone has the right to take part in the government of his or her country. One of the first tasks of the Commission on the Status of Women was to write the 1952 Convention on the Political Rights of Women. The Convention on the Elimination of All Forms of Discrimination against Women builds on previous conventions and its article 7 concerns women's access to decision-making in political and public life. Article 7 guarantees the right of women to vote in all elections and public

referendums and to be eligible for election to all publicly elected bodies, the right to participate in the formulation of government policy and its implementation, to hold public office and perform all public functions at all levels of government, and the right to participate in non-governmental organizations (NGOs) or associations concerned with the public and political life of the country. Article 8 requires State parties to “take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.”

### **Rights on Sexual and Reproductive Health**

Reproductive health is defined in the Programme of Action of the International Conference on Population and Development as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes.” In 2004, the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health defined sexual health as a state of physical, emotional, mental and social well-being related to sexuality, not merely the absence of disease, dysfunction or infirmity (E/CN.4/2004/49). This definition is based on the recognition in the Programme of Action that the purpose of sexual health “is the enhancement of life and personal relations, and not merely counselling and care related to reproduction and sexually transmitted diseases.”

Violations of women’s sexual and reproductive health rights are often deeply ingrained in societal values pertaining to women’s sexuality. Patriarchal concepts of

women’s roles within the family mean that women are often valued according to their ability to reproduce. Early marriage and pregnancy or repeated pregnancies spaced too closely together, often as the result of efforts to produce male offspring because of the preference for sons, have a devastating impact on women’s health with sometimes fatal consequences. Women are also often blamed for infertility, and ostracized and subjected to various human rights violations as a result.

### **Violence against Women and Their Right to Housing**

The Declaration on the Elimination of Violence against Women defines “violence against women” as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.” Since the beginning of the 1990s, violence against women has gained much attention in the human rights discourse.

Domestic violence has been found to be a leading cause of women’s (and often their children’s) homelessness, and many women try to avoid homelessness by staying in abusive relationships. Women who are property owners or landowners experience less domestic violence, which points to the importance of guaranteeing women’s security of tenure. Assumptions that a woman has to “leave” an abusive home instead of removing the abusive husband and the lack of support for removing the abusive partner by local authorities, community and/or family laws and regulations, greatly undermine women’s right to adequate housing as well as their right to live a life free of violence.



## **A Human Rights-based Approach to Maternal Mortality**

The Human Rights Council requested the Office of the United Nations High Commissioner for Human Rights to prepare a series of reports on maternal mortality and morbidity as a human rights issue. In the first report in 2010, the High Commissioner outlined seven important principles of a human rights-based approach: non-discrimination, accountability, participation, transparency, empowerment, sustainability, and international cooperation. In 2011, a compilation of good practices was presented, in which the High Commissioner observed five common features of good practices to reduce maternal mortality and morbidity in line with human rights obligations: enhancing the status of women by removing barriers to an effective human rights-based approach to eliminate maternal mortality and morbidity, ensuring sexual and reproductive health rights, strengthening health systems to increase access to and use of skilled care, addressing unsafe abortion, and improving monitoring and evaluation.

## **Gender Mainstreaming and Protection of Rights**

Gender mainstreaming (or integration) is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve equality between men and women. Gender

integration as a strategy and methodology does not in theory mean an emphasis on women's experiences. However, given the socially constructed differences and relations between males and females in most of the world's societies, in practice it often results in a specific focus on women because they are mostly adversely affected by existing gender inequalities.

## **Conclusion**

Women in all countries, irrespective of status, class, age, caste or religion, experience violence in virtually all spheres of life, whether in the home, at work, on the street, in government institutions, or in times of conflict or crisis. Violence is also present throughout the lifetime of a woman, affecting girls and older women too. Specific groups of women suffering from various forms of discrimination, such as women with disabilities or migrant women, lesbian, bisexual and transgender women, are particularly vulnerable to violence. Understanding that violence against women is a manifestation of historically unequal power relations between men and women, a human rights analysis posits that the specific causes of such violence and the factors that increase the risk of its occurrence are grounded in the broader context of systemic gender-based discrimination against women and other forms of subordination. The best way to protect the rights of women is to empower them through the effective education and share the experiences of the various categories of women in the national, regional and international levels. This will not only assist them to remember the importance of the human rights taught but will also enable them to understand their practical application and protect the rights.

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# COVID-19 : Redefine Teacher Education

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## **Abstract**

*As COVID-19 has suddenly transformed the landscape of learning in India, teachers are doing what they can do best: figuring out how to effectively respond to support their students on their own. However, by creating digital networks that include university-school-family partnerships, the reach of teachers and teacher educators can increase. Teacher educators can provide support, systems, and strategies to manoeuvre the additional stressors and challenges posed by teaching during COVID-19. This essay focuses on how Covid-19 affected the training period of prospective teachers. Considering these deficiencies of the prospective teachers, it is suggested here for at least one month training for them at any time, even after the completion of the course. It is also suggested that the mode of training should be advanced (online) in coming years. Practical aspects of online training should be included in the curriculum.*

**Key Words** : Academic establishments, Federal government, Deprived communities, International locations, Digital training etc.

The petrifying and the extreme impact of COVID-19 has shaken the world to its core. Additional, the higher a part of the Governments across the globe have quickly closed academic establishments making an attempt to comprise the unfold of COVID-19 pandemic. In India as effectively, the federal government as a facet of the nationwide lockdown has closed each academic institution, as a consequence of which, learners going from school-going kids to postgraduate college students, are affected.

These nationwide closures are affecting over 91% of the universes' pupil populace. A number of different international locations have applied localized closures affecting an enormous variety of further learners. UNESCO is supporting international locations of their efforts to mitigate the quick impact of faculty closures, particularly for extra weak and deprived communities, and to facilitate the coherence of training for all via distant studying. The UNESCO report

estimates that the Covid pandemic will adversely have an effect on over 290 million college students throughout 22 international locations. The UNESCO estimates that round 32 cores college students are affected in India, incorporating these in faculties and faculties.

Therefore, the government has provided with e-learning program. Quite a few ed-tech companies have tried to leverage the occasion by providing free on-line lessons or engaging limits on e-learning modules. These measures have been met with overwhelming response by college students with some new companies witnessing as excessive as 25% uptick in e-learning. Distant studying appears a viable reply for college kids throughout this time as they provide handy, on – the-go and reasonably priced entry to classes. E-learning additionally comes as an attention-grabbing and interactive various as in comparison with classroom educating.

E- Learning is the only practical solution for academics in this situation, even though it has many limitations. But, coming to the case of Teacher Education, the condition is too severe. Focusing to the B.Ed. programme in Kerala, the most affected group is the students of it's third semester. As per the syllabus of the two year B.Ed. programme, the crucial stages of the course, internship, is in third semester. Internship means real teaching experience in school. The prospective teachers have to confront with psychological, philosophical as well as academics aspects of the students. Our prospective teachers will get into huge exposure, while they are involved in internship. So many school activities are there in the syllabus which can be done by the trainees at school or with school students. Unfortunately all these encouraging experiences are partially lost for the 3rd semester students.

Even though, proper attention is not focused to this area. Consequently the future moulders of the nation are suffering without getting proper attention. How training and practical field works should be done? is a big challenge to both prospective teachers and Teacher Educators. For the trainees to take live classes through online mode is a serious problem. Practical works like case study action research etc. are to be completed without getting adequate field experience. They have to imagine the problem, the causes and solutions.

Considering these deficiencies of the prospective teachers, it is suggested here for at least one month training for them at any time, even after the completion of the course. It is also suggested that the mode of training should be advanced (online) in coming years. Practical aspects of online training should be included in the curriculum.

However, Covid-19 has prompted specialists to rethink the traditional mode of training. Digital training seems to be a viable reply for make up for within the shortfall for classroom training for an interval of three to 4 months whereas limiting the probabilities of an infection to college students until courses resume. Extra considerably, it has additionally introduced the hitherto peripheral problem of digital training in India to the middle stage. Going forward, digital training is more likely to be built-in into mainstream training. This may allow inclusive training by encouraging studying throughout various geographies in India. Furthermore, it's going to present an open door for educators to provide with custom-made studying solutions for each pupil.

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# Teachers and Teacher Education in National Education Policy (NEP) 2020

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## Abstract

*The National Education Policy (NEP) aims to address the many growing developmental imperatives of our country. The NEP proposes the revision and revamping of all aspects of the education structure, including Teacher Education. This Policy lays particular emphasis on the development of the creative potential of each individual. The new education policy must help to re-establish teachers at all levels. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. NEP states that the teachers doing outstanding work must be recognized and promoted and hence enhancing their professional competency. When concerning Teacher education, NPE states that the programme of teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme. The National Policy on Education puts forward many policy changes when it comes to teachers and teacher education. To become a teacher, a four year Bachelor of Education degree will be the minimum requirement needed by 2030. The teacher recruitment process will also be strengthened and made transparent.*

**Key Words :** *National Education Policy, Continuous Professional Development, Career Management and Progression etc.*

## Introduction

The National Education Policy (NEP) released on July 30, 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. It will replace the National Policy on Education, 1986. The Key recommendations of the NEP include redesigning the structure of school curriculum to incorporate early childhood care and education, curtailing dropouts for ensuring universal access to education, increasing gross enrolment in higher education to 50% by 2035 and improving research in higher education institutes by setting up a Research

Foundation. The policy also focuses on the quality of teacher education and the professional development of teachers. The NEP proposes the revision and revamping of all aspects of the education structure, including Teacher Education. This Policy lays particular emphasis on the development of the creative potential of each individual.

## Role of Teachers

The role of the teacher may have changed at the present time, but his importance and responsibility of personality building has become more relevant. Without the enhancement of all round ability, it is very difficult to walk with the world and to

sustain one self. It is teachers who create the personality of an individual. According to Dr. S. Radhakrishnan, teachers play an important role in the creation of the country and that is why they deserve more respect.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. Teachers are the backbone of the progress of education in India. They really shape the future of our nation by bringing all children in the mainstream. So teaching is considered as the noblest profession and teacher is the most respectable person in the society. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. The new education policy requires efforts to be a teacher for a masterly position, to create such an environment. It is required that education should be a mission for the teacher, not a profession.

### **Professional Development of Teachers**

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. Professional development of teachers is a must for the quality improvement of the whole process of education. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Online

platforms will also be developed so that teachers may share ideas and best practices from anywhere. Each teacher will be expected to participate in at least 50 hours of Continuous Professional Development (CPD) opportunities every year for their own professional development, driven by their own interests. CPD opportunities will cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies.

When considering the case of School Principals and school complex leaders, there will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

National Policy states that a common guiding set of National Professional Standards for Teachers (NPST) will be developed by the year 2022. This will be developed by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs etc. The teachers from various regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions

should also be a part. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes.

### **Career Management and Progression (CMP)**

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community. In this Policy, in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and contribution, while 'tenure track' refers to the period of probation preceding tenure. The Policy states that this tenure track system ensures the quality of education and professional development of teachers.

It will also be ensured that career growth is available to teachers within a single school stage, and that there is no career progression-related incentive to move from being teachers in early stages to later stages. This is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other. Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated

leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

### **Approach to Teacher Education**

When concerning Teacher education, NPE states that the programme of teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, offer B.Ed., M.Ed., and Ph.D. degrees in education. Now we are conducting two year B.Ed. programme instead of one year programme. By 2030, instead of the current system of two year B.Ed. programme, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools.

The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as one year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a speciality and wish to become a subject teacher in that speciality. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class

integrated B.Ed. programme and having accreditation for Open and Distance Learning may also offer high-quality B.Ed. programmes in blended or Open and Distance Learning mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-training and student-teaching components of the programme.

NPE also states that all B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.

Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the

schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also consider the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education. Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

Teacher education is very important in creating a pool of school teachers that will shape the next generation. Therefore teacher preparation should be an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. But justice J. S. Verma Commission (2012) has commented that a majority of stand-alone Teacher Education Institutions, over 10,000 in number, are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been



able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

#### **Four Year Integrated B.Ed Programme**

As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments. Moreover, all stand-alone Teacher Education Institutions (TEIs) will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

The 4-year integrated B.Ed. offered by such multidisciplinary Higher Education Institutions (HEIs) will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as specialized subjects. The Higher Education Institutions (HEIs) offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A one year B.Ed. may

also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in related to their chosen Ph.D. subject during their doctoral training period. Research students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose.

In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty - including those with the ability to teach in Indian

languages – which would be willing to provide short and long-term mentoring/professional support to university/college teachers.

### Conclusion

The National Policy on Education brings many policy changes when it comes to teachers and teacher education. To become a teacher, a four year Bachelor of Education will be the minimum requirement acquired by 2030. The teacher recruitment process will also be strengthened and made transparent. The National Council for Teacher Education (NCTE) will frame a National curriculum Framework for Teacher education by 2021 and a National Professional Standards for Teachers by 2022. The NEP also aims to ensure that all students at all levels of school education are taught by

passionate, motivated, highly qualified, professionally trained, and well equipped teachers.

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# A Plea Versus an Outburst in African and Afro - American Situations of Disentanglement : A Study of Dennis Osadebay's 'Young Africa's Plea' and Wole Soyinka's 'Black Singer'

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## Abstract

*The language of literary works continues to blossom in admiration with the application of tools of linguistic examination of such works. The eclectic approach which resulted from the provisions of the linguistic theories of Structural grammar, Transformational Generative grammar, Systemic grammar, Government and Binding grammar, gave this study a solid base. The study exposes the reactions and resentments of the Africans to colonisation and colour segregation, both by those domicile in the continent and those in the diaspora. These poems namely, 'Young Africa's Plea' by Dennis Osadebay and 'Black Singer' by Wole Soyinka, are geared towards disentanglement from the yolk of slavery and colonialism, but they have different approaches. Osadebay in his style makes a plea for the colonisers to give the Africans a chance to free existence and ability to show-case what they can produce. On the other hand, Soyinka, using confrontational approach, presents the case of the Africans in the diaspora. Soyinka's effrontery is registered in the Black Singer's voice as she recounts the memory of de-humanisation of the Africans by their slave masters, which resulted in racial segregation and treatment. The language of the two poems was described, using the linguistic tools provided by the theory of the Transformational Generative grammar, namely: levels of graphology, phonology, syntax / grammar, lexico-semantics. The result of this study is the exposure of the awful practice of human degradation and the delay in social and economic development therefrom.*

**Key Words** : Out-burst, Plea, Disentanglement, Linguistic analysis etc.

## Introduction

The psychological pains of dehumanisation of Africans in the history of Trans-Saharan slave trade, has remained indelible in the minds of the generations of Africans both within the continent and in the diaspora. Colonisation which was closer to the younger generation of Africans, gave an insight into the horrible plight of Africans in the hands of the slave dealers. The Africans who could raise their voices to deplore the attitudes of the colonialists were the pioneer

West African poets among whom was Dennis Osadebay. He entitled his poem "Young Africa's Plea". In this poem, the poet pleads that Africans be given a chance of freedom to grow without restriction, prejudice and comparison of cultures, since the Europeans see African culture as inferior to theirs. The language of expression by the writers rather changes from pleading to an outburst, hence Wole Soyinka's poem "Black Singer". In this poem, for Marge New York accompanying the title 'Black Singer,' gives insight into who the

persona represents. The singer is a black American woman who brings back the memory of the gruesome racial treatment of her race, the blacks. As she sings, she creates the picture of the unforgettable experiences of life, in the arena of display. Wole Soyinka recounts through the black singer, the dehumanising experiences of the blacks in America. The singer in her present performance pours out through her throat, the feelings of so many souls of the blacks, as the whites enjoy their drinks and remember the torturing of the blacks in the hands of the ruthless law enforcement agents. This poem becomes an outburst instead of a plea because the blacks here no longer cringe before their oppressors. They have gained a measure of freedom and so, can afford to throw before their (oppressors') faces, the forms of maltreatment they had suffered in their hands.

### **Methodology of the Present Study**

The poems were extracted from their various volumes and the linguistic tools for their examination were applied and successful results were produced. The linguistic comparison of the two poems was carried out.

At the level of graphology" Young Africa's Plea' is presented in a block of just one stanza with many lines. The one stanza depicts the indivisible and united nature of Africa as a continent, with her people showing oneness of behaviour and unwavering determination to grow and develop, if only the African continent will be spared intimidation by the Whites. In the structural arrangement, the poet complies with the convention of beginning each line with a capital letter. This compliance depicts harmony of existence and equality of all human beings,

irrespective of colour or race. In space management, some lines are made to be longer than the others. In other words, the poet humbly recognises the early civilization attained by the Whites which makes them better exposed than the Blacks. On the other hand, the poem "Black Singer" has a consistent three lined stanzas and keeps to the convention of capital letters at the beginning of each line. This practice reflects the tacit agreement of the Whites to engage in slave trade of the black continent and the oppression and suppression therein. This consistency of line arrangement matches with the indelible and unforgettable deep wounds inflicted on the blacks, which have penetrated their features such that veins house dark coloured blood which show-case the blood of their existence and which colour spells hatred by the Whites. The three line arrangement suddenly changes to two lines in the last stanza. This shows the result of the remorse which some Whites showed for engaging in the slave trade of the blacks and this disagreement which scattered the status quo brought about the resolve to stop slave trade, free the slaves and engage in other commercial activities other than slave trade.

### **Level of Phonology**

At the level of phonology in the poem "Young Africa's Plea", there are a few phonological indices of embellishments of rhyming at the end of a few lines; for example in lines 7 & 8 'ways' rhymes with 'brains' and in line 16 and 17 'prejudice' rhymes with 'sides'. This produces a momentary relief from the bad situation of the blacks. There is also chiming of /w/ in 'Whiteman' and 'ways' and /b/ in 'blackman's brains'. The majority of lines where there are no rhymes show that

the Young Africa lacks harmony with the life-style of the Whites and so cannot blend the two cultures through rhymes. There is rhythmic beat in lines 7 and 8.

This produces stress is chronicity, that is, equal stress. Another place where the poet applies equal stress to produce musicality is in lines 16-18, where he tries to create harmony which he wishes, so as to have equality of existence between the two races.

The young African believes he will make a mark that his people will be proud of, if only he is unrestricted by the introduction of artificial ideas and culture. There is fast movement underscored by the many voiceless alveolar fricatives /s/, which cluster the whole poem in 31 occurrences, producing ease of movement. The poet injects high volume with his high confidence to excel, with the challenging lines (16-18), where he is pleading that they should "bury their prejudice". He confidently bets the White man that he will not be a failure by saying, 'my friends will never know regret (line 19). He too would not forget the challenge he has thrown the whites.

On the other hand, 'the Black Singer' at the level of phonology robs itself of rhyme, rhythm and beauty of sound arrangement because of its theme and presentation. However there is chiming of voiceless labial dental fricative \v\ in 'votive vase' (line 4). The texture is hard occasioned by the presence of voiced plosives scattered all over the poem. For example the sounds \k\, \d\, \b\ occur up to a total of 7 times in 3 lines of stanzas 1. These can also be found in other stanzas. This is unlike the poem 'Young Africa's Plea' which is melodious and

rhythmical because the plea is made of soft texture with musical lines, so as to cushion the effect of the realities of the theme.

### Level of Syntax

At the level of syntax, Dennis Osadebay starts his poem with an injunction to his fellow Africans not to doctored Africa's customs to suit some white historian's tastes:

Don't preserve my customs

As some fine curios

To some white historians tastes lines 1-3

The preserving of Africa's customs to suit the White historian's tastes, is borne out of feeling of complex of inferiority because the White historians have condemned Africa's culture as barbaric. This is to be able to introduce and entrench their own, which the young African refers to as "artificial". He uses the verb "Let" as if he is begging. There is weakness in the verb 'let', to produce a parallel structure in lines 7-9 and he uses the operative words 'play and work' to summarise his case.

Let me play with white man ways

Let me work with the black man's brains

The VPS 'play and work' are in paradigmatic relationship while 'white man's ways' and 'black man's' are in comparative distribution. The NPS 'ways' and 'brains' are also in paradigmatic relationship but are in autonomous relationship because brain and ways depict levels of seriousness of the mind. One is superior to the other. The brain for instance shows the use of consciousness while ways means maintaining a status quo. So, the more serious word which is 'brains' neutralizes the autonomy and subsumes the word 'ways'. The effect of these is for stylistic purpose.

The persona uses 1<sup>st</sup> person pronoun 'I' and its objective case 'me' and the possessive pronoun 'my'. These project deep personal involvement of the Africans of the new breed who condemn the underestimation of the blacks by the whites. Many simple sentences abound and they are used to state in clear concise terms the persona's views about the young Africans determination to prove the whites wrong in their estimation. The persona insists that the young Africans have talents to showcase, only if they are given the freedom to prove their mettle.

This sudden push from simple sentences to subordinated simple sentences with phrases, is to demonstrate how the new breed of young Africans will surprise the Whites when they put their talents into action. The persona introduces rank-shifted clauses to show that the young Africans are fully 'loaded' in progression to development.

There is ellipsis of the subject 'those' in line 2, which should take the verb 'fear'. This shows how the Young Africans plan to suppress the Whiteman's ways and uphold those of the Africans. There is repetition of 'I' for emphasis e.g. /And I, I never once forget/. line 20. This confirms and underscores his resolution to excel and show the white man that he too can perform. The sentence of assurance is given in line 19, where the persona states; /my friends will never know regret/. That is a stylistic way of stating what he would do if given a chance. Syntactically, in the poem 'Black Singer', the persona bemoans the suffering suffered by the blacks. Their unforgettable experiences are couched in the expression 'cold wreath of vine' with the unmistakable colour of 'dark', which spells hatred by the whites. The expression, 'echoes

deep within their bled veins of autumn' (line 3), shows that the effects of their sufferings are deep seated in their veins, which carry the blood of their existence and which seem not to have improved after very many years. The black singer tries to ameliorate the harshness of these experiences by her music. She is vowing dedicating the blacks as 'in votive vase, her throat poured many souls as one', (lines 4 & 5). This is an example of hyperbaton, where the persona has deliberately and irregularly arrayed the syntactic elements for emphasis. He summarises the account of the blacks' experiences as pouring out from a vase, the voice of many Blacks through her song. The word 'wine,' it must be noticed, has been repeated several times and that is used to determine the improvement or otherwise, of the statuesque. The wine is a relevant point because the experience that turns the wine to become night is unforgettable.

At the lexicon-semantic level of 'Young Africa's Plea', a lot of subjective words to show clear subjection of the Africans, abound. For example /Do not preserve my customs/ /As some fine curios/. /To suit some white historian's taste/. In other words, the white man has in his historical account misrepresented the Africans. The Whites tailored their knowledge of African culture to suit their taste. The word 'artificial' (line 4) has been used to re assess the white man's culture by the young Africans. On the other hand, 'natural' is used to rebrand the already bastardized African culture and ideals of life, by the Whites. There are expressions that have racial connotation, like 'white man's ways' and black man's brains' (lines 7 & 8). The words 'brains' and 'ways' have been

comparatively used, to show either equality to or even to show superiority of the Blacks to the Whites, because 'brains' connote God-given talent, while 'ways' connote accidental or regular behaviours, where one's brain is not applied to think about what a man does.. 'Sweet rebirth' (line 10) shows what the young African's life will result to, if given a chance and freedom by the Whites, to prove his mettle. 'A better man' (line 11) shows the young African's determination towards improved development. 'Not ashamed' in (line 12) shows that the Blacks will conquer the inferiority complex they suffer from, because of the intimidation they suffer in the hands of the Whites. By the expression 'doubt my talent in secret, fear my strength', (lines 13 & 14), the young African braces up to challenge the attitude of the Whites and see them as rather fearing their (the Blacks') strength. These words have been subtly used to show confrontation and disgust by the Africans for their (Whites') prejudices. At the time of this poem, many African countries were then under the rule of the Whites. After the independence of Blacks, the later poets became bolder and used appropriate language to express their conditions. They did that without reservation, to show that the young African 'is not less a man' (line 15).

The words 'prejudice' (line 16) 'untrammelled' (line 18), are over-blown with suppression and oppression. 'Regret' (line 19) in /my friends will never know regret/, proves that the young African insists that the success that will result from his rebirth will not be regretted by his fellow Africans and that he will never once forget (line 20) the freedom the Africans will enjoy at their independence.

The second poem under examination which is entitled "Black Singer" shares the same theme of racial discrimination, prejudice, suppression and oppression with the first poem, 'Young Africa's Plea' and so, at the lexicon-semantic level, both share words that entrench colour or racial indictment. It must be observed however, that the Whites in 'Black Singer' practise and enjoy a very high level of bestiality, inhuman acts against the Blacks, such that inflict physical, mental as well as psychological pains on them. Their miserable condition is described with the words 'dark night'. Wine is used to describe the blood in their veins; 'sirens' is used to show that the oppressed are warned by the oppressors to keep off the road. The Blacks that have been brutally dealt with, are described in lines 8 & 9 as 'darkling pool of wine shivers...' It is no longer pool of blood but pool of wine shivers as they are found by 'side walk', hurt by vehicles carrying sirens. Imagine the question posed by the oppressors, How is the wine tonight? And the answer that follows is 'Dark, lady, dark, in token of deeper wounds'. (lines 11 & 12).

### Conclusion

The two poems 'Young Africa's Plea' and 'Black Singer' re-live the intimidating conditions suffered by the Blacks due to colonization and more horrifyingly, the activities of slavery of the Blacks. The conditions of the Blacks in the two poems are similar but in the poem 'Young Africa's Plea', the persona is domiciled in Africa but suffer mental, psychological trauma of denial of freedom to showcase what he is capable of achieving. On the other hand, the persona in 'Black Singer' recounts the horrendous treatment meted on the Blacks. They were

forcibly taken to foreign lands where they suffered deprivation, physical and psychological pains. Altogether the conditions in the two poems can lead the Blacks to see themselves as non-performers, unless they are freed. Finally, language has been so aptly applied that the two poems successfully deliver their different messages to their audience.

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# Effect of Socio-Scientific Inquiry Based Learning on Problem Solving Ability of Students at Secondary Level

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## Abstract

Science education cultivates students' curiosity about the world and enhances scientific thinking. Through the inquiry process, students will recognise the nature of science and develop scientific knowledge and science process skills to help them evaluate the impacts of scientific and technological development. *The purpose of the present study was to investigate the effect of Socio-Scientific Inquiry Based Learning on Problem Solving Ability of students at secondary level. Experimental study was conducted on a total sample of 64 students, 2 groups consisting of 32 students each for the experimental and control groups from the Standard VIII of K.P.M H.S. Puthenkavu, Ernakulam District. The study proved that the Socio-Scientific Inquiry based Learning Strategy is found to be appropriate and suitable for enhancing Problem Solving Ability among secondary level students.*

**Key Words** : Socio-Scientific Inquiry Based Learning, Problem Solving Ability etc.

## Introduction

Education is the systematic and complex process of gaining skills and knowledge through study and instructions. Its goal is to develop an individual perfect, civilised, refined, cultured and educated and the person who helps the individual to acquire these qualities are teachers and teachers are social engineers who mould an individual with perfection.

In a world that is increasingly shaped by science and technology, our nation has made its mission to not only spread education but to make an interest in the sciences a prominent and lasting feature wherever it is offered. Science education cultivates students' curiosity about the world and enhances scientific thinking. Through the inquiry

process, students will recognise the nature of science and develop scientific knowledge and science process skills to help them evaluate the impacts of scientific and technological development. This will prepare students to participate in public discourse in science-related issues and enable them to become life-long learners in science and technology. The emphasis of science education is to enhance students' scientific literacy through investigative activities that involve planning, measuring, observing, analysing data, designing and evaluating procedures, and examining evidence.

Today science classrooms are encouraging projects of inquiry-based learning to stimulate interest of young people in science and broaden the science and

technological skills base. That is to incorporate socio-political questions as the object of its inquiry which can critically address issues of consumerism and unequal distribution that affect contemporary neoliberal economies. Components of this model of inquiry draw on substantive scientific knowledge incorporating Responsible Research and Innovation, Critical Citizenship Education, Socio-Scientific Issues, as well as Inquiry.

Inquiry is core to socio-scientific inquiry-based learning. Inquiry means to ask questions and seek insights into problems that intrigue us. These questions can be broad but also focused. They can arise from curiosity about natural phenomena, or be more socially oriented. Problems are the contents in it. Researchers are proved that good problem solvers are good achievers. If we have the courage to overcome these problems through our experience which was the ultimate lesson. So, Problem Solving Ability is one of the best tool to understand our current situations and which helps us to resolve the problem. Education or educational institutions are here to help to acquire these abilities. Socio-scientific Issues provide the scenarios for raising inquiry-based questions. Socio-scientific Issues use scientific knowledge to address a social issue.

### **Socio-Scientific Inquiry Based Learning**

Socio-scientific issues are defined as “controversial, socially relevant issues within science curricula” (Sadler et.al, 2006). Socio-Scientific Inquiry Based Learning is an active approach to learning, placing science content within a social context in a way that supplies both motivation and the ownership of learning to the student.

Socio-Scientific issues involve the deliberate use of scientific topics that require students to engage in dialogue, discussion and debate. They are usually controversial in nature but have the added element of requiring a degree of moral reasoning or the evaluation of ethical concerns in the process of arriving at decisions regarding possible resolution of these issues. The intent is that such issues are personally meaningful and engaging to students, require the use of evidence based reasoning, and provide a context for understanding scientific information. (Ziedler and Nicols, 2009)

### **Problem Solving**

Problem solving refers to cognitive processing directed at achieving a goal when the problem solver does not initially know a solution method. A problem exists when someone has a goal but does not know how to achieve it.

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

An important goal for science education is to prepare students for the future, both to develop the knowledge they need as citizens as well as knowledge for future studies in science and technology. This knowledge can be developed through a science pedagogy that involves inquiry and debate, as found in inquiry-based science education and the teaching of socio-scientific issues. It allows us to more fully explore the context of science in our society. It is a productive way to add pertinence and relevance to the facts and concepts taught in science classes. Using issues when teaching provides real-life examples and ways to support ideas being taught are practical. It allows the students to study a topic more in depth when they have to look at both

sides of a moral issue. It also further prepares them for life, if they have already looked at real situations other than concepts and general knowledge.

Science education has to evolve to address demands of the society and to ensure not just the preparation of future scientists, but also the education of well-informed citizens, equipped to take part in the debate of socio-scientific issues. Thus, science education has to provide scientists and non-scientists with the knowledge, skills and values necessary to make their own contribution to our society. Excellence in this twofold goal of science education is fundamental for the development of modern technology-based societies.

Learning strategies need to prepare how students learn in the era of changing world. Science educators should engage students learn how to think as scientist and also social concerns. When we have a good science teaching it can help our society to prepare good society and gain community to aware present and future. Sadler and Zeidler (2005) advocate socio-scientific issue (SSI) in science to develop students' skills in discussion ethical issues. (Sadler et.al. 2006). Socio-scientific issues (SSI) have come to represent important social issues and problems which are conceptually related to science in societal dimension.

Exploring scientific controversies is one pedagogical approach that allow students to critically evaluate and debate competing scientific claims. As students gather, interpret, and consider evidence of multiple defensible positions, they may begin to conceptualize science as a dynamic and complex

enterprise The investigator attempted to make a shift in the role of the learner from passive to active. Studies in Socio-Scientific inquiry based learning were conducted in higher education and studies at secondary level are still very few. In science with the prevailing curriculum in Kerala, studies are very limited. In this context the investigator decided to undertake a study on the Effect of Socio-Scientific Inquiry Based Learning on Problem Solving Ability of Students at Secondary Level.

### **Statement of the Problem**

The purpose of the present study was to investigate the effect of Socio-Scientific Inquiry Based Learning on Problem Solving Ability of students at secondary level. Hence the study is stated as "**Effect of Socio-Scientific Inquiry Based Learning on Problem Solving Ability of Students at Secondary Level**".

### **Objectives of the Study**

The major objectives of the study are:

1. To develop lesson transcripts based on Socio-Scientific Inquiry Based Learning to impart instructions at secondary level.
2. To find out the effect of Socio-Scientific Inquiry Based Learning on Problem Solving Ability at secondary level.
3. To compare the mean score of Problem Solving Ability between Boys following Socio-Scientific Inquiry Based Learning and Existing Activity Method at Secondary level.
4. To compare the mean scores of Problem Solving Ability between Girls following Socio-Scientific Inquiry Based Learning and Existing Activity Method at Secondary level.

### Hypotheses of the Study

The hypotheses formulated are:

1. There is significant difference in the mean scores of Problem Solving Ability in Science between Secondary school students following Socio-Scientific Inquiry Based Learning and Existing Activity Method.
2. There is significant difference in the mean scores of Problem Solving Ability in Science between Boys following Socio-Scientific Inquiry Based Learning and Existing Activity Method at Secondary level.
3. There is significant difference in the mean scores of Problem Solving Ability in Science between Girls following Socio-Scientific Inquiry Based Learning and Existing Activity Method at Secondary level.

### Methodology in Brief

Experimental study was conducted on a total sample of 64 students, 2 groups consisting of 32 students each for the experimental and control groups from the Standard VIII of K.P.M H.S. Puthenkavu, Ernakulam District.

### Tools used for the Study

The following tools were employed for the collection of data.

1. General Data Sheet.
2. Problem Solving Ability Test (Prepared by the investigator).
3. Lesson transcripts based on Socio-Scientific Inquiry Based Learning strategy (Prepared by the investigator).
4. Lesson transcripts based on Activity Method (Prepared by the investigator).

### Statistical Techniques used for the Study

The descriptive statistical techniques:

- a. Arithmetic mean;
- b. Standard deviation;
- c. Skewness;
- d. Kurtosis; and

Inferential techniques:

- a. Analysis of variance (ANOVA);
- b. Analysis of co-variance (ANCOVA);
- c. Cohen's d; and
- d. Test of significance of difference between means of two independent samples were used for the study.

### Data Collection Procedure

Before starting the experiment the investigator conducted a pre-test on Problem Solving Ability for the experimental and control groups. In order to conduct the experimental study the investigator prepared a plan for instructional procedure with twelve lessons based on Socio-Scientific Inquiry Based Learning and Existing Activity method and has also prepared the necessary content activities and materials.

The content to be taught was taken from the chapters 'Water' and 'Fibres and Plastics' of standard VIII Basic Science text book published by SCERT, Kerala. The experimental group was taught using Socio-Scientific Inquiry Based Learning strategy and the control group was taught in existing activity Method. The post-test was conducted at the end of the whole classes. The scores obtained by the students were subjected to statistical analysis.

### Analysis and Interpretation

#### Preliminary Analysis

For conducting preliminary analysis statistical constants like Mean, Median, Standard Deviation, Skewness and Kurtosis

of the scores of Problem Solving Ability were computed.

The preliminary analysis of Pretest scores of Problem Solving Ability of experimental group shows that, The mean and standard deviation of the variable Problem Solving Ability are 7.46 and 3.01

respectively. Median of the distribution is 8.00, which means 50% of students lie below the score of 8. The skewness of distribution is -0.33, which indicates that the distribution is negatively skewed. The kurtosis is -0.27, which indicates that the distribution is leptokurtic.

**Table 1**

**Statistical characteristics of the pretest scores of Problem Solving Ability of experimental and control groups**

| Group        | Mean | Median | Standard Deviation | Skewness | Kurtosis |
|--------------|------|--------|--------------------|----------|----------|
| Experimental | 7.46 | 8.00   | 3.01               | -0.33    | -0.27    |
| Control      | 7.09 | 7.50   | 2.49               | 0.07     | -0.56    |

The preliminary analysis of the Pretest scores of Problem Solving Ability of the control group shows that, The mean and standard deviation of the variable Problem Solving Ability are 7.09 and 2.49 respectively. Median of the distribution is 7.5,

which means 50% of students lie below the score of 7.5. The skewness of distribution is 0.07, which indicates that the distribution is nearly normal. The kurtosis is -0.564, which indicates that the distribution is leptokurtic.

**Table 2**

**Statistical characteristics of the Posttest scores of Problem Solving Ability of Experimental and Control groups.**

| Group        | Mean  | Median | Standard Deviation | Skewness | Kurtosis |
|--------------|-------|--------|--------------------|----------|----------|
| Experimental | 14.71 | 15.00  | 2.28               | -0.009   | -0.42    |
| Control      | 10.56 | 10.5   | 1.54               | 0.015    | -0.02    |

The preliminary analysis of the Posttest scores of Problem Solving Ability of experimental group shows that, The mean and standard deviation of the variable Problem Solving Ability are 14.71 and 2.28 respectively. Median of the distribution is 15, which means 50% of students lie below the score of 15. The skewness of distribution is -0.009, which indicates that the distribution is negatively skewed. Since the distribution is negatively skewed, more number of

students scored high marks compared to normal distribution. The kurtosis is -0.42, which indicates that the distribution is leptokurtic.

The preliminary analysis of the Posttest scores of Problem Solving Ability of control group shows that, The mean and standard deviation of the variable Problem Solving Ability are 10.56 and 1.54 respectively. Median of the distribution is 10.5, which means 50% of students lie below the score of 10.5. The skewness of distribution is 0.01,

which indicates that the distribution is positively skewed. The kurtosis is -0.026, which indicates that the distribution is leptokurtic.

**Objectivewise Analysis**

**Comparison of Problem Solving Ability of Secondary school students following Socio-Scientific Inquiry Based Learning and Existing Activity Method.**

In order to find out the effect of Socio-Scientific Inquiry Based Learning on Problem Solving Ability of secondary school students, the scores of experimental and control groups

were compared. The details of the comparison are given in the following sections.

**Comparison of Experimental and Control group with respect to gain scores of Problem Solving Ability**

The performance of pupils in both the groups was compared by testing the significance of difference between the mean of the gain scores of Problem Solving Ability of the two groups. For this purpose the test of significance of difference between two means are employed. The data and the result of the test of significance of difference between the gain scores are given in Table 3

**Table 3**

**Result of t test of experimental and control group**

| Group        | No of students | Mean | Standard Deviation | t    | Level of Significance |
|--------------|----------------|------|--------------------|------|-----------------------|
| Experimental | 32             | 7.25 | 1.88               | 8.85 | P < 0.05              |
| Control      | 32             | 3.50 | 1.48               |      |                       |

It is evident from Table 3 that the t value obtained is 8.85 which is greater than the table value (1.96) required for significance at 0.05 level of significance. This shows that there is significant difference between the means of gain scores of experimental and control groups at 0.05 level of significance.

**Comparison of Problem Solving Ability of Secondary School Students following Socio-Scientific Inquiry Based Learning and Existing Activity Method using ANCOVA**

The posttest scores of experimental and control groups were analysed using Analysis of covariance by taking Posttest scores of Problem Solving Ability as dependent variable and Pretest scores of Problem Solving as co-variate.

**Table 4**

**Summary of ANCOVA of Problem Solving Ability of Secondary School Students following Socio-Scientific Inquiry Based Learning and Existing Activity Method**

| Source of Variance | df | SSx    | SSy    | SSx.y    | SSy.x  | MSy.x  | SDy.x | Fy.x   |
|--------------------|----|--------|--------|----------|--------|--------|-------|--------|
| Among Means        | 1  | 2.25   | 276.39 | -5697.31 | 247.82 | 247.82 | 1.18  | 176.67 |
| Within Groups      | 61 | 474.68 | 236.34 | 5989.77  | 85.56  | 1.40   |       |        |
| Total              | 62 | 476.93 | 512.73 | 292.46   | 333.38 | 249.22 |       |        |

From Table 6 it is evident that the adjusted F value  $F_{y,x}$  (176.67) is greater than the table value of F (4.00) required for significance at 0.05 level of significance for degrees of freedom (1,62). This indicates that there is significant difference in the adjusted mean scores of Problem Solving Ability

between secondary school students following Socio-Scientific Inquiry Based Learning and Existing Activity Method by considering pretest scores as co-variate.

**Comparison of the Adjusted Mean Scores of Problem Solving Ability obtained by Experimental and Control Groups**

**Table 5**

**Comparison of Adjusted Mean Scores of Problem Solving Ability obtained by Experimental and Control groups**

| Group        | Number of Students | Mx   | My    | My.x (adjusted) | t     |
|--------------|--------------------|------|-------|-----------------|-------|
| Experimental | 32                 | 7.46 | 14.71 | 14.61           | 13.62 |
| Control      | 32                 | 7.09 | 10.56 | 10.66           |       |

It is evident from Table 7 that the t value obtained is 13.62 which is greater than the table value (1.96) required for significance at 0.05 level of significance. This shows that there is significant difference between the adjusted mean scores of Problem Solving Ability of experimental and control groups at 0.05 level of significance

control groups were analyzed using Analysis of Variance.

**Table 6**

**Sample size, Mean, and S.D of Problem Solving Ability of Boys of Experimental and Control groups**

| Group        | Sample size | Mx   | My    | SDx  | SDy  |
|--------------|-------------|------|-------|------|------|
| Experimental | 20          | 7.45 | 14.55 | 2.66 | 1.93 |
| Control      | 21          | 7.14 | 10.52 | 2.72 | 1.74 |

**Comparison of Problem Solving Ability of Boys following Socio-Scientific Inquiry Based Learning and Existing Activity Method using ANOVA**

In order to test the hypothesis posttest scores of Boys of experimental and

**Table 7**

**Summary of ANOVA of Pretest (X) and Posttest (Y) scores of Problem Solving Ability of Boys of Experimental and Control groups**

| Source of Variance | df | SSx    | SSy    | MSx (Vx) | MSy (Vy) | Fx   | Fy    |
|--------------------|----|--------|--------|----------|----------|------|-------|
| Among Means        | 1  | 0.96   | 166.05 | 0.96     | 166.05   | 0.13 | 48.99 |
| Within Groups      | 39 | 283.52 | 132.18 | 7.27     | 3.38     |      |       |
| Total              | 40 | 284.48 | 298.24 |          |          |      |       |

Table 7 shows that the obtained value of  $F_x$  is 0.13 and that of  $F_y$  is 48.99. The table value of  $F$  for  $df(1,40)$  at 0.05 level of significance is 4.08. Hence, it can be concluded that there is no significance difference in the Pretest scores of Problem Solving Ability of Boys of Experimental and Control groups. The obtained value of  $F_y$  is greater than the table value of  $F$  required for significance at 0.05 level of significance. So it can be concluded that there is significant difference between the post test scores of Problem Solving Ability between Boys

following Socio-Scientific Inquiry Based Learning and Existing Activity Method.

#### **Comparison of Problem Solving Ability of Boys following Socio-Scientific Inquiry Based Learning and Existing Activity Method using ANCOVA**

The posttest scores of experimental and control groups were analysed using Analysis of covariance by taking Posttest scores of Problem Solving Ability as dependent variable and Pretest scores of Problem Solving as co-variate.

**Table 8**

#### **Summary of ANCOVA of Problem Solving Ability of Boys following Socio-Scientific Inquiry Based Learning and Existing Activity Method**

| Source of Variance | Df | SSx    | SSy    | SSxy     | SSy.x  | MSy.x  | SDy.x | Fy.x  |
|--------------------|----|--------|--------|----------|--------|--------|-------|-------|
| Among Means        | 1  | 0.96   | 166.05 | -3543.31 | 152.96 | 152.96 | 1.24  | 97.55 |
| Within Groups      | 38 | 283.52 | 132.18 | 3699.45  | 59.57  | 1.56   |       |       |
| Total              | 39 | 284.48 | 298.23 | 156.14   | 212.53 | 154.52 |       |       |

From Table 8 it is evident that the adjusted  $F$  value  $F_{y.x}$  97.55 is greater than the table value of  $F$  (4.08) required for significance at 0.05 level of significance for degrees of freedom (1, 39). This indicates that there is significant difference in the

adjusted mean scores of Problem Solving Ability between Boys following Socio-Scientific Inquiry Based Learning and Existing Activity Method by considering pretest scores as co-variate.

**Table 9**

#### **Adjusted Mean Scores of Problem Solving Ability obtained by Boys of Experimental and Control groups**

| Group        | Number of students | $M_x$ | $M_y$ | $M_{y.x}(\text{adjusted})$ | $t$   |
|--------------|--------------------|-------|-------|----------------------------|-------|
| Experimental | 20                 | 7.45  | 14.55 | 14.47                      | 10.40 |
| Control      | 21                 | 7.14  | 10.52 | 10.60                      |       |

It is evident from Table 9 that the  $t$  value obtained is 10.40 which is greater than the table value (1.96) required for significance at 0.05 level of significance. This shows that

there is significant difference between the adjusted mean scores of Problem Solving Ability of Boys of experimental and control groups at 0.05 level of significance.



**Comparison of Problem Solving Ability of Girls following Socio-Scientific Inquiry Based Learning and Existing Activity Method using ANOVA**

In order to test the hypothesis Posttest scores of Girls of Experimental and Control groups were analysed using Analysis of variance

**Table 10**  
**Sample size, Mean and S.D of Girls in Experimental and Control groups**

| Group        | Sample size | Mx   | My    | SDx  | SDy  |
|--------------|-------------|------|-------|------|------|
| Experimental | 12          | 7.50 | 15.00 | 3.65 | 2.86 |
| Control      | 11          | 7.00 | 10.63 | 2.09 | 1.12 |

**Table 11**

**Summary of ANOVA of Pretest (X) and Posttest (Y) scores of Problem Solving Ability of the Experimental and Control groups**

| Source of Variance | df | SSx    | SSy    | MSx(Vx) | MSy(Vy) | Fx   | Fy    |
|--------------------|----|--------|--------|---------|---------|------|-------|
| Among Means        | 1  | 1.43   | 109.28 | 1.43    | 109.28  | 0.15 | 22.37 |
| Within Groups      | 21 | 191.00 | 102.54 | 9.09    | 4.88    |      |       |
| Total              | 22 | 192.43 | 211.82 |         |         |      |       |

Table 11 shows that the obtained value of Fx is 0.15 and that of Fy is 22.37. The table value of F for df(1,22) at 0.05 level of significance is 4.30. Hence, it can be concluded that there is no significance difference in the Pretest scores of Problem Solving Ability of Girls of Experimental and Control groups. The obtained value of Fy is greater than the table value of F required for significance at 0.05 level of significance. So it can be concluded that there is significant difference between the post test scores of Problem Solving Ability between Girls following

Socio-Scientific Inquiry Based Learning and Existing Activity Method.

**Comparison of Problem Solving Ability of Girls following Socio-Scientific Inquiry Based Learning and Existing Activity Method using ANCOVA**

The posttest scores of experimental and control groups were analysed using Analysis of covariance by taking Posttest scores of Problem Solving as dependent variable and Pretest scores of Problem Solving as co-variate.

**Table 12**

**Summary of ANCOVA of Problem Solving Ability of Girls following Socio-Scientific Inquiry Based Learning and Existing Activity Method**

| Source of Variance | df | SSx    | SSy    | SSxy     | SSy.x  | MSy.x | SDy.x | Fy.x  |
|--------------------|----|--------|--------|----------|--------|-------|-------|-------|
| Among Means        | 1  | 1.43   | 109.28 | -1959.05 | 92.92  | 92.92 | 1.04  | 84.30 |
| Within Groups      | 20 | 191.00 | 102.54 | 2095.57  | 22.04  | 1.10  |       |       |
| Total              | 21 | 192.43 | 211.82 | 136.52   | 114.96 | 94.02 |       |       |

From Table 12 it is evident that the adjusted F value  $F_{y.x}$  84.30 is greater than the table value of F (4.32) required for significance at 0.05 level of significance for degrees of freedom (1, 21). This indicates that there is significant difference in the

adjusted mean scores of Problem Solving Ability between Girls following Socio-Scientific Inquiry Based Learning and Existing Activity Method by considering pretest scores as co-variate.

**Table 13**

**Adjusted Mean Scores of Problem Solving Ability obtained by Girls of Experimental and Control groups**

| Group        | Number of students | Mx   | My    | My.x(adjusted) | t    |
|--------------|--------------------|------|-------|----------------|------|
| Experimental | 12                 | 7.50 | 15.00 | 14.84          | 9.47 |
| Control      | 11                 | 7.00 | 10.63 | 10.80          |      |

It is evident from Table 13 that the t value obtained is 9.47 which is greater than the table value (1.96) required for significance at 0.05 level of significance. This shows that there is significant difference between the adjusted mean scores of Problem Solving Ability of Girls of experimental and control groups at 0.05 level of significance.

**Major Findings of the Study**

The major findings of the study are presented in the following sections.

1. There was significant difference in the mean scores of Problem Solving Ability between Secondary school students following Socio-Scientific Inquiry Based Learning and Existing Activity Method. ( $t=8.85$ ;  $P<0.05$ ) .
2. There was significant difference in the mean scores of Problem Solving Ability between Secondary school Boys following Socio-Scientific Inquiry Based Learning and Existing Activity Method ( $F_{y.x} = 97.55$ ,  $F_x = 0.13$ ,  $F_y = 48.99$ ,  $P<0.05$ ).
3. There was significant difference in the mean scores of Problem Solving Ability

between Secondary school Girls following Socio-Scientific Inquiry Based Learning and Existing Activity Method ( $F_{y.x} = 84.30$ ,  $F_x = 0.15$ ,  $F_y = 22.37$ ,  $P<0.05$ ).

**Discussions and Conclusions**

The present study was intended to measure the effect of Socio-Scientific Inquiry Based Learning on Problem Solving Ability of Secondary School students. It was found that Socio-Scientific Inquiry Based Learning Strategy enhanced the Problem Solving Ability of students. Hence, it is recommended that teachers can incorporate Socio-Scientific Inquiry Based Learning Strategy in their classes so as to improve Problem Solving Ability of students.

Socio-Scientific Inquiry Based Learning is a means of both integrating and building scientific knowledge through investigating questions stimulated by the interests of young people. This strategy creates more interest in students to study science subjects, especially Chemistry and also creates a better environment between teacher and students in the classroom. It helps to improve the Problem Solving Ability, Love towards

nature, helping mentality among students also help to develop critical thinking. The approach can be used for the experts in the field of education, including curriculum planners. This Learning Strategy could be included in training programmes for both pre-service and in-service teachers so as to develop an understanding of this strategy.

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# Relationship between Emotional Intelligence and Professional Stress among Secondary School Teachers

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## Abstract

Most of the problems in life whether childhood or adolescent problems, home and family problems, work situation problems or political, regional or international are the result of mishandling of the involved sentiments, feelings and emotions of the individuals, groups, societies or nations concerned. Every child is born with some intellectual potential which grows and develops on account of maturity and experiences. Similarly one is born with some emotional intelligence potentials in terms of ones level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. Occupation is one of the important parts of lives which cause a great deal of stress. Due to the competitive nature of the job environment, most of the people in the world are spending their time on job related work purpose resulting in ignoring the work and life. Usually people are more worried about the outcome of their work that can even affect the way they treat other people and how they communicate with their peers. Now a days, society, family and school are undergoing to a different mode of life due to the variant nature of behavioral pattern, political events and laws. The teacher forms the most important link in our educational system. Like others, he/she too lives, in a modern consumerist age, facing pressure, stress, strain and anxiety. Objective of the present study is to find out the relationship between Emotional Intelligence and Professional Stress of Secondary School Teachers. For this study the investigator used normative survey method. The sample consists of 250 teachers from Kollam and Ernakulam districts in Kerala. The study revealed that there exists a significant relationship between Emotional Intelligence and Professional Stress of secondary school teachers.

**Key Words :** Emotional intelligence, Self awareness, Emotional control, Self motivation, Empathy, Occupation stress etc.

## Introduction

In a transformative learning condition, teachers and students involve in positive and mutual action. This learning affects development of knowledge, behaviour and skills which students can acquire to improve their scientific and professional growth and personality throughout their lives. Education in a general

view, a process of modification of behaviour of individual in a desirable direction which will bring development in both individual and the society. It helps human being to be a rational being, lead a socially healthy life with neighbour and community member.

Education is to draw out the innate tendencies, capacities and inherent powers

and develop them to the full, through formal, informal and non-formal agencies. Most of the problems in life whether childhood or adolescent problems, home and family problems, work situation problems or political, regional or international are the result of mishandling of the involved sentiments, feelings and emotions of the individuals concerned, group of individuals, society and the nations. The viewpoints and ideas propagated by Daniel Goleman have brought a revolution in the field of childcare, home, school and workplace management.

### **Emotional Intelligence**

Every child is born with some intellectual potential which grows and develops on account of maturity and experiences. Similarly one is born with some emotional intelligence potentials in terms of ones level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. The potential is liable to be developed or damaged as a result of ones life experiences. Emotional intelligence was emerged in the past few decades as one of the crucial components of emotional adjustment, life success, personal well-being, and interpersonal relationship in different contexts of everyday life.

Emotional intelligence is one of the crucial components of emotional adjustment, life success, personal well-being and interpersonal relationships in different contexts of every day life. Persons with limited emotional skills are more likely to experience stress and emotional difficulties during their profession, and consequently will benefit more from the use of adaptive emotional skills that allow them to cope with these difficulties. Emotional intelligence cover five main areas: self awareness, emotional control, self moti-

vation, empathy and relationship skills. It can be nurtured from childhood experience and strengthened throughout adulthood with immediate benefit to education, health, relationship and work.

The teacher has a key role in the success of every educational thought by their methods. They can help young people get ready to cope well with the full rainbow of emotions that inevitably is an honourable ambition for any teacher or school, but a hard one to fulfil. The teacher has to play a role model for the children and must have a well-balanced emotionally developed one. Being emotionally literate- able to talk fluently about emotions- is very different from being emotionally sensitive and adept in ones spontaneous life.

### **Professional Stress**

Occupation is one of the important parts of lives which cause a great deal of stress. Due to the competitive nature of the job environment, most of the people in the world are spending their time on job related work purpose resulting in ignoring the work and life. Usually people are more worried about the outcome of their work that can even affect the way they treat other people and how they communicate with their peers. In general, people with a higher percentage of occupation stress may not be satisfied with their job and therefore they will not feel happy working in the organization. Stress as such means pressure, tension or worry resulting from life events; and life event is anything that causes a person to deviate from normal functioning. Life events are part and parcel of living and so is stress, a condition arising from the interaction of people and their jobs characterized by changes within people that force them to deviate from normal functioning.

Professional stress is defined as the harmful physical and emotional responses that occur when the requirements of the job do not match emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Professional stress occurs in a varied fashion including burnout, depression, anxiety, anger, irritability and/or substance abuse. This in turn affects the personal, interpersonal and social wellbeing of an individual which are conceptually referred as quality of life. Coping with job stress is difficult as it usually depends on a whole range of factors which may or may not be under an individual's control.

Some Stress is good. Without thrills or excitement life would be dull. Indeed, after a short period of stress one's body is returned to equilibrium. Prolonged and continuous stress causes threat to health, which will lead to many physical and mental diseases. Teachers, as a part of their professional role, are always seen as the center of attention in the classroom, but when it comes to address their needs, concerns or problems, it is obvious that they do not attract the same amount of attention, in spite of the fact that stress can have a negative effect on teachers in terms of many aspects (physical, mental and/or emotional/psychological) and this may consequently affect institutions and students negatively.

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

Now a days, society, family and school were undergoing to a different mode of life due to the variant nature of behavioral pattern, political events and laws. According to the changes, conduct of human also differed. Life of human being relates with own perspective about it. Key of success behind

each one is carrying tasks dealing with aptitude in different opportunities. Life satisfaction is the major factor as in the case of human being. As a teacher, classroom management is essential for conducting learning activities in an effective manner. Practicing as an educator in school, the investigator thought that changes in the education system, other aspects of the teaching activity, strategy and curriculum are sources of stress. Stress emerged as a result of serious of actions in the human body as in the mind. Different studies showed that the key of success is not just cognitive intelligence rather 90% success in life depends on emotional intelligence.

The success of any educational programme depends upon the effective way of the teacher works. The teacher forms the most important link in our educational system. If the teacher is unable to do his part of work effectively, then the whole schooling would collapse. Teachers have to play multiple roles, i.e. an administrator, role models, friends, philosopher and counsellor for the students which in turn increase stress in teachers. Today's teachers perceive a lot of stress in their occupation.

A teacher to be effective has to live in the same society in which people belonging to other vocations are living. Like others, he/she too lives, in a modern consumerist age, facing pressure, stress, strain, anxiety and burnout. Looking to the future of 21<sup>st</sup> century, experts in the field of psychology and health reports that a man in future years would comparatively feel more concerned to maintain his physical and psychological health. Hence the study of professional stress among teachers gains its own significance.

### Statement of the Problem

The present study is entitled as: **Relationship Between Emotional Intelligence and Professional Stress Among Secondary School Teachers.**

### Definitions of the Key Terms

#### Emotional Adjustment

Daniel Goleman defines Emotional Intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship”

#### Professional Stress

According to Mosley and Megginson (2001) stress is defined as any external stimulus cause wear and tear on ones psychological and/or physical wellbeing. For the present study professional stress is a fear or lagging behind in their profession.

#### Secondary School Teachers

The teachers working in the secondary schools of Kerala.

#### Variables of the Study

For The present study two variables are taken. They are Emotional Intelligence and Professional stress.

#### Objectives of the Study

1. To find out the extent of Emotional Intelligence of Secondary School Teachers
2. To find out the extent of Professional Stress of Secondary School Teachers.
3. To find out the relationship between Emotional Intelligence and Professional Stress of Secondary School Teachers.

### Hypotheses of the study

1. There is significant relationship between Emotional Intelligence and Professional Stress among secondary school teachers.

### Methodology in Brief

In this study investigator used normative survey method. The sample consists of 250 teachers from Kollam and Ernakulam districts in Kerala. Due representation was given to gender, type and place of institution.

The tools used for the study were the Emotional Intelligence scale and Professional Stress scale. The scales were prepared and standardized by the investigator. The data collected is analyzed by using statistical methods and techniques.

### Analysis

#### Emotional Intelligence of Secondary School Teachers

Emotional Intelligence scores were collected and calculated the measures of central tendency, dispersion, skewness and kurtosis. The details are given in table 1.

**Table 1**

**Results of measures of central tendency, measures of dispersion, skewness, and kurtosis for the scores of Emotional Intelligence of the total sample**

| Variable               | N   | AM     | Md  | Sd    | Sk    | Ku   |
|------------------------|-----|--------|-----|-------|-------|------|
| Emotional Intelligence | 250 | 190.35 | 184 | 14.21 | -1.17 | 0.26 |

The table shows that the arithmetic mean for the total sample is 190.35 and standard deviation is 14.21. The maximum possible score in Emotional Intelligence was 250 and minimum was 50. This shows that the emotional Intelligence of secondary school

teachers is found good based on a 4 point rating vizi., excellent, good, average and poor. The value of median obtained 184 shows that 50 present of the secondary school teachers had scored above 184. The distribution is negatively skewed since the value of skewness is -1.17. This means that the number of teachers who got high scores was comparatively higher than those who got the low scores in the group. It indicates that scores are massed at the high end. Kurtosis of the scores is 0.26 which is less than the normal

value 0.263. Therefore the distribution is platikurtic.

### **Emotional Intelligence of Secondary School Teachers based on Gender**

In this section the Emotional Intelligence scores of males and females teachers were separately found out and calculated arithmetic mean, median, standard deviation, skewness and kurtosis. The details are given in the table 2.

**Table 2**

**Results of measures of central tendency, measures of dispersion, skewness, and kurtosis of score of Emotional Intelligence based on Gender**

| Vaible                 | Gender  | M   | Am     | Md  | Sd   | Sk    | Ku    |
|------------------------|---------|-----|--------|-----|------|-------|-------|
| Emotional Intelligence | Males   | 120 | 189.65 | 187 | 5.54 | -1.27 | 2.89  |
|                        | Females | 130 | 183.27 | 185 | 4.48 | -1.48 | 13.01 |

The table shows the arithmetic mean for males is 189.65 and that for females is 183 and standard deviations are 5.54 and 4.48 respectively. This shows that the Emotional Intelligence of male teachers are above average and that for female teachers are below average. The value of median obtained for males group is 187 and that for females is 185 which shows that 50 percent of the male teachers had scored above 187 and 50 percent of female group scored above 185. Both the distributions are negatively skewed since the value of skewness is -1.27 and -1.48 respectively.

It was also found that the arithmetic mean for rural is 189.3 and that for urban is 185.2 and standard deviations are 5.53 and 4.49 respectively. This shows that the Emo-

tional Intelligence of rural teachers is below average and urban teachers are above average. The value of median obtained for rural group is 185 and that for urban is 190 which shows that 50 percent of the rural teachers had scored above 185 and 50 percent of urban group scored above 190. Both the distributions are negatively skewed since the values of skewness are -0.43 and -0.61. The mean of the number of teachers who got high scores was comparatively higher than those who got the low scores in the groups. It indicates that scores are massed at the high end. Kurtosis of the scores is 2.22 for rural group and 1.73 for urban group. Both are greater than the normal value 0.263. Therefore the distributions are platikurtic.



**Professional Stress of Secondary School Teachers**

Professional Stress scores were collected and calculated the measures of central tendency, dispersion, skewness, and kurtosis. The details are given in table 3

**Table 3**  
*Results of measures of central tendency, measures of dispersion, skewness, and kurtosis of scores of Professional Stress for the total sample*

| Variable            | N   | AM     | Md  | Sd   | Sk   | Ku   |
|---------------------|-----|--------|-----|------|------|------|
| Professional Stress | 250 | 134.87 | 131 | 5.02 | 0.61 | 0.40 |

The table shows the arithmetic mean for the total sample is 134.87 and standard deviation is 5.02. The maximum possible score in Professional Stress Questions is 250 and the least is 50. This shows that the Professional Stress of Secondary school teachers are found good. The value of median obtained is 131, which shows that 50 percent of the Secondary school teachers had scored above 13%. The distribution is positively skewed since the value of skewness is 0.61. This means the number of teachers who got high scores was comparatively higher than those who got the low scores in the group. It indicates that scores are massed at the high end. Kurtosis of the scores is 0.40 which, is greater than normal value 0.263. Therefore the distribution is platikurtic.

**Relationship Between Professional Stress and Emotional Intelligence of Secondary School Teachers**

The calculation of coefficient of correlation is done by Karl persons product mo-

ment method and it is tested for significance.

Relationship between Professional Stress and Emotional Intelligence is studied by computing 'r' and the values are given in table 4.

**Table 4**  
*Results of test of Significance of 'r' between Professional Stress and Emotional Intelligence of Secondary School Teachers*

| N   | Df  | R    | Theoretical Value |
|-----|-----|------|-------------------|
| 250 | 248 | 0.34 | 0.138             |

The obtained value of 'r' is 0.34, which means there is low relationship between Professional Stress and Emotional Intelligence of secondary school teachers. Though, as the relationship is positive it indicates that any increase or decrease in the scores of Emotional Intelligence will be followed by an increase or decrease in the scores of in Professional Stress.

The calculated r value is 0.34 and the table value is 0.138. From these values it is clear that the calculated r value is greater than the table value. That means 'r' is significant at 0.05 level. Thus it can be inferred that there is significant relationship between Professional Stress and Emotional Intelligence of secondary school teachers.

**Major Findings and Conclusions of the Study**

- ◆ The arithmetic mean out of 250 scores for the total sample is 190.35 and standard deviation is 14.21. The value of median obtained 184 which shows that 50 percent of the secondary school teachers had scored above 184. The distribution is negatively skewed since the value

- of skewness is 1.17. This means the number of teachers who got high scores was comparatively higher than those who got the low scores in the group.
- ◆ The arithmetic mean out of 250 scores for the total sample is 134.87 and standard deviation is 5.02. The distribution is positively skewed since the value of skewness is 0.81. This means that the number of teachers who got high scores was comparatively higher than those who got the low scores in the group. It indicates that scores are massed at the high end. Kurtosis of the scores is 0.40 which, is greater than the normal value 0.263. Therefore the distribution is platikurtic.
  - ◆ There exist a significant relationship between Emotional Intelligence and Professional Stress of secondary school teachers.

#### Implications of the Study

The study reveals that there is significant relationship between the Emotional Intelligence and Professional Stress among Secondary School Teachers. So the investigator suggests the following suggestions on the light of the findings of the study.

- ◆ Schools and other educational institutions can conduct programmes which help in the development of Emotional Intelligence among secondary school teachers.
- ◆ Professional Stress eliminating programme can be conducted for teacher training institutes
- ◆ Seminars, workshops, and other motivating programmes which help the development of self confidence in the teachers can be organized.

- ◆ Existing programmes for the development of healthy personality can be organized more effectively.

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