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e-mail : [stmprincipal123@gmail.com](mailto:stmprincipal123@gmail.com)

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Sr. Dr. Christina Augustine  
Managing Editor & Publisher  
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## EDITOR'S NOTE

Educational research plays a vital role in the overall development of pedagogy, learning programmes, and policy formulation. The primary purpose of educational research is to expand the existing body of knowledge by providing solutions to different problems in pedagogy occurring while improving teaching and learning practices.

Pedagogy attains much attention as it provides teachers and others engaged in education an insight into the best practices for a class room setting. It allows them to understand how different students learn so they can tailor their lessons to suit these needs. Consequently, the quality of their teaching will be enhanced as it will be well received by the students.

Considering the paramount priority of pedagogy and the highly countable contributions of educational research to the innovations in the domain of pedagogy we think it is desirable to do, at least as much as we can, to disseminate the new research findings of education to all engaged in the educative process. It is based on this objective the present issue of **Santhom Journal of Educational Researches and Curriculum Enrichments (Santhom Journal of Edu. RACE)** is published.

This issue contains 12 articles pertaining to different horizons of education, especially related to teaching, learning and educational psychology. Among them, Influence of Parental Aspiration on Academic Stress, Safety and Rights of Women, Blended Learning, Hattie and Timperley Model of Feedback, Metacognitive Awareness, Process Oriented Guided Inquiry Learning, Behavioural Problems of Orphan Students, Democratic Attitude among Higher Secondary School Students, Inclusive Education, SQ3R Method, Perceived Loneliness and Legal Literacy Awareness are included.

We expect that all these articles will help teachers, teacher educators, educational administrators and all others involved in the field of education, especially at school level to improve their specialized knowledge for creating effective teaching and evaluation process.

**Editor**

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

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

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Chief Editor  
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# Influence of Parental Aspiration on Academic Stress among Higher Secondary School Students

**Nirmal Seban**

*(Former M. Ed. Student, School of Pedagogical Sciences, M.G. University, Kottayam)*

**Dr. T. V. Thulasidharan**

*(Professor, School of Pedagogical Sciences, M.G. University, Kottayam)*

## **Abstract**

*It has been found that adolescents are influenced in their career choice by various socio-demographic factors which include the family, the school and the peer group. However, among all the factors which influence an adolescent's choice, the role of parents is noteworthy. Consciously or unconsciously most parents aspire for their children to choose a particular career in life. Their aspirations are reflected in their beliefs as they want their child to choose a particular career which they aspire and this belief in turn gets reflected in their resultant behavior concerning their child's career. The present investigation aims at studying the influence of parental aspirations on academic stress of secondary school students. For this, normative survey method was employed. The sample consists of 400 higher secondary school students and their parents. The findings of the study revealed that there exist a moderate positive significant Relationship between Parental Aspiration and Academic Stress of Higher Secondary School Students.*

**Key words :** *Adolescence, Influence, Career Aspirations, Academic Stress etc.*

## **Introduction**

Adolescence is said to be the most important period of human life. It is a transitional period from childhood to adulthood when the individual experiences many anxieties, choice of career being one among the many. Choosing the right career is a very important aspect of the development in adolescents.

It has been found that adolescents are influenced in their career choice by various socio-demographic factors which include the family, the school and the peer group. However, among all the factors which influence an adolescent's choice, the role of parents

is noteworthy and it has been substantiated by various research studies that parents have a key role to play in the career goal development of their children. Parents are influential figures in an adolescents' life with whom they become exposed to various career opportunities and implied parental aspirations.

## **Significance of the Study**

Parental aspirations refer to the hopes, dreams and wishes they have for their children. Consciously or unconsciously most parents aspire for their children to choose a particular career in life. Their aspirations are reflected in their beliefs as they want their child to choose a particular career which they

aspire and this belief in turn gets reflected in their resultant behavior concerning their child's career. All adolescents are influenced by their parental aspirations though in varying degrees while deciding upon their career. Some may be highly influenced; others to a moderate degree and some may be less influenced by their aspiring parents while making their career choice. It must be mentioned that the degree of influence of an adolescent by his or her parental aspiration may have both a positive aspect and a negative aspect. The various traits of parental behaviors such as communication, involvement and providing the necessary materials and resources and the like may encourage the adolescent to set high aspirations for himself and have prosperous and fulfilling careers. On the other hands, a child may be influenced by his parental aspirations in a negative way by selecting a particular career so as not to disappoint his parents, in the process pushing his own aspirations, likes and dislikes and happiness to the background. Some children on the other hand may chose careers without being definite about the influence of their parents' aspirations.

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

The present study is entitled as **Influence of Parental Aspiration on Academic Stress among Higher Secondary School Students**

#### **Definition of Key Terms**

The important terms used in the title of the study are defined below.

#### **Influence**

Influence here refers to the effect that parental aspirations have on the career choice of adolescents.

#### **Parental Aspiration**

Parental aspiration here refers to the ambitions of parents for their children. Aspirations refer to ideal goals or ambitions, not necessarily reflecting attainable goals.

#### **Academic Stress**

It is the tension, biological and psychological relating to the amount of works and pressure given by the academic life as perceived by the students.

#### **Higher Secondary School Students**

Higher secondary school students are those students studying in standard XI and XII in higher secondary schools. In the present study the plus one and plus two students of Kerala were selected.

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

The variable of the study are Parental Aspiration and Academic Stress.

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

The objectives of the study were:

1. To find out extent of Parental Aspiration among higher secondary school students for the total sample and relevant sub samples.
2. To find out extent of Academic Stress of higher secondary school students for the total sample and relevant sub samples.
3. To find the relationship between Parental Aspiration and Academic Stress among higher secondary students for the total sample and relevant subsamples.

#### **Hypotheses of the Study**

The following hypotheses were formulated for the study.

1. There is significant difference in the Parental Aspiration of higher secondary school students based on:
  - a. Locale- Rural / Urpan
  - b. Type of Institution- Government / Aided

2. There is significant difference in the Academic Stress of higher secondary school students based on:
  - a. Type of Institution-Government / Aided
  - b. Locale - Rural / Urban
3. There is significant relationship between Aspiration of Parents and Academic Stress among higher secondary students.
4. There is significant relationship between Parental Aspiration and Academic Stress among higher secondary students for the relevant sub samples.

### Methodology in Brief

In the present investigation, normative survey method was employed by the investigator. Stratified random sampling technique was used for selecting the sample, by giving due weightage to the factors like locale of school and management of school.

### Sample for the Study

The sample consists of 400 higher secondary students and their parents from

**Table 1**

### **Measures of Central Tendency, Measures of Dispersion, Skewness, and Kurtosis of Scores on Parental Aspiration for Total Sample**

Variable	N	AM	Md	SD	Sk	Ku
Parental Aspiration	400	108.06	105	19.60	0.331	-0.851

The table shows the arithmetic mean for the total sample is 108.06 and standard deviation is 19.60. The maximum possible score in Parental Aspiration is 175 and the least is 35. This shows that the Parental Aspiration of parents of Higher Secondary School Students is found at an average level. The value of median obtained 105 which shows that 50 percent of the parents of Higher Secondary School Students had scored above

Ernakulum, Kottayam and Idukki districts in Kerala state.

### Tools Used for the Study

The following tools were employed for gathering data from higher secondary school students.

1. Academic Stress Scale, prepared standardized by Raji and Thulasidharan (2013).
2. Parental Aspiration Inventory prepared and standardized by the investigator with the help of supervising teacher.

### Statistical Techniques used for the Study

The investigator used : Mean, Median, Mode, Standard deviation, Skewness, Kurtosis and Karl Pearson's Co-efficient of Correlation

### Analysis and Interpretation

#### ♦ Parental Aspirations of Higher Secondary School Students

Parental Aspiration scores were collected and the measures of central tendency, dispersion, skewness, and kurtosis were calculated. Its details are given in table 1.

105. The distribution is positively skewed since the value of skewness is 0.331. This means the number of students who got high scores was comparatively lower than those who got the low scores in the group; it indicates that scores are massed at the low end. Kurtosis of the scores is -0.851 which is less than the normal value 0.263. Therefore the distribution is platykurtic.

♦ **Parental Aspiration of Higher Secondary School Students based on Locale**

In this section the Parental Aspiration scores of Higher Secondary School Students

from rural and urban area were separately found out and calculated arithmetic mean, median, standard deviation, skewness and kurtosis. The details are given in the table 2

**Table 2**

**Measures of Central Tendency, Measures of Dispersion, Skewness and Kurtosis of Scores on Parental Aspiration based on Locale**

Locale	N	AM	Md	SD	Sk	Ku
Urban	200	113.62	120	19.52	0.245	-0.717
Rural	200	102.51	99	18.04	0.380	-1.310

This table shows the arithmetic mean for urban is 113.62 and that for rural is 102.51 and standard deviations are 19.52 and 18.04 respectively. This shows that the Parental Aspiration of parents of higher secondary students from schools in urban area is higher than rural area. The value of median obtained for urban group is 120 and that for rural is 99 which shows that 50 percent of the rural group students had scored above 120 and 50 percent of urban group scored above 99. Both the distributions are positively skewed since the values of skewness are 0.245 and 0.380. This means the number of students who got high score was comparatively lower than those who got the low scores in the

group. It indicates that scores are massed at the low end. Kurtosis of the scores is -0.717 for urban group and -1.310 for rural group. Both are less than the normal value 0.263. Therefore the distributions are platykurtic.

♦ **Parental Aspiration of Higher Secondary School Students based on Type of Institution**

In this section the Parental Aspiration scores of Parents of Higher Secondary School Students studying in Govt. and Aided Schools were separately found out and calculated arithmetic mean, median, standard deviation, skewness and kurtosis. The details are given in the table 3

**Table 3**

**Measures of Central Tendency, Measures of Dispersion, Skewness, and Kurtosis of Score on Parental Aspiration based on Type of Institution**

Type of Management	N	AM	Md	SD	Sk	Ku
Government	200	96.2	92	13.89	0.812	-0.457
Aided	200	119.93	123	17.14	-0.159	-0.331

From this table it can be seen that the arithmetic mean for Government school is 96.2

and that for aided school is 119.93 and standard deviations are 13.89 and 17.14 respectively. This

shows that the Parental Aspiration of government school is lower aided school. The value of median obtained for government group is 92 and that for aided is 123 which shows that 50 percent of the government students had scored above 92 and 50 percent of aided group scored above 123. The distribution of Govt. School is positively skewed and for aided negatively skewed, since the values of skewness are 0.812 and -0.159. The case of Govt. school the number of students who got high scores was comparatively lower than those who got the low scores in the group. The case of Aided school the number of students who got

high scores was comparatively higher than those who got the low scores in the group. Kurtosis of the scores is -0.457 for government group and -0.331 for aided group. Government and aided is less than the normal value 0.263, therefore the distributions are platykurtic.

**Academic Stress of Higher Secondary School Students**

Academic Stress scores were collected and calculated the measures of central tendency, dispersion, skewness, and kurtosis. The details are given in table 4.

**Table 4**

**Measures of Central Tendency, Measures of Dispersion, Skewness, and Kurtosis of Scores on Academic Stress for Total Sample**

Variable	N	AM	Md	SD	Sk	Ku
Academic Stress	400	137.08	142	20.57	-0.010	-0.472

The table shows the arithmetic mean for the total sample is 137.08 and standard deviation is 20.57. The maximum possible score in Academic Stress questions is 220 and the least is 44. This shows that the Academic Stress of Higher Secondary School Students is found at an average level. The value of median obtained 142 which shows that 50 percent of the Higher Secondary School Students had scored above 142. The distribution is negatively skewed since the value of skewness is -0.010. This means the number of students who got high scores was

comparatively higher than those who got the low scores in the group. Kurtosis of the scores is -0.472 which is less than the normal value 0.263. Therefore the distribution is platykurtic.

♦ **Academic Stress of Higher Secondary School Students based on Type of Institution**

In this section the Academic Stress scores of students studying in Govt. and Aided Schools were separately found out and calculated arithmetic mean, median, standard deviation, skewness and kurtosis. The details are given in the table 5.

**Table 5**

**Measures of Central Tendency, Measures of Dispersion, Skewness, and Kurtosis of Score on Academic Stress Based on Type of Institution**

Type of Institution	N	AM	Md	SD	Sk	Ku
Government	200	131.83	139	19.24	-0.188	-1.26
Aided	200	142.16	148	19.74	-0.092	-0.146

From this table it can be seen that the arithmetic mean for Government school students is 131.83 and that for aided school students is 142.16 and standard deviations are 19.24 and 19.74 respectively. This shows that the Academic Stress of government school students is lower than aided school students. The value of median obtained for government group is 139 and that for aided is 148 which shows that 50 percent of the government students had scored above 139 and 50 percent of aided group scored above 148. Both the distributions are negatively skewed since the values of skewness are -0.188 and -0.092. This means the number of students who got high scores was

comparatively higher than those who got the low scores in the group. Kurtosis of the scores is -1.261 for government group and -0.146 for aided group. Government and aided is less than the normal value 0.263, therefore the distributions are platykurtic.

#### ◆ Academic Stress of Higher Secondary School Students based on Locale

In this section the Academic Stress scores of students studying in schools from rural and urban area were separately found out and calculated arithmetic mean, median, standard deviation, skewness and kurtosis. The details are given in the table 6.

**Table 6**

#### **Measures of Central Tendency, Measures of Dispersion, Skewness and Kurtosis of Scores on Academic Stress based on Locale**

Locale	N	AM	Md	SD	Sk	Ku
Rural	200	132.7	140	20.22	-0.089	-0.761
Urban	200	141.45	145.5	19.97	0.086	-0.399

This table shows the arithmetic mean for rural is 132.7 and that for urban is 141.45 and standard deviations are 20.22 and 19.97 respectively. This shows that the Academic Stress of students from schools in rural area is lower than urban area. The value of median obtained for rural group is 140 and that for urban is 145.5 which shows that 50 percent of the rural group students had scored above 140 and 50 percent of urban group scored above 145.5 The distribution of Urban area is positively skewed and for Rural area negatively skewed, since the values of skewness are 0.086 and -0.089. The case of urban area the number of students who got

high scores was comparatively lower than those who got the low scores in the group. The case of rural area the number of students who got high scores was comparatively higher than those who got the low scores in the group. Kurtosis of the scores is -0.761 for rural group and -0.399 for urban group. Both are less than the normal value 0.263. Therefore the distributions are platykurtic.

#### **Relationship between Parental Aspiration and Academic Stress**

The calculation of coefficient of correlation is done by Karl Pearson's product moment method.

◆ **Relationship between Parental Aspiration and Academic Stress of Higher Secondary School Students**

The relationship between Parental Aspiration and Academic Stress is studied by computing 'r' value and its details are given in table 7.

**Table 7**

**Result of Test of Significance of 'r' between Parental Aspiration and Academic Stress of Higher Secondary School Students for Total Sample**

Variables	N	df	r
Parental Aspiration	400	398	0.407
Academic Stress			

The obtained value of 'r' is 0.407, which means there is positive relationship between Parental Aspiration and Academic Stress of higher secondary school students. Since the relationship is positive it indicates that any increase or decrease in the scores of Parental Aspiration will be followed by increase or decrease in Academic Stress.

As the r value is greater than the table value it can be inferred that there is significant relationship between the Parental Aspiration and Academic Stress of higher secondary school students.

◆ **Relationship between Parental Aspiration and Academic Stress of Higher Secondary School Students Based on Type of Institution**

The relationships between Parental Aspiration and Academic Stress of Government and Aided students are studied by computing 'r' and tested for significance using t- value. Table 8 contains the details

**Table 8**

**Result of Test of Significance of 'r' between Parental Aspiration and Academic Stress of Higher Secondary School Students based on Type of Institution**

Type of Institution	N	df	r
Government	200	198	-0.176
Aided	200	198	0.138

The obtained value of 'r' is -0.176 for Government students and 0.138 for aided students, which means there is negative relationship between Parental Aspiration and Academic Stress of Govt. higher secondary school students based on type of institution. This relationship is negative. It indicates that any increase or decrease in the scores of Parental Aspiration will be followed by decrease or increase in Academic Stress.

As the r value calculated for Government schools is greater than the table value at 0.05 level it is concluded that there exists significant negative correlation between Parental Aspiration and Academic Stress of Government higher secondary school students.

In the case of Aided schools, there is positive relationship between Parental Aspiration and Academic Stress of Aided higher secondary school students

The r value calculated for aided schools is less than the table value at 0.05 level. Hence it is concluded that there is no significant correlation between Parental Aspiration and Academic Stress of aided higher secondary school students.

◆ **Relationship between Parental Aspiration and Academic Stress of Higher Secondary School Students based on Locale**

The relationships between Parental Aspiration and Academic Stress of rural and urban students are studied by computing 'r' value and table 9 contains the details.

**Table 9**

**Result of Test of Significance of 'r' between Parental Aspiration and Academic Stress of Higher Secondary School Students Based on Locale**

Groups	N	df	r
Rural	200	198	0.75
Urban	200	198	0.1

The obtained value of 'r' is 0.75 for rural students and 0.1 for urban students, which means that there is positive relationship between Parental Aspiration and Academic Stress of higher secondary school students based on locale of institution. As the relationships are positive it indicates that any increase or decrease in the scores of Parental Aspiration will be followed by increase or decrease in Academic Stress scores.

Since the r value for rural students is greater than the theoretical value and it is less than for the urban students, it is concluded that there exists a significant relationship in the case of rural students and no significant relation in the case of urban students.

**Major Findings of the Study**

- ◆ The Parental Aspiration of higher secondary school students are above average.

- ◆ The Parental Aspiration of aided higher secondary school students is greater than that of government schools.
- ◆ The Parental Aspiration of higher secondary school students of urban area is greater than that of the rural area.
- ◆ The Academic Stress of higher secondary school students (Total Sample) are above average.
- ◆ The Academic Stress of students of higher secondary aided schools is greater than that of the government schools.
- ◆ The Academic Stress of higher secondary urban students is greater than that of the rural students.
- ◆ There exist a moderate positive significant relationship between Parental Aspiration and Academic Stress of higher secondary school students.
- ◆ There exist a low significant negative relationship between Parental Aspiration and Academic Stress of students of government higher secondary schools. But no significant difference for aided school students.

**Implications of the Study**

The present study was basically intended to find out the influence of parental aspiration on academic stress among higher secondary school students. The findings clearly revealed that the two factors are interdependent. Therefore the parents as well as the children should know the strengths, weakness, taste and aptitude of the child. Choosing a career is an important decision in life. It should be done with enough care. Wrong selection results in failure. The present study highlights that the career should be chosen according to the aptitude of



the child. Career focused learning is more successful and joyful than the other. The parents can share their views to the child but do not force them to act like. Let them decide what they want to be. Parents should act like facilitators for the better achievements of the child.

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# Protecting and Respecting the Safety and Rights of Women: An Analysis of NIRBHAYA Project

**Dr. T. C. Thankachan**

*(Principal & Associate Professor, St. Thomas College of Teacher Education, Pala, Kerala)*

**Dr. Roselit Michael**

*(Principal, CPAS College of Teacher Education, Erattupetta, Kerala)*

## **Abstract**

*To uphold the constitutional mandate, the state has enacted various legislative measures intended to ensure equal rights, to counter social discrimination and various forms of violence and atrocities and to provide support services especially for working women. India is a country which is always known to empower women to the maximum extent. NIRBHAYA is an initiative of the Kerala state government, to guarantee security for women and children. Through the innovative scheme, the government aims to rectify atrocities against women and children and make the state women friendly where women can safely travel even at midnight. Nirbhaya (fearless) mainly focuses on a three-point agenda - prevention, prosecution and protection. The major objective of the study was to find out the influence of women safety programs conducted by various local self governments with special reference to NIRBHAYA Project. The data was collected from a sample of 30 girls who attended NIRBHAYA programme at Mutholy Grama Panchayath of Kottayam district. The result shows that huge number of adolescent girls have opined that the project influence them, especially with respect to the safety of women and girl children.*

**Key words :** *Rights of women, Safety of women, Women empowerment, NIRBHAYA, Legal provisions, etc.*

## **Introduction**

To uphold the constitutional mandate, the state has enacted various legislative measures intended to ensure equal rights, to counter social discrimination and various forms of violence and atrocities and to provide support services especially for working women. Although women may be victim of any of the crime such as 'murder', 'robbery', 'cheating' etc, the crimes, which are directed specifically against women, are characterized as 'crime against women'. India is a country

which is always known to empower women to the maximum extent. Even our seas and oceans have been named after women. We come from a country which respects mom more than God himself. But the present day scenario where rapes and murders and abductions are on an increase tells us a different story. True there are lots of laws protecting the rights of women but they are not as effective as of now just because of the simple fact that there is no such awareness amongst people and the law is not

intimating enough to scare the wrong doers. Women are the wealth of the nation and it becomes our sacred duty to protect them against all harm. There are several theories for the safety of women.

### **The Rights and Safety of Women in India**

Although all laws are not gender specific, the provisions of law affecting women significantly have been reviewed periodically and amendments carried out to keep pace with the emerging requirements. The crimes identified under the Indian Penal Code (IPC) are; Rape (Sec. 376 IPC), Kidnapping & Abduction for different purposes (Sec. 363-373 IPC), Homicide for dowry, dowry death or their attempts (Sec. 302/304- B IPC), Torture, both mental and physical (Sec. 498-A IPC), Molestation (Sec. 354 IPC), Sexual harassment (Sec. 509 IPC), Importation of girls (up to 21 years of age), etc.

The Constitution of India not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favour of women for neutralizing the cumulative socio economic, education and political disadvantages faced by them. Fundamental Rights, among others, ensure equality before the law and equal protection of law; prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guarantee equality of opportunity to all citizens in matters relating to employment. Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution are of specific importance in this regard.

In January 1992, the Government of India set-up this statutory body with a specific mandate to study and monitor all

matters relating to the constitutional and legal safeguards provided for women, review the existing legislation to suggest amendments wherever necessary, etc. The objective of the NCW is to represent the rights of women in India and to provide a voice for their issues and concerns. The subjects of their campaigns have included dowry, politics, religion, equal representation for women in jobs, and the exploitation of women for labour. They have also discussed police abuses against women.

The 73<sup>rd</sup> Constitutional Amendment Acts passed in 1992 by Parliament ensure one-third of the total seats for women in all elected offices in local bodies whether in rural areas or urban areas. The Amendment Act of 1992 contains provision for devolution of powers and responsibilities to the panchayats, both for the preparation of economic development plans and social justice, as well as for implementation in relation to 29 subjects listed in the eleventh schedule of the constitution. Not less than one-third of the total number of seats reserved for women. One-third of the seats reserved for SCs and STs also reserved for women. One-third offices of chairpersons at all levels reserved for women.

### **National Policy for the Empowerment of Women, 2001**

The goal of this policy is to bring about the advancement, development and empowerment of women. Ministry of Human Resource Development, Department of Women & Child Development, Govt. of India has circulated the National Policy for the Empowerment of Women 2001 for implementation. The policy will be widely

disseminated so as to encourage active participation of all stakeholders for achieving its goals.

### **Need and Significance of the Study on NIRBHAYA Project (2013)**

It is an initiative of the Kerala state government, to guarantee security for women and children. Through the innovative scheme, the government aims to rectify atrocities against women and children and make the state women friendly where women can safely travel even at midnight. Nirbhaya (fearless) mainly focuses on a three-point agenda - prevention, prosecution and protection. This comprehensive policy and action plan with multi-stakeholder convergence will also cover legal reforms and the creation of a corpus fund for rehabilitation and relief. In prevention, major areas of intervention lie in sensitizing society, empowering vulnerable groups, targeting contributing factors such as alcoholism, gender discrimination and consumerism. The scheme also aims at providing proper rehabilitation facilities to help the victim to heal, recover, empower and reintegrate back into society. Prosecution is another area of intervention where strong laws have to be formulated to ensure rigorous punishment for the culprits which will be a deterrent for such criminals. The policy focuses on child abuse, commercial sexual exploitation and sex trafficking, which constitute the worst forms of sexual violence in the state.

This study gives an immense help to the educational experts in framing curriculum by giving equal importance to both sexes. The text book can prepare, projecting a positive image of women. New values can be

incorporated by way of identifying areas of sex bias in the textual material and giving suggestions to the teacher's discussion, debates through exercises, questions, discussions, debates etc. This study may help the policy makers to improve women's opportunities outside the home and increase their bargaining power within households by training teachers, revising school curriculum and by educating parents to prevent continuing gender stereo types, boosting female enrolment rates and thus filling the gender gap.

### **Title of the Study**

The present paper is entitled as **Protecting and Respecting the Safety and Rights of Women: An Analysis of NIRBHAYA Project.**

### **Main Objective of the Study**

- ◆ To find out the influence of women safety programs conducted by various local government with special reference to NIRBHAYA Project.

### **Methodology in Brief**

The investigator selected descriptive survey method for the study and it was carried out in three phases. The first phase includes the selection of variable and preparation of the tool used in the study. The second phase includes selection of sample involved in the study and collection of data. The third phase includes analysis of data using suitable statistical procedures to draw conclusion.

The study was designed to identify the influence of women safety programme conducted by various local governments with

special reference to NIRBHAYA Project. For this the investigator studied the report of an awareness programme organized by Mutholy Grama Panchayat, Kottayam and St. Thomas College of teacher education, Pala. The investigators collected the data from 30 adolescent girls, who attended the Nirbhaya programme at Mutholy. The statistical techniques used in this study are mainly descriptive.

### Analysis and Interpretation of the Data

#### 1. Influence of NIRBHAYA Project among the Adolescent Girls

In order to study the distribution of scores on the influence of NIRBHAYA Project among adolescent girls, data pertaining to this objective were collected by administering the tool titled 'Inventory on the influence of NIRBHAYA Project' prepared by the investigators. It was administered among thirty adolescent girls of Kottayam District. The investigator used the descriptive statistics namely frequency distribution, mean and standard deviation for the analysis of the data.

The scores obtained by the 30 girls are presented in the following frequency distribution table.

**Table 2**

**Variable, Number of Students, Maximum Score, Minimum Score, Mean, and Standard Deviation of the Scores on Influence of NIRBHAYA Project among the Adolescent Girls**

Variable	Number	Maximum Score	Minimum Score	Mean	Standard Deviation
Influence of NIRBHAYA Project among the Adolescent Girls	30	97.5	77.5	90.25	4.72

From table 2, the investigator observes that the means of scores on the influence of NIRBHAYA project among the adolescent girls is 90.25 and standard

**Table 1**

**The Distribution of the Scores on Influence of NIRBHAYA Project among the Adolescent Girls**

Class Interval	Frequency	Percentage
Below 80	1	3.33
80-84	3	10
84-88	6	20
88-92	4	13.33
92-96	14	46.66
96-100	2	6.66
Total	30	100

From table 1, the investigator observes that 27 or 90 % of the total sample fall between the range 80-96 of the class interval and the rest fall below or above the two extremes.

The descriptive statistics calculated based on the scores of influence of NIRBHAYA project among the adolescent girls is presented in table 2.

deviation is 4.72. The minimum score obtained is 77.50 and maximum score obtained is 97.50.

## 2. Classification of the Total Sample on the Basis of the Scores on Influence of NIRBHAYA Project

Based on the scores obtained, the investigator classified the whole sample into three categories; High influence ( $>M+1\sigma$ ),

Moderate influence (between  $m+1\sigma$  and  $M-1\sigma$ ) and Low Influence ( $< M-1\sigma$ ). Here M is the mean and ' $\sigma$ ' is the standard deviation.

The classification of the sample on the basis of scores on the legal provisions for safety of women is given in table 3.

**Table 3**

**Classification of the Adolescent Girls on the Basis of their Scores on the Influence of NIRBHAYA Project**

Level	Range	Number of Adolescent girls	Percentage
High	$>94.97$	6	20
Moderate	Between 85.53 and 94.97	19	63.33
Low	85.53	5	16.66
Total		30	100

From table 3, the investigator observes that 6 adolescent girls scored above 94.91. They constitute 20% of the total sample. They have high influence of NIRBHAYA project. There are 5 adolescent girls scored below 85.53 constituting 16.66 % of the total sample. They have low influence of NIRBHAYA project. There are 19 adolescent girls lie between 85.53 and 94.91 constituting 63.33 % of the total sample. They have moderate awareness on legal provisions for safety of women.

From the analysis, the investigator concludes that the majority of the adolescent girls (63.33%) have influence of NIRBHAYA project. 17 % of the adolescent girls have low influence of NIRBHAYA project, 20% of the total sample has high influence of NIRBHAYA project and 63% of the total sample has moderate influence of NIRBHAYA project.

## Major Findings and Discussion of the Results

From the study of distribution of the scores on Influence of NIRBHAYA project 17 % of the adolescent girls have low influence of NIRBHAYA project, 20% of the total sample has high influence of NIRBHAYA project and 63% of the total sample has moderate influence of NIRBHAYA project.

## Conclusion

The NIRBHAYA project undertaken by the local self governing bodies have made remarkable influence and effect among the rural women and girls. The government should conduct these types of programmes not only in village administrative systems, but also in schools and educational institutions. The study suggests the need of psychologists and councilors in educational institutions for giving girl children proper training for safety of women. The teachers should be good role

models for spreading out the projects for safety of women and girl children in educational institutions, home and society.

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# Blended Learning : An Effective Method for Teaching Mathematics

**Mumthas C.K**

*(Former MEd Student, NSS Training College, Ottapalam)*

**Dr. Minikumari D**

*(Asst. Professor, NSS Training College, Ottapalam)*

## **Abstract**

*Studying through online platforms gives more flexibility and also can choose a learning environment that works best for learner needs. Many online resources are available according to the modern trends especially for the core subjects like Mathematics. But there is a need for instructors to give face-to-face interaction to reduce the defects of online courses. Here is the importance of blended learning. Blended learning is considered, complimentary use of face – to – face teaching, online tools, technology and resources to enhance student education. This paper tries to examine the scope of blended learning in Mathematics teaching.*

**Key words** : *Blended learning, Productivity, Interactive curriculum, Empowerment etc.*

## **Introduction**

In the changing society, knowledge has become one of the important factors among the resources. The role of IT is becoming more important thereby making the process of knowledge productivity and interaction easier. So the upcoming generation should be able to claim the monopoly of Information & Communication Technology. Thus IT enabled education needs more explanation on the basis of the following aspects such as useful and interactive curriculum, empowerment of teachers, making teachers and pupils efficient in knowledge acquisition by means of ICT and by using softwares which help in teaching learning process.

As the traditional method of teaching and learning questions the very existence of the learner in the society, it is necessary

that the students should keep abreast with the innovative technology based teaching methodology as well as the highly informative multimedia techniques. Thus we cannot nullify or neglect the importance of Information Technology in the present educational context. The child should be able to use the computer based learning activities by himself. Thus IT education could play an eminent role in the construction as well as the re-organization of knowledge by each child and thereby creating changes in the educational field.

Information and communication technology in schools can be used as a school communication tool to improve student learning and better teaching techniques. With the advancement of technology in education, schools adopt school communication software to transmit, store, share or exchange information. In this technological era, ICT in

education has compelled many schools to get accustomed to smart technology. This school communication software uses computers, the internet, and multimedia as the medium of communication.

The above are only some of the new directions that need to be taken. As Digital India is rolled out fully, and more experiments are undertaken, it is equally likely that new innovative and imaginative uses of information technology will come to the fore, to be harnessed appropriately. Technology is only an enabler; it has to be harnessed and applied appropriately in each situation, to deliver new goals.

The above sections have indicated many new paths that need to be broken. As these are explored, further avenues will surely expand. A major thrust to use technology to enable sharply enhanced learning levels at the school and higher levels is now imperative.

It is now fairly established that teaching material at the primary and secondary class levels, well prepared, and adapted to local conditions, can act as a powerful tool as aid to the teacher, in enhancing the quality of learning to the student. However, where the teacher is able to use well-prepared material as aid in the classroom for the teaching process, significant improvements in learning ability have been recorded. Major developments in Communication and Information Technology in recent decades have brought in new dimensions in the fields of transmission of data, and use of IT as a vehicle for monitoring and management, among others. New possibilities have already opened up for use

of information technology in different ways, not only to manage the sector, but also directly assist in enhancing the quality of teaching and learning. Many new applications are already in place; as developments in the IT sector advance rapidly, new opportunities constantly keep emerging, which could be appropriately harnessed and adapted to assist in the field of education.

In recent years on-line learning has also become a new trend in education. There are many on-line educational programmes and courses existing. Some of them are fully on-line courses.

Though IT is essential in the present scenario, the teacher cannot be substituted – IT cannot by itself deliver the necessary instruction material to the student. Here the importance of Blended Learning.

### **What is Blended Learning**

Marsh & Drexler (2001) and Willett (2002) claimed that blended learning represents all teaching models that are integrated with technology, such as e-mails, streaming media, and the Internet, and can be combined with traditional teaching methods. That is Blended Learning is considered, complimentary use of face – to – face teaching, online tools technology and resources to enhance student education. It encompasses student use of the internet, mobile devices and social media in their learning, the use of Virtual Learning Environment, e- assessment, lecture capture and desk top capture, and other learning and teaching approaches, usually mixed together with traditional face- to- face teaching.

### Different Models of Blended Learning

Horn and Staker (2011) have identified six models of blended learning:

- ◆ Face-to-Face driver: Here the teacher delivers the most of the curriculum in face-to-face classes.
- ◆ Rotation: Here the students rotate between a period of face-to-face tuition and a period of online study.
- ◆ Flex: Where the most learning is done in the learning environment.
- ◆ Online lab: Here all course material and teaching is done online, but in a physical classroom on a computer lab.
- ◆ Self-blend: This is a fully individualized approach, where the students take online classes a la carte.
- ◆ Online driver: Where students work mainly online in a remote location and come into school for optional or required face-to-face classes.

In a blended learning environment students are continuously connected to the content. Many learning styles are stimulated through various technologies and digital media, helping the students comprehend, retain, and apply information. Implementing a blended learning environment is simple in the present situation. It is an overhaul of the traditional classroom that requires additional technologies, technical support, and the understanding of both students and parents about how it will work. There are many components that can comprise a blended learning model, including instructor-delivered content, e-learning, webinars, conference calls, live or online sessions with instructors, and

other media and events, for example, Facebook, Whatsup, e-mail, chat rooms, blogs, podcasting, Twitter, YouTube, Skype and web boards.

### Advantages of Blended Learning.

According to various published research works, significant academic progress is made when traditional teaching is combined with computer-assisted teaching (Dalton & Hannafin, 1988). Thorne (2003) opinionated that Blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals and it represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. It can be supported and enhanced by using the wisdom and one-to-one contact of personal coaches.

Another study revealed that a blended teaching approach improved students' achievement scores as compared to other approaches (Awodeyi, Akpan & Udo 2014). had improvement effects on students' attitudes toward mathematics (Aiken, 1976; Collins, 1996; Lozzi & Osimio, 2012). Therefore, when traditional didactic teaching compliments computer assisted teaching methods, it will be more effective to satisfy the desired learning objectives. In this study, face-to-face classroom methods incorporate computer-mediated instruction. The advantages of blended learning are dependent on the quality of the programs being implemented. Some indicators of excellent blended learning programs are facilitating student learning,

communicating ideas effectively, demonstrating an interest in learning, organizing effectively, showing respect for students, and assessing progress fairly.

### **Disadvantages of Blended Learning**

Unless successfully planned and executed, blended learning could have disadvantages in technical aspects since it has a strong dependence on the technical resources or tools with which the blended learning experience is delivered. These tools need to be reliable, easy to use, and up to date, for them to have a meaningful impact on the learning experience. IT literacy can serve as a significant barrier for students attempting to get access to the course materials, making the availability of high-quality technical support paramount. Other aspects of blended learning that can be challenging is group work because of difficulties with management in an online setting. Reportedly the use of lecture recording technologies can result in students falling behind on the materials. In a study performed across four different universities, it was found that only half of the students watched the lecture videos on a regular basis, and nearly 40% of students watched several weeks' worth of videos in one sitting. This has further implications for the educator and in how much online resources need to be revealed to the student but also ensure it is at the right level for the intended student.

From an educator's perspective, most recently, it has been noted that providing effective feedback is more time-consuming (and therefore more expensive) when electronic media are used, in comparison to traditional (e.g. paper-based) assessments.

Using e-learning platforms can be more time consuming than traditional methods and can also come with new costs as e-learning platforms and service providers may charge user fees to educators.

Another critical issue is access to network infrastructure. Although the digital divide is narrowing as the Internet becomes more pervasive, many students do not have pervasive and ubiquitous access to the Internet – even in their classrooms. Any attempt to incorporate blended learning strategies into an organization's pedagogical strategy needs to account for this. This is why learning centers are built with good wi-fi connections to make sure this issue is addressed.

### **Conclusion**

Results of analysis revealed that students preferred the face to face learning mode for communication, discussions, understanding of mathematics concepts and in improving their learning of mathematics. However, despite their inclination to the face to face learning mode, more than half of the students believe that the mathematics courses should be taught in a hybrid mode. The results of this study could be influenced by factors such as students' learning habits, the mathematics curriculum in schools prior to the students' post secondary education and the learning culture (Krishnan, 2015).

The study conducted by Ugur, Akkoyunlu, and Kurbanoglu (2011) on university students' perceptions of blended learning showed that the students gave highly positive opinions. The students found that blended learning is an easy and effective way to understand the lessons, provides them with opportunities to participate in forum

discussions and enables them to remember most of the lesson contents without memorization. According to Vernadakis et al. (2012), although literature shows that blended learning has positive influence and more satisfaction with the learning, the disadvantage of the blended learning mode did not go unnoticed. In comparing the traditional and the online mode, different opinions have been observed. In a study, Vernadakis et al. (2012) found the students to be more satisfied with the blended learning environment.

Also the innovations and technologies are changing very rapidly. Mathematics is a difficult and challenging subject for secondary school students. By considering the nature of mathematics and the scope of recent technologies in the present modern era the teaching and learning process should be changed according to the modern trends. So it can be concluded that the blended learning method is one of the best strategies to teach mathematics and that it can use the wide varieties of the modern technologies effectively and interestingly to the better understanding of the subject.

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# Effectiveness of Hattie and Timperley Model of Feedback on Achievement in Science among Students at Primary Level

Arathy V. J.

*(M.Phil. Scholar, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam)*

Dr. Sajna Jaleel

*(Associate Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam)*

## Abstract

*The quality of education is largely dependent on the quality of instruction we provide in our classrooms. Efforts should be made to introduce new methods and evolve new techniques of instruction suiting to our national needs. The use of feedback is regarded as one of the most powerful strategies to improve student achievement. Whilst teachers have been found to give much feedback, their students report they receive little feedback that is helpful to learning. The present study used an established model of feedback - Hattie & Timperley Model - as a framework to answer the research question: which types and levels of feedback are more effective in the primary classroom?. The purpose of the study was to compare the effectiveness of Hattie and Timperley Model of Feedback over the prevailing activity oriented method of teaching in science among students at primary level. This experimental study was based on 38 students of class III from one primary school of Kottayam district. The study proved that the students taught through Hattie and Timperley Model of Feedback has better achievement in science than those who learned through the prevailing activity method.*

**Key words :** *Effectiveness, Hattie and Timperley Model, Feedback, Achievement etc.*

## Introduction

The use of feedback is regarded as one of the most powerful strategies to improve student achievement (Hattie, 2009) and as such, is garnering much attention in education policy and practice. The Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership, 2014) lists the effective provision of feedback as one of its key standards. Whilst teachers have been found to give much feedback, their students report they receive

little feedback that is helpful to learning (Hattie, Gan, & Brooks, 2017). So, it is the quality rather than the quantity of feedback that is vital for feedback to be received and used by the learner. Calls have been made for further investigation into ways that feedback can be made more effective for students (Hattie & Gan, 2017; Shute, 2008). The present study used an established model of feedback (Hattie & Timperley, 2007) as a framework to answer the research question: which types and levels of feedback are more

effective in the primary classroom? The model delineates feedback first into three types: feeding up; feeding back; and feeding forwards and second into four levels: task; process; self-regulatory and self.

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

The quality of education is largely dependent on the quality of instruction we provide in our classrooms. We should pay proper attention to change the strategy of instruction. Efforts should be made to introduce new methods and evolve new techniques of instruction suiting to our national needs.

Educationalists have realised and are convinced of the fact that without introducing changes and innovations in our educational system to suit the changing philosophy of education, it is not possible to meet the challenges posed by the new emerging social order.

Feedback promotes personal and professional growth. It is about listening actively, taking the time to analyze, and then thinking of the best possible solution to perform better. It provides positive criticism and allows to see what everyone can change to improve their focus and results. Constructive feedback is a robust tool for creating healthy environment, boosting productivity and engagement, and achieving better results. Feedback plays the crucial role in education and learning by helping adopt new knowledge.

From the reviews the importance of model of feedback in learning behaviour of primary students is understood and the investigator selected this area for the study.

### **Statement of the Problem**

Effectiveness of Hattie and Timperley Model of Feedback on Achievement in Science among Students at Primary Level

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

Hattie and Timperley Model of Feedback :

Feedback is one of the most powerful influences on learning and achievement. Hattie and Timperley's (2007) model encompasses certain conditions of effective feedback and takes into account the differing learning states of students.

### **Objectives of the Study**

- ◆ To develop an achievement test in science
- ◆ To compare the effectiveness of Hattie and Timperley Model of Feedback over the prevailing Activity Oriented Method of teaching in science among students at primary level.

### **Hypothesis of the Study**

- ◆ The achievement in science among primary students taught through Hattie and Timperley Model of Feedback of teaching will be significantly higher than that of the students taught through the prevailing Activity Oriented Method of teaching.

### **Sample**

For the present study 38 students of class III from one primary school of Kottayam district were taken as the sample. They were divided into two groups, one experimental group and the other control group, having 19 students in each group.

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

- ◆ Lesson transcripts based on Hattie and Timperley Model of Feedback

- ◆ Lesson transcripts based on existing method
- ◆ An achievement test in science

### Methodology

For the present study investigator selected experimental method with non-equivalent two groups.

### Design Selected

The design adopted for the present study is non equivalent groups with pre-test post-test design.

For doing the experiment, the investigator randomly formulated two non-equivalent classroom groups, one experimental and the other control group. The pre-test on the dependent variable was administered to the two groups. Then the experimental group was treated using Hattie and Timperely Model of Feedback and the control group by the activity oriented method. After the treatment, the same tests were given to the two groups as posttest and scores were determined.

To establish the relative effectiveness of the two treatments, the differences between the pretests and posttests scores of the dependent variable was compared using test of significance of difference between means (t-test), ANCOVA and Cohen's d-test.

### Analysis and Interpretation

The scores obtained by the experimental and controlled groups for science achievement test were analysed and its details are given below:

### Comparison of Gain in Scores of Students in Experimental and Control Groups

In the present study, investigator administered the achievement test in science to both the groups before and after the experimental treatment. The gain scores

obtained for achievement in science of the experimental and control groups in the pre-test and post-test were subjected to appropriate statistical procedures. The analysis of data is presented below.

### Significance of Difference between Mean Gain Scores on Achievement in Science of Experimental and Control Groups.

The gains in the achievement of students in both groups were compared by testing the significance of the difference between means of the gain scores of the two groups using t value. The data and result of the test of significance of the difference between the mean gain scores are given in table 1.

**Table 1**

### Data and Result of the Test of Significance of the Difference between Mean Gain Scores on Achievement in Science of Experimental and Control Groups

Group	N	M	SD	t
Experimental	19	4.42	4.55	1.73
Control	19	2.26	2.98	

The table values for significance at 0.05 and 0.01 are 1.96 and 2.58 respectively. The t value obtained 1.73 was not significant at both levels ( $t=1.73$ ;  $P > 0.05$ ). It means that there is no significant difference between the mean gain scores of the students in the experimental and control group.

### Comparison of Performance of Students in Experimental group and Control group on Achievement in Science.

The pre test and post test scores of the students in experimental group and control group on achievement in science were found out using ANCOVA. Before proceeding to



ANCOVA, these scores were subjected to ANOVA. The details are presented below. The summary of the analysis of variance of 'x'

(pre-test) and 'y' (post test) scores of students in experimental and control groups, taken separately was given in table 2.

**Table 2**

**Results of the Summary of Analysis of Variance of 'x' (pretest) and 'y' (posttest) Scores of Achievement Test in Science of Pupils in Experimental and Control Groups**

Source of Variance	df	SSx	SSy	MSx	MSy	Fx	Fy
Among group means	1	5.92	82.5	5.92	82.53	1.39	5.00*
Within group means	36	153.58	594.5	4.27	16.51		
Total	37	159.5	677.1	-	-		

\*P<0.05

The table value of 'F' for df 1/36 at 0.05, 0.01 levels are 4.08 and 7.31 respectively. The obtained Fx and Fy ratios were tested for significance. The value of Fx was 1.39 which was not significant even at 0.05 level. The Fx value showed that there was no significant difference between pre-test scores of pupils in experimental and control group. The obtained Fy value 5.00 was significant at 0.05 level (Fy= 5.00; P<0.05). The significant Fy value indicates that the two groups differ significantly in the post test achievement.

**Analysis of Co-Variance**

The final 'y'scores were corrected for the difference in initial x scores. For that, the SSy have been adjusted for any variability in 'y' contributed by 'x'. The adjusted sum of squares for 'y' that is SSy.x was computed and the 'F' ratio (Fy.x) was calculated. The summary of the analysis of covariance of pretest and post test scores of students in experimental and control groups taken separately was given in table 3.

**Table 3**

**Results of the Summary of Analysis of Covariance of 'x' (pre test) and 'y' (post test) Scores of Achievement Test in Science of Pupils in Experimental and Control Groups**

Source of Variance	df	SSx	SSy	SSxy	SSy.x	MSy.x	SDy.x	Fy.x
Among group means	1	5.92	82.5	22.11	52.37	52.37	3.85	3.53
Within group means	35	153.58	594.5	107.89	518.73	14.82		
Total	36	159.50	677.1	130.00	571.10	-		

Since the table value of the F ratio for df 1/ 35 was 4.17 at 0.05 level, the obtained Fy.x ratio was not significant. (Fy.x=3.53). The Fy.x ratio shows that the

means of the post test scores of students in the experimental and control groups do not differ significantly even after they have been adjusted for the difference in the pre test scores.

### Comparison of Adjusted 'y' means

The adjusted means of post test scores (y means) of students in the experimental and control groups were computed and the difference between the adjusted 'y' means was tested for significance. The data for adjusted means of post test scores of students in experimental and control groups taken separately was given in table 4

**Table 4**

**Results of the Test of Significance of Difference between the Adjusted Means of Post test Scores of Achievement test in Science of Pupils in Experimental and Control Groups**

Group	N	Mx	My	My.x	SEm	t-value
Experiment	19	5.89	10.3	10.04	1.25	1.92
Control	19	5.11	7.4	7.65		
Total	38	5.50	8.84	-		

From table 't' for df 35, 't' at 0.05 and 0.01 levels are 2.042 and 2.75 respectively.

The obtained 't' value is 1.92 which does not exceed the critical value of 't', 2.042 at 0.05 level ( $t = 2.14$ ;  $P > 0.05$ )

The non-significant t value leads to the conclusion that the two means do not

differ considerably. That is, it shows that the means of the post test scores of students in the experimental and control groups do not differ significantly even after they have been adjusted for the difference in the pre test scores.

### Comparison of Achievement in Science of Experimental and Control Groups based on Pre-test Post-test Scores using Cohen's D

To find out the effectiveness of the Hattie and Timperley Model of Feedback, the pre-test and post-test scores of the experimental and control groups were compared using Cohen's d. The d value between 0 and 0.3 is small effect size. if it is between 0.3 and 0.6 is moderate effect size and if larger than 0.6 it is a large effect size. The results of analysis and interpretation are given under the following sub-heads.

### Comparison of Experimental and Control Groups on Achievement in Science as a Whole based on Pre-test and Post-test Scores

The investigator attempted to compare the Science achievement of the groups of students based on the pre-test and post-test scores. The experimental group was taught using Hattie and Timperley Model of Feedback and the control group using Activity Method of teaching.

**Table 5**

**Test of Significance of the Difference between Pre-Test and Post-Test Score of Experimental and Control Groups**

	Group	N	M	SD	d value
Pre-test	Experimental	19	7.37	3.59	0.4
	Control	19	5.89	2.28	
Post-test	Experimental	19	10.32	4.48	0.6
	Control	19	7.37	3.59	

The d value obtained for pre-test is 0.4. The d value obtained for post-test is 0.6. Both d values are showing moderate effect. Thus the model is moderate effective in pre and post-tests.

### **Analysis of the Gain Scores of Experimental and Control Group Using Cohen's D Test**

To find out the effectiveness of the Hattie and Timperley Model of Feedback the gain score of the experimental and control groups was analysed using d-test. The result of the analysis and its interpretation is given under the following sub-heads.

### **Analysis of the Whole Gain Score of the Experimental and Control Groups**

The investigator attempted to determine the Achievement in science of the experimental and control groups based on the gain scores. The experimental group was taught using Hattie and Timperley Model of Feedback and the control group using Activity Oriented Method.

**Table 6**  
**Test of Significance of the Gain Scores of Experimental and Control Groups**

Group	N	M	SD	d value
Experimental	19	4.42	4.55	0.5
Control	19	2.26	2.98	

The d value 0.5 for gain scores shows moderate effectiveness of Hattie and Timperley Model of Feedback on achievement in science.

## **Major Findings of the Study**

### **Comparison of Post- test scores on Achievement in Science of Pupils in the Experimental and Control Groups.**

The arithmetic mean and standard deviation of post-test scores obtained by the Experimental group is 10.32 and 4.49 respectively and that for Control group is 7.37 and 3.59. The t value calculated is 2.24 which is greater than the table values 1.96 at 0.05 level and so is significant at 0.05 level ( $t = 2.24$ ;  $P < 0.05$ ). The two groups, Experimental and Control groups differ in their post-test scores. Since the mean scores of experimental group are greater than the control group, it means that the student taught through Hattie and Timperley Model of Feedback has better achievement in Science than those pupils who learned through the Activity method.

### **Educational Implications of the Study**

Science Process Skills provide students to learn by doing, experiencing and associating science subject with daily life. These are skills which we use to create information, think on problems and formulate the results. We can make an individual to learn and understand their life by enabling the students by gaining these important skills. These skills are fundamental of the thought and research in the science content (Erdođan, 2005). The findings revealed several strategies included in the study help students for the development of science process skills.

### **Conclusion**

Achievement in science of primary school students taught through Hattie and Timperley Model of Feedback method is

significantly higher than that of those who taught through the activity oriented method. Comparison of the Achievement in science of the Experimental and Control groups shows significant difference between the Pre-test and Post-test scores using t-test and ANCOVA. Experimental group shows better Achievement in science than the Control group. Thus it is concluded that Achievement in Science of students taught through Hattie and Timperley Model of Feedback is significantly higher than that of students taught through activity oriented method.

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# Metacognitive Awareness and Learning Styles among Prospective Teachers

**Sr. Dr. Mary Thomas**

*(Assistant Professor, St.Thomas College of Teacher Education, Pala)*

**Dr. Sunu Austin**

*(Assistant Professor, St.Thomas College of Teacher Education, Pala)*

## **Abstract**

*Metacognition is a powerful tool for thinking which involves awareness, understanding and interpreting the world around individual. The present study aimed to investigate the association between metacognitive awareness and learning styles of secondary level prospective teachers. The present study follows a descriptive survey method. The sample consisted of 81 prospective teachers at secondary level in Kottayam district, Kerala. The tools used for the study were Metacognitive Awareness Inventory (MAI) prepared and standardized by Schraw, G., & Dennison, R. S. (1994) and Learning Style Inventory (Kolb, 1984). Descriptive statistics mean and Standard deviation and the inferential statistics Pearson Chi Square Test and ANCOVA were used for analyzing the data. The study revealed that there is significant association between High, Moderate and Low levels of Metacognitive Awareness and different Learning Styles namely Accommodative, Divergent, Assimilative and Convergent. It was also revealed that there is significant difference in Metacognitive Awareness of secondary level prospective teachers with respect to their Learning Styles.*

**Key words:** *Metacognitive awareness, Learning styles, Accommodative, Divergent, Assimilative and Convergent etc.*

## **Introduction**

Metacognition is a term introduced by Flavell in 1976. It is knowledge, which is the results of acquired experiences of individual while using cognitive process (Flavell, 1979). It is a powerful tool for thinking which involves awareness, understanding and interpreting the world around individual (Anderson, Nielsen, & Nashon, 2009). Learning style is an approach that describes how individuals learn. The styles are individual for each person and can be used to distinguish the learners one another. Learning styles can be defined, classified, and identified in many different

ways. Kolb's Experiential Learning Theory focused on learning styles, or the cognitive processes that occurred in order to acquire knowledge. According to him there are four learning styles. They are Diverging, Assimilating, Converging and Accommodating. Metacognitive awareness is an important factor which helps student-teachers to become more conscious of how they learn and teach and identify the most effective ways of doing so. As being teacher educators, the investigators were interested to find out the Metacognitive Awareness of Teacher Trainees and its association with different Learning Styles.

## Need for the Study

Metacognition involves an awareness of the skills, strategies and resources needed to perform a task effectively- knowing what to do and the ability to use self- regulatory mechanisms to ensure the successful completion of the task- knowing how and when to do the what. (Schraw& Dennison, 1994). Since Metacognition has applications for many areas of school success it has become one of the major fields of cognitive and educational psychology research. The image of student as passive receiver of information is replaced by constructivist classrooms, with active participant, who is motivated to practice an authentic learning. Teaching students how to learn efficiently involve constant actions of the teachers for making students responsible, making conscience themselves about their strengths and their limits, and their own learning styles. If teachers have enough Metacognitive awareness they can help their students to develop awareness with respect to their thinking and learning processes and strategies.

The maintenance of high quality and standards in education has become a major concern for the higher education institutions” (Campbell, Rozsnyai, 2002). Student-teachers receiving instruction on Metacognition, may develop skills that will make them more successful in their academic and professional careers. So the measurement of Metacognitive awareness and training in Metacognitive skills development of prospective teachers is useful. Developing Metacognitive strategies by

encouraging them to use various Metacognitive strategies may be helpful to student-teachers to grow in their natural curiosity to discover more about how they learn and teach best.

Learning styles may affect individuals’ way of thinking in every moment of the life. Styles influence how students learn, how teachers teach, and how the two interact. Learning style can also be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation. Generally, they are overall patterns that provide direction to learning and teaching. Thus, it has a significant part in education. Metacognitive skill is inter-related with one’s learning style. It is reported that there is a significant relationship between the learning style dimensions and metacognition ( Ameerh, 2014).It is also reported that there is a significant relationship between learning style and strategies of metacognition (Jafarpanah and Farahian, 2016).The students’ metacognitive skill and their learning style vary due to the different learning experiences obtained by each student through various different situations. Previous studies have shown that students, who have high levels of metacognitive awareness, perform better achievement levels than other students (Garner & Alexander, 1989). Besides, it can be said that learning styles may affect metacognitive awareness of students.

The investigation on Metacognition is relevant in the teacher education scenario where prospective teachers are engaged in the process of acquiring awareness on techniques of quality learning. Each student

teacher has a different learning style, thus causing the distinction in his/her metacognition. The knowledge regarding interrelation between metacognition and learning style of student teachers may be helpful for teacher educators in planning and designing activities and guiding student teachers in their endeavor of becoming efficient teachers. It is emphasized that students' learning styles should consider while designing learning environment (Dwyer, 1996). In the process of metacognitive awareness, in order to acquire new knowledge and skills some processes takes place like planning about in what rate efforts are needed and how much time learners should allocate (Cao & Nietfeld, 2007). It may also be helpful for student teachers in making their students independent learners and also improving their self-confidence. Thus, it may be stated that studying relationship between metacognitive awareness and learning styles, may provide significant contributions to literature and a new path for teachers.

### **Objectives of the Study**

1. To find out the significant difference if any in Metacognitive Awareness of secondary level prospective teachers with respect to their learning Style.
2. To find out the relation between different levels of Metacognitive Awareness with Learning Styles among secondary level prospective teachers.

### **Hypotheses of the Study**

1. There is significant association between Metacognitive Awareness and learning Style of secondary level prospective teachers.

2. There is significant difference in Metacognitive Awareness of secondary level prospective teachers with respect to their learning Style.

### **Methodology of the Study**

The present study aimed at finding out the association between metacognitive awareness and learning styles of secondary level prospective teachers. The study followed a descriptive survey method. The population for the present study covers all the secondary level prospective teachers of Kottayam District, Kerala. The sample consisted of 81 prospective teachers at secondary level in Kottayam district. The tools used for the study was Metacognitive Awareness Inventory (MAI) prepared and standardized by Schraw, G., & Dennison, R. S. (1994) and Learning Style Inventory (Kolb, 1984).

### **Analysis and Interpretation of Data**

The first objective of the study was "to find out the relation between different levels of Metacognitive Awareness with Learning Styles among secondary level prospective teachers". For the analysis of the study the investigator formulated the following null hypothesis which is stated as 'There exists no significant relation between different levels of Metacognitive Awareness with learning Style among secondary level prospective teachers. The investigator tested the null hypothesis using Pearson Chi Square Test for identifying the relationship between categorical variables. The investigator presents the data and results in Table 1.

**Table 1**  
**Association between Metacognitive Awareness Levels and Learning Styles among Secondary Level Prospective Teachers**

Variable	Level	Learning Style					df	+2	p
		AC	DV	AS	CV	Total			
Metacognitive Awareness	High	3	3	2	10	18	14.055	6	.029
	Moderate	17	13	7	11	48			
	Low	7	1	5	2	15			
	Total	27	17	14	23	81			

Note: AC -Accommodative ; DV -Divergent; AS- Assimilative; CV- Convergent

From Table 1, the investigator observes that the obtained Chi Square value of Metacognitive Awareness ( $\chi^2 = 14.055$ ,  $df=6$ ,  $p < .05$ ), is significant at .05 level. Hence the null hypothesis which states that 'There exists no significant relation between different levels of Metacognitive Awareness with Learning Style among Secondary level Prospective Teachers' is rejected. Therefore, the investigator infers that there is significant association between High, Moderate and Low levels of Metacognitive Awareness and different Learning Style namely Accommodative, Divergent, Assimilative and Convergent.

The second objective of the study was to find out the significant difference if any in Metacognitive Awareness of secondary level prospective teachers with respect to their learning Style. The investigator calculated the mean and standard deviation of the scores on Metacognitive Awareness among the secondary level of prospective teachers with respect to their Learning Style and the data is presented in table 2

**Table 2**  
**The Number (N), Mean (M) and Standard Deviation (SD) of Metacognitive Awareness among Secondary Level Prospective Teachers with Respect to their Learning Style**

Variable	Number	Mean	SD
Accommodative	27	37.15	6.86
Divergent	17	40.17	6.00
Assimilative	14	36.64	7.93
Convergent	23	42.17	6.98
Total	81	39.12	7.17

From table 2, the investigator observes that the mean of the scores on Metacognitive Awareness among the secondary level prospective teachers is 39.12 and standard deviation is 7.17.

The investigator formulated a null hypothesis which states that "there is no significant difference in Metacognitive Awareness of secondary level prospective teachers with respect to their learning Style". In order to test the null hypothesis, the investigator used the statistical technique ANOVA and the result is given in table 3.



**Table 3**  
**Results of the Analysis Using ANOVA**

Metacognition	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	615.48	5	123.10	2.637	.030
Within Groups	3501.28	75	46.68		
Total	4116.77	80			

From table 3, the investigator observes that the F value is (F (5, 75) = 2.63,  $p < .05$ ), significant at .05 level. Therefore, the null hypothesis is not accepted and the investigator infers that there is significant difference in Metacognitive Awareness of

secondary level prospective teachers with respect to streams of discipline. Hence there is a need for further Post Hoc analysis to find in which group, the significant difference exists. Hence the investigator applied LSD test and the results are given in Table 4.

**Table 4**  
**Multiple Comparisons of Different Pairs of Metacognitive Awareness among Secondary Level Prospective Teachers**

Variable	LearningStyle(I)	LearningStyle(J)	MeanDifference (I-J)	Std. Error	Sig.
Metacognitive Awareness	accommodative	Divergent	-3.028	2.144	.162
	accommodative	Assimilative	.505	2.280	.825
	accommodative	Convergent	-5.025*	1.964	.013
	Divergent	Assimilative	3.533	2.499	.161
	Divergent	Convergent	1.997	2.214	.370
	Assimilative	Convergent	-5.531*	2.347	.021

The result of the Post- Hoc analysis reveals that there exists significant difference in the Metacognitive Awareness between the pair Accommodative and Convergent Learning Styles (Mean Difference I-J= 5.025,  $p < .05$ ) and Assimilative and Convergent Learning Styles (Mean Difference I-J= 5.531,  $p < .05$ ). Hence this is inferred that Metacognitive Awareness of the Prospective Teachers with Convergent Learning Styles is higher than Accommodative and Assimilative Learning Styles.

#### Findings of the Study

1. There is significant association between High, Moderate and Low levels of Metacognitive Awareness and different Learning Style namely Accommodative, Divergent, Assimilative and Convergent.
2. There is significant difference in Metacognitive Awareness of secondary level prospective teachers with respect to their Learning Style.

## Conclusion

Student teachers should possess knowledge regarding the concept of metacognition and learning styles and also awareness about one's own cognition and way of thinking. They may discover that a technique that works for one class doesn't work for all classes. Through the process of trial and error, student teachers succeed in some methods and fail in others before trying again. They can provide students with information about how the brain processes information, how it forms knowledge and memories, as well as the impact stress has on these abilities. They can also encourage students to recognize what they don't understand and discuss how to tackle the unknown.

The present study has found that Metacognitive Awareness of the Prospective Teachers with Convergent Learning Styles is higher than Accommodative and Assimilative Learning Styles. Convergent learning style highlights problem solving as an approach to learning. Individuals who prefer this learning style are able to make decisions and apply their ideas to new experiences. It will make the investigator contented if this study motivates teachers and to pursue the new outlooks in this area of enquiry and inspires them to focus on the need of nurturing Metacognitive awareness among the prospective teachers by providing opportunities of problem solving. Hence the study may motivate teachers, curriculum designers, and authorities to try to elevate the student teachers' Metacognitive awareness through problem solving approach so that they may become successful future teachers.

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# Effectiveness of Process Oriented Guided Inquiry Learning (POGIL) Approach on Science Process Skills among Secondary School Students

**Megha Varghese**

*(Former M. Ed. student, St. John the Baptist's College of Education, Nedumkunnam)*

**Dr. Sujithran P.**

*(Assistant Professor, St. John the Baptist's College of Education, Nedumkunnam)*

## **Abstract**

*Science as a subject plays a unique role in promoting the thinking ability through the process skills. The American Association for the Advancement of Science (AAAS), UNESCO (1992) has identified thirteen process skills under two major classification namely basic and integrated. To develop the process skills among students, the use of suitable methods is essential. The objective of the present study was to find out the effectiveness of POGIL approach on the development of science process skills among secondary school students. Quasi experimental method with pre-test post-test non-equivalent design was used for the study. The study was based on a sample of 60 students of standard IX. Findings of the study revealed that Process Oriented Guided Inquiry Learning (POGIL) Approach is more effective than the prevailing method of teaching of science for enhancing the science process skills among secondary school students.*

**Key words :** *Process skills, Guided inquiry learning, Critical thinking etc.*

## **Introduction**

There is a strong belief that children who are properly introduced to science through process skills will find the skills useful throughout life. Science as a subject plays a unique role in promoting the thinking ability through the process skills. Science process skills emphasize on hypothesizing, manipulating in the physical world and critical thinking has been used at various times to describe these science skills. Process skills are developed through science study, but all of them are not effective for all students.

The American Association for the Advancement of Science (AAAS), UNESCO (1992) has identified thirteen process skills under two major classification namely basic and integrated. Basic science process skills (bsps) are observing, classifying, communicating, measuring, predicting and inferring. Integrated science process skills (isps) are identifying and defining variables, describing the relationship between variables, formulating and testing hypothesis, collection of data, designing investigation and experimentation, manipulating the variables, identifying the cause and effects, acquiring, organizing and

displaying the data with charts, graphs and tables. All these process skills are interrelated; there is no sequence or particular order of these skills. So the need for teaching and learning of process skill is very important.

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

To develop the process skills among students, the use of suitable methods is essential. The effect of Process Oriented Guided Inquiry Learning (POGIL) approach is expected to be a good method for it.

In the POGIL approach the students get a chance to reflect their answers and findings in a comparatively current method of teaching. So POGIL approach might be a suitable method for science teaching especially for developing process skills among students. Some investigators have used this approach in different subjects but there is no sufficient studies among physical science students.

### **Statement of the Problem**

The study is entitled as **Effectiveness of Process Oriented Guided Inquiry Learning (POGIL) Approach on Science Process Skills among Secondary School Students**

### **Definition of Key Terms**

#### **Effectiveness**

Effectiveness means the extent to which an activity fulfils its intended purpose or function.

In the present study effectiveness means the extent to which the success in developing Science Process Skills among Secondary School Students through POGIL approach.

### **Process Oriented Guided Inquiry Learning (POGIL) Approach**

It is a student- centered, group learning instructional strategy and philosophy developed through research on how students learn best ([www.pogil.org](http://www.pogil.org).)

#### **Science Process Skill**

According to Tobin and Copie (1982) Science Process Skills are intellectual skills used in collecting and analyzing data to solve problems

In the present study investigator considers process skills as information processing, communication, critical thinking and problem solving which is measured through a process skill test developed by the investigator

#### **Secondary School**

In the present study it refers to any school organized by government of Kerala for imparting instructions to students comprising standards VIII, IX and X.

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

- ◆ To find out the effectiveness of POGIL approach on the development of science process skills among secondary school students
- ◆ To prepare lesson transcripts based on POGIL Approach for IXth standard students.

#### **Hypothesis of the Study**

- ◆ There exists a significant difference in the Science Process Skills of Secondary School Students taught through POGIL approach and taught through the prevailing activity oriented method.

#### **Methodology in Brief**

In the present study quasi experimental method with pre-test post-test non-equivalent design was used.

### Variables of the Study

POGIL approach is the independent variable and science process skills is the dependent variable.

### Population

The population consists of all secondary school students in Kerala

### Sample

The sample consists of 60 standard IX students of a secondary school in Kottayam district.

### Tools and Techniques

The tools used are the lesson plans prepared in prevailing method of teaching and using POGIL approach. For measuring the effectiveness of this approach in developing science process skills, a Science Process Skill Test developed by the investigator was used.

### Statistical Techniques

Mean, Median, Mode, Standard Deviation and skewness where the descriptive statistics and t-test was the inferential tool used for the study.

### Scope of the study

The study is aimed to find out the effectiveness of POGIL approach in the development of science process skills. The investigator hopes that the findings of the

study will be of great use to the teachers and curriculum planners to develop science process skills among secondary school students.

### Delimitations of the Study

- ◆ The study is confined to only one school in Kottayam district and it was conducted in ninth standard only.

### Procedure of the Study

Experimental and control groups were formulated. Then pre-test was conducted in both the groups. In experimental group, classes in chemistry were taken using the lesson plans prepared based on POGIL approach and in the control group same topics were taught using the prevailing method. Then conducted the post-test.

### Analysis and Interpretation

#### Comparison of Gain Scores in the Science Process Skills

The students in both the groups (experimental and control) were compared by testing the significance difference between the means of the gain scores of Science Process Skill test. For this the critical ratio was found out and tested for significance. The data and the result of the test of significance of the gain scores are given in the following table 1.

**Table 1**

#### **Results of Test of Significance of the Gain Scores of Science Process Skill Test of Experimental and Control Groups**

Group	No. of Students	Mean	Standard Deviation	Critical Ratio	Level of Significance
Experimental	30	12.13	4.32	6.72	Significant at 0.05 Level
Control	30	5.50	3.26		

Table 1 shows that the critical ratio calculated is 6.72 and it is greater than 1.96 at 0.05 levels of significance. Since the mean of the experimental group is greater than that of the control group, and the t-value is greater than the table value it is inferred that experimental group is better than the control group with respect to their Science Process Skills.

By analyzing the pre-test scores, post-test scores, gain scores and by finding out critical ratio, it cannot be concluded that the two groups may or may not differ significantly in their concert after the conducting of experiment. So it is necessary to analyze the data using the statistical technique 'Analysis of Co-variance (ANCOVA)'.

**Comparison of the Science Process Skills of the Experimental and Control Groups Using Ancova**

For inwarding valid and reliable terminations the investigator adopted the statistical technique ANCOVA. So the pre-test and post-test scores of the experimental and control groups were subjected to the statistical technique of Analysis of Co-variance to determine the effectiveness of POGIL Approach on the Development of Science Process Skills.

**Comparison of Effectiveness of Process Oriented Guided Inquiry Learning Approach on the Development of Science Process Skill with the Prevailing Method**

The summary of Analysis of Variance of Pre-test (X) and Post-test (Y), taken separately is shown in the following table 2.

**Table 2**

**Summary of Analysis of Variance of Pre-test (X) and Post-test (Y) Scores of Students in the Experimental and Control Groups, Taken Separately**

Sources of variance	df	SS <sub>x</sub>	SS <sub>y</sub>	MS <sub>x</sub> (V <sub>x</sub> )	MS <sub>y</sub> (V <sub>y</sub> )	F <sub>x</sub>	F <sub>y</sub>
Among Means	1.00	0.27	686.8	0.27	686.82	0.02	49.06
Within the Groups	58.00	634.67	812.0	10.94	14.00		
Total	59.00	634.93	1498.9	-	-		

Table 2 elucidates the analysis of variance of pre-test and post-test scores such as df, SS<sub>x</sub>, SS<sub>y</sub>, MS<sub>x</sub>(V<sub>x</sub>) and MS<sub>y</sub>(V<sub>y</sub>). The value of df among the group is 1 and within the group is 58 and the total is 59. Similarly the SS<sub>x</sub> and SS<sub>y</sub> values among the grup is 0.27 and 686.8 while within the group is 634.67 and 812. The total scores are 634.93 and 1498.9. Thus the scores of MS<sub>x</sub>(V<sub>x</sub>) and MS<sub>y</sub>(V<sub>y</sub>) values among the means is 0.27 and 686.82 while within the group is 10.94 and 14. The considering F<sub>x</sub> and F<sub>y</sub> values are 0.02 and 49.06 respectively.

From the above mentioned table F for df 1/58. Value of F at 0.05 level = 4. The F ratio for two sets of scores was tested for significance. The table values of F for df/ 58 are 4 at 0.05 level. Since the scatter brained value of F<sub>x</sub> is 0.02, it is less than the table value 1.66 at 0.05 level. So it can be concluded that there is no significant difference in the pre-test development of science process skill test in Chemistry scores of both experimental and control group. The scatterbrained value of F<sub>y</sub> is 49.06,

it is greater than the table value 4, which is significant at 0.05 level. So it can be concluded that there is significance differences

between the post-test scores of the experimental and control group are given in the Table 3.

**Table 3**

**Summary of Analysis of Co-variance of Pre-test and Post-test Scores of Students in Experimental and Control Groups**

Sources of variance	df	SS <sub>x</sub>	SS <sub>y</sub>	SS <sub>xy</sub>	SS <sub>yx</sub>	MS <sub>yx</sub>	SD <sub>yx</sub>
Among Means	1.00	0.27	686.8	13.53	673.85	673.85	3.43
Within the Groups	57.00	634.67	812.0	298.87	671.30	11.78	
Total	58.00	634.93	1498.9	312.40	1345.14		

$$F_{yx} = 57.22$$

From the table 3 elucidates that, the analysis of Co- variance of pre-test and post-test scores of df, SS<sub>x</sub>, SS<sub>y</sub>, SS<sub>xy</sub>, SS<sub>yx</sub>, MS<sub>yx</sub>, SD<sub>yx</sub> and F<sub>yx</sub>. The value of df among the group is 1 and within the group is 57 and the total is 58. Similarly the SS<sub>x</sub> and SS<sub>y</sub> values among the group is 0.27 and 686.8 while within the group is 634.67 and 812. The total scores are 634.93 and 1498.9. Thus the scores of SS<sub>xy</sub> and SS<sub>yx</sub> values among the means is 13.53 and 673.85 while within the group is 298.87 and 671.30 and the total scores are 312.40 and 1345.14. MS<sub>yx</sub> values among the group and within the groups are 673.85 and 11.78 respectively. The SD<sub>yx</sub> value is 3.43 and the considering F<sub>yx</sub> value is 57.22.

Here the comparison of F<sub>yx</sub> ratio is 57.22 was tested for significance. Since the

table value of F ratio for 1/57 df is 4 at 0.05 level of significance. The calculated value is highly greater than the table value. The scatterbrained F<sub>yx</sub> ratio is highly significance even at 0.05 levels. It is clear from the F<sub>yx</sub> ratio that the two final mean which depends upon the experimental and control variables differ significantly after that have been adjusted for primary distinction in the pre-test scores.

**Comparison of Adjusted (Y) Means**

The adjusted means for post-test scores (Y) means of the pupil in the experimental and control groups were computed using Correlation and Regression. The difference between the adjusted Y means of post-test scores of students in the experimental and control groups are given in the Table 4.

**Table 4**

**Comparison of Adjusted Means of Post-test Scores of Students in Experimental and Control Group**

Groups	No. of students	M <sub>x</sub>	M <sub>y</sub>	M <sub>xy</sub> (Adjusted)	t	SEm
Experimental Group	30.00	11.20	23.3	23.30	7.57	0.89
Control Group	30.00	11.07	16.6	16.60		
General Means	60.00	11.13	19.95	-		



Table 4 gives the idea about the comparison of adjusted means of post-test scores of pupils in experimental and control groups. 30 students belongs to each groups and the values of  $M_x$  and  $M_y$  in the experimental group is 11.20 and 23.3 while the control group is 16.6. The total scores of this is 11.13 and 19.95. The values of  $M_{xy}$  in both experimental and control groups is 23.30, 16.60 respectively. The considerable t value is 7.57.

The difference between the adjusted means of post-test scores of students in the experimental and control groups were tested significance. The calculated difference between the adjusted Y means is 7.57 which are greater than the table value 1.66 at 0.05 levels. So it is significant at the prescribed level. The difference between the adjusted Y mean indicated that the students in the experimental group differ significantly in their development of Science Process Skill test in Chemistry in the post-test. Thus the students learned by Process Oriented Guided Inquiry Learning Approach are better than prevailing method in their Science Process Skills. From the results it can be interpreted that POGIL Approach is an effective method for the development of science process skill among secondary school students.

### Finding of the Study

The study revealed that Process Oriented Guided Inquiry Learning (POGIL) Approach is better than the prevailing methods of teaching for enhancing in the science process skills among secondary school students.

### Conclusion

In the present world a lot of strategies and approaches help teachers to transact content among students. POGIL has wide scope in the field of education in the present scenario. It emphasizes interest and curiosity among learners in their science subjects. The approach POGIL, helps students to develop several process skills and to guide them to self inquiry learning. Also, it gives opportunity to students for co-operative and collaborative learning.

The findings of the study make it clear that this strategy will be of great help to both teachers and students in improving their teaching and learning processes and is of great help to the development of Science Process Skills among secondary school students.

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# Organizational Climate and Behavioural Problems among Orphan Students of Secondary Schools

Rev. Dr. Shibu Luke

(Principal, Nirmala Higher Secondary School, Muvattupuzha, Kerala)

## Abstract

*An orphan is a child who has lost one or both of his parents. Orphan students in secondary schools have a lot of problems with regard to their behaviour. They are brought up in a surroundings which we call an orphanage. Each orphanage is under an organizational setup which we call organizational climate. The concept of organizational climate refers to the important aspects of overall context, environment or situation. The major objective of the present study was to find out the relationship between behavioural problems and organizational climate among orphan students of secondary schools. The study also aimed to find out the level of behavioural problems among orphan students of secondary schools. The study was based on a sample of 300 IXth standard orphan students of Ernakulam district. The findings of the study revealed that there exists a significant relationship between organizational climate and behavioral problem of orphan students of secondary schools. It also revealed that 34% of orphan students of secondary schools have low level of behavioural problems, 33% have moderate level and 33% have high level of behavioural problems.*

**Key words :** *Organizational climate, Behavioural problems, Orphan students, Orphanage, Environment etc.*

## Introduction

The secondary education commission has observed: "Education is the training of character to fit the student to participate creatively as citizens". Good acts and habits are the basis of good character and therefore character formation is a continuous process from birth to death. It is true in the case of all individuals, irrespective of his/her socio, economic or cultural background.

An orphan is a child who has lost one or both of his parents. Orphan students in secondary schools have lot of problems with regard

to their behaviour. They are brought up in a surroundings which we call an orphanage. There are many orphanages in Kerala. Each orphanage is under an organizational setup which we call organizational climate. The environment provides a network of forces and factors which engulf and play on the orphans of any orphanage. The organizational climate should always place emphasis on creating a good environment for the orphan students which helps to lessen their behavioural problems. Behaviour problems of institutionalized children have also been examined in recent studies. These studies have found that orphan children display rather unique behaviour

problems when compared with either home-reared non-adopted children or with country-adoptees.

Often it is noticed that many of the orphans face a variety of problems. Which vary from orphanage to orphanage. We can call the atmosphere of an orphanage organizational climate. The concept of organizational climate refers to the important aspects of overall context, environment or situation. In this study the investigator analyses the situation of orphanages as organizational climate. Organizational climate is often defined as the recurring patterns of behaviour, attitudes and feelings that characterize life in the organization. Reichers and Schneider (1990) define organizational climate as "the shared perception of the way things are around here". In this research, the investigator considers the organizational climate as the behavioural pattern of the organization. A number of literature denotes the point that organizational climate is a good environment that leads to reduce the behavioural problems.

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

The investigator is a frequent visitor of many orphanages especially in his native place where he got acquainted with the inmates of the orphanage. While visiting various orphanages, the investigator has noted some observable changes in the behavioural patterns of different orphanages. In some orphanages the behaviour of the inmates is problematic. It has been seen very often that some of them are prone to much naughtiness. The investigator finds that one major cause of problematic behaviour is the contaminated atmosphere that exists in organizational climate. The organizational setup influences the behavior of the orphans very much. In some orphanages enforcement of discipline takes the form of pressure and instills fear in the orphans. The ulti-

mate aim of enforcing discipline should be to develop self-control in the orphans. In such an organizational climate the orphan should never be allowed to feel that he is not loved by anyone. So organizational climate is considered very much related to behavioural problems.

In this context the investigator finds it an urgent necessity to study the behavioural problems of the orphan students and the organizational climate.

### **Statement of the Problem**

The study has been entitled as **Organizational Climate and Behavioural Problems among Orphan Students of Secondary Schools.**

### **Operational Definitions of the Key Terms**

#### **1. Organizational Climate**

Organizational climate is a relatively enduring quality of the internal environment that is experienced by its inmates. It influences their behaviour and can be described in terms of the values of a particular set of characteristics of the organization.

#### **2. Behavioural Problems**

This term is specially noted here as behavioural problems of the orphan students. Those students whose behavior is not normal meets with problems of adjustment in one way or another. Though a number of such behavioural problems can be sorted out, the investigator limits himself the study to four problems - aggression, stealing tendency, lying habit and annoying others.

### **Objectives of the Study**

1. To find out the level of behavioural problems among orphan students of secondary school

2. To compare the level of behavioural problems among orphan students of secondary school with respect to gender.
3. To compare the level of behavioural problems among orphan students of secondary school with respect to locality.
4. To find out the relationship between behavioural problems and organizational climate among orphan students of secondary schools.
5. To find out the relationship between organizational climate and aggression behaviour among orphan students of secondary schools.
6. To find out the relationship between organizational climate and stealing habit among orphan students of secondary schools.
7. To find out the relationship between organizational climate and lying tendency among orphan students of secondary schools.
8. To find out the relationship between organizational climate and annoying tendency among orphan students of secondary schools.
4. There is a significant relationship between organizational climate and lying tendency among orphan students of secondary schools.
5. There is a significant relationship between organizational climate and annoying tendency among orphan students of secondary schools.
7. There is a significant difference between the behavioural problems of male and female orphan students of secondary schools.
9. There is a significant difference between the behavioural problems of urban and rural orphan students of secondary schools.

### Hypotheses of the Study

1. There is a significant relationship between behavioural problems and organizational climate among orphan students of secondary schools.
2. There is a significant relationship between organizational climate and aggression behaviour among orphan students of secondary schools.
3. There is a significant relationship between organizational climate and stealing habit among orphan students of secondary schools.

### Methodology

In the present study the investigator followed survey method and has adopted simple random sampling technique for selecting the sample.

### Variables in the Study

- ◆ Organizational climate and .
- ◆ Behavioural problems.

### Population and Sample

Population of this study consists of the orphan students of secondary schools in Ernakulam District. There are about 3000 orphan students studying in various secondary schools in Ernakulam District. Sample of the present study consists of 300 IXth standard orphan students.

### Tools Used for the Study

#### 1. Behavioural Problems Inventory

Behavioural problems inventory prepared by the investigator was used to collect data related to behavioural problems including aggression, stealing tendency, lying habit and annoying others.

## 2. Organizational Climate Inventory

It was developed by Baldev R. Sharma. This inventory consisting of 40 items. It provides eight separate dimensions of organizational climate namely, Environment, Team Work, Management, Effectiveness, Involvement, Commitment, Material Background, Emotional Realm and Hopeful climate.

### Procedure of Data Collection

The investigator collected relevant data from 13 orphanages, consisting of around 300 students out of the estimated 3000 orphan students in various orphanages in Ernakulam district.

### Statistical Techniques Used

The important statistical techniques used to interpret and analyse the collected data are:

- ◆ Arithmetic mean
- ◆ Standard deviation
- ◆ Karl Pearson's co-efficient of correlation ( $r$ )
- ◆ 't' test

### Scope of the Study

The investigator hopes that the findings of the present study will help the future researchers and social workers who are interested in the fate of those children who are down trodden, abandoned and those who are in different orphanages. The investigator believes that the organizational climate of different orphanages influences the behavioural pattern of the inmates very much. It is expected that by analysing the behavioural pattern of orphans in different organizational set up will enable the future educators and social workers to concentrate more on the organizational climate of the orphan students.

## Analysis and Interpretation

The data analysed based on the objectives and hypotheses is presented below:

### 1. The level of behavioural problems among orphan students of secondary schools.

Based on the scores obtained for behavioural problems, the students were classified as Low Level, Moderate Level and High Level of behavioural problems. Its details are presented in table 1.

**Table 1**

#### **Level of Behavioural Problems among Orphan Students of Secondary Schools**

Low		Moderate		High	
N	%	N	%	N	%
102	34	99	33.0	99	33.0

From table 1, it is that 34% have low level of behavioural problems. 33% have moderate level and 33% have high level of behavioural problems.

### 2. The level of behavioural problems among orphan students with respect to gender.

**Table 2**

#### **Level of Behavioural Problems with Respect to Gender**

Category	Low		Moderate		High	
	N	%	N	%	N	%
Male	56	30.4	61	33.2	67	36.4
Female	46	34.7	38	32.8	32	27.6

From table 2, it is inferred that among male orphan students 30.4% have low level, 33.2% have moderate level and 36.4% have high

level of behavioural problems. Among female orphan students 34.7% have low level, 32.8% have moderate level and 27.6% have high level of behavioural problems.

**3. The level of behavioural problems of among orphan students with respect to locality.**

**Table 3**  
**Level of Behavioural Problems with Respect to Locality**

Category	Low		Moderate		High	
	N	%	N	%	N	%
Urban	34	28.6	38	31.9	47	39.5
Rural	68	37.6	61	33.7	52	28.7

Table 3 shows that that among urban orphan students 28.6% have low level, 31.9% moderate level and 39.5 have high level of behavioural problems. Among rural orphan students 37.6% have low level 33.7% have moderate level and 28.7% have high level of behavioural problems.

**Analysis based on Hypotheses**

**Hypothesis 1**

**H<sub>1</sub>** : There is a significant relationship between behavioural problems and organizational climate of orphan students of secondary schools.

To test this hypothesis, it was converted to a null hypothesis as :

**H<sub>0</sub>** : There is no significant relationship between behavioral problems and organizational climate of orphan students of secondary schools.

**Table 4**  
**Relationship between Behavioral Problems and Organizational Climate**

Variables	N	df	r	Significance
Br. Prlms. Org. Clt.	300	298	0.296	Significant at 0.05 level

From table 4, it is observed that the calculated 'r' value is 0.296 which is greater than the table value at 0.05 level. So the null hypothesis that there is no significant relationship between organizational climate and behavioral problem is rejected at 0.05 level.

Hence it is concluded that there exist a significant relationship between organization climate and behavioural problems of orphan students of secondary schools.

**Hypothesis 2**

**H<sub>1</sub>** : There is a significant relationship between organizational climate and aggression behaviour of orphan students of secondary schools.

The corresponding null hypothesis formulated was :

**H<sub>0</sub>** : There is no significant relationship between organizational climate and aggression behaviour of orphan students of secondary schools.

**Table 5**  
**Relationship between Organizational Climate and Aggression Behaviour**

Variables	N	df	r	Significance
Br. Prlms. Org. Clt.	300	298	0.246	Significant at 0.05 level

From table 5, it is observed that the calculated 'r' value is 0.246 which is greater than the table value at 0.05 level.

Thus the null hypothesis that there exists no significant relationship between organizational climate and aggression behaviour is rejected at 0.05 level.

Hence it is concluded that there exists a significant relationship between organization climate and aggression behaviour of orphan students of secondary schools.

### Hypothesis 3

$H_1$  : There is a significant relationship between organizational climate and stealing habit of orphan students of secondary schools.

$H_0$  : There is no significant relationship between organizational climate and stealing habit of orphan students of secondary schools.

**Table 6**

### Relationship between Organizational Climate and Stealing Habit

Variables	N	df	r	Significance
Br. Prlms.	300	298	0.063	Not Significant at 0.05 level
Org. Clt.				

From table 6, it is observed that the calculated 'r' value is 0.063 which is less than the table value at 0.05 level.

Thus the null hypothesis that there exists no significant relationship between organizational climate and stealing habit is accepted at 0.05 level.

Hence it is concluded that there is no significant relationship between organization climate and stealing habit of orphan students of secondary schools.

### Hypothesis 4

$H_1$  : There is a significant relationship between organizational climate and lying tendency of orphan students of secondary schools.

$H_0$  : There is no significant relationship between organizational climate and lying tendency of orphan students of secondary schools.

**Table 7**

### Relationship between Organizational Climate and Lying Tendency

Variables	N	df	r	Significance
Br. Prlms.	300	298	0.263	Significant at 0.05 level
Org. Clt.				

From table 7, it is observed that the calculated 'r' value is 0.263 which is greater than the table value at 0.05 level.

Thus the null hypothesis that there exists no significant relationship between organizational climate and lying tendency is rejected at 0.05 level.

Hence it is conclude that there exists a significant relationship between organization climate and lying tendency of orphan students of secondary schools.

### Hypothesis 5

$H_1$  : There is a significant relationship between organizational climate and annoying tendency of orphan students of secondary schools.

$H_0$  : There is no significant relationship between Organizational Climate and annoying tendency of orphan students of secondary schools.

**Table 8**

### Relationship between Organizational Climate and Annoying Others

Variables	N	df	r	Significance
Br. Prlms.	300	298	0.215	Significant at 0.05 level
Org. Clt.				



From table 8, it is observed that the calculated 'r' value is 0.215 which is greater than the table value at 0.05 level.

Thus the null hypothesis that there exists no significant relationship between organizational climate and annoying tendency is rejected at 0.05 level.

Hence it is concluded that there exists a significant relationship between organization climate and annoying others.

### Major Findings

The major findings of the study are given below:

1. 34% of orphan students of secondary schools have low level of behavioural problems. 33% have moderate level and 33% have high level of behavioural problems.
2. Among male orphan students 30.4% have low level, 33.2% have moderate level and 36.4% have high level of behavioural problems. Among female orphan students 34.7% have low level, 32.8% have moderate level and 27.6% have high level of behavioural problems.
3. Among urban orphan students 28.6% have low level, 31.9% moderate level and 39.5 have high level of behavioural problems. Among rural orphan students 37.6% have low level 33.7% have moderate level and 28.7% have high level of behavioural problems.
4. There exists a significant relationship between organizational climate and behavioral problem of orphan students of secondary schools.
5. There exists a significant relationship between organizational climate and aggression behaviour of orphan students of secondary schools.

6. There is no significant relationship between organizational climate and stealing habit of orphan students of secondary schools.
7. There is a significant relationship between organizational climate and lying habit of orphan students of secondary schools.
8. There is a significant relationship between organizational climate and annoying tendency of orphan students of secondary schools.

### Educational Implications

On the basis of the findings of the study the following recommendations are made for implementing in the field of education.

1. The knowledge about the organizational climate of the orphanages helps those in the field of social work or educationalist to understand the reason behind the problematic behaviour of orphan students of secondary schools.
2. The present study reveals that the orphan students have different types of behavioural problems. So special care must be taken to provide necessary guidance and counselling for them.
3. The behavioural problems can be solved through apt changes in the organizational climate.
4. To eliminate the behavioural problems of orphan students, the educationalist and social workers should try to improve the organizational climate.

### Conclusion

Behavioural problem is a serious matter in the psychological as well as educational field. Drastic changes in the area of behavioural problem can be obtained by changing the organizational climate. The present study reveals that there is significant relation between the organi-

zational climate and behavioural problems of orphan students of secondary schools. The person in charge of the orphanages or the organizational management can do a lot, to improve the mal-adjusted behavioural problems. The investigator believes that the findings of this study will be helpful in moulding the behaviour of orphan students of secondary schools in such a way by providing a good and virtuous organizational climate in each of the orphanages. This would lead to a better social life and acceptance. The investigator hopes that the findings of study will be helpful not only in the field of orphanages but also in the field of education.

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# Relationship between Democratic Attitude and Religious Tolerance among Higher Secondary School Students

Dr. Priya K. P

(Associate Professor, S.A.M. College of Education, Poothotta)

Keerthi A. M

(Assistant Professor, MES TTI Edathala, Aluva)

## Abstract

*Democracy is a decision-making style where binding rules and policies are determined under the control of people. Democracy cannot be learned without experiencing it. If the individuals cannot find the medium in their personal and social lives to experience and practice the values and principles, which are tried to be taught in the name of democracy, it's not possible to expect them to become truly democratic people. Tolerance is the mutual understanding and co-operation between groups with different ethnicities, religions, political, ideologies and economic status. Religious Tolerance is a necessity for individuals within a society to get along, especially when a variety of cultures and people with religious beliefs live in one community or nation. The purpose of the present study was to find out the relationship between the Democratic Attitude and Religious Tolerance among higher secondary school students. Survey was conducted on a total sample of 505 Higher Secondary school students in Kottayam and Ernakulam Districts. The study proved that there is significant relationship between Democratic Attitude and Religious Tolerance among Higher Secondary school Students.*

**Key words :** *Democratic Attitude, Religious Tolerance, Discrimination, Ethnicities, Perspectives, Coexistence etc.*

## Introduction

The term democracy has various contested meanings. At its core is the idea of a government involving some form of "rule by the people" and a society that allows and upholds this practice (Dahl, 2001). Democracy is a decision-making style where binding rules and policies are determined under the control of people. An order which provides equal and direct participation right in this decision-making mechanism to all members of the society is also qualified as a democratic order. Democracy cannot be learned without

experiencing it. If the individuals cannot find the medium in their personal and social lives to experience and practice the values and principles, which are tried to be taught in the name of democracy, it's not possible to expect them to become truly democratic people (Sisman, 2006). Democratic attitudes and democratic thinking develop in the family and society in which the beliefs and attitudes of individuals develop informally. Later democratic values and attitudes gained in the family are developed by teachers who have adopted and internalized democratic values

and who are working in schools which are the formal educational institutions (Büyükkaragöz,1995). Democracy can survive and develop only in the societies composed of individuals having internalized democracy as a course of conduct and implementing democratic principles in their lives. In this sense, maintaining democracy can be achieved through training individuals to adopt democratic values, in other words, through democracy education. In order to get the desired outcome from the education of democracy, it is necessary for the education and training activities to be carried out according to democratic principles, as well as manifest itself in the teachers' in-class and out-of-class behavior.

Classroom is a miniature form of society. Students are coming from different type of family backgrounds. The teacher should propagate democratic attitude through the classroom activities. There should not be any discrimination or division or separation in classroom or any ground. Students learn to follow the democratic customs from the experiences of the classroom. From the classroom they learn to respect teachers and all others.

Tolerance is the mutual understanding and co-operation between groups with different ethnicities, religions, political, ideologies and economic status. It is seen as the basis for the longer and deeper process of developing a culture of peace, it is the minimal essential quality of social relations that eliminate violence and coercion. This simply affirmed that tolerance is the pathway to peaceful life and community, without which national development can attained.

The concept of "global village" and increasingly mobile lifestyles have led to a greater need for understanding and integration among people of differing social, ethnic, and religious backgrounds. Religious tolerance helps us to live peacefully with people of differing, or even opposing beliefs, accepting one another despite divergent worldviews. Our future may very well depend upon our ability to coexist peacefully with people of other faiths. If we believe that our future rests upon our ability to live together in peace, then our first responsibility is taking within ourselves at what stands in the way of that. We are entitled to hold strong convictions, but these must be tempered with a constant attitude of grace and humility toward others.

Every religion has certain positive moral instruction and peace generating practices. We need to cultivate respect and mutual consent on certain controversies and pave the way for even a staunch devotee of any particular religion to accept objective scrutiny. After which one would be ready to revise one's vision for a wider purpose of care, coordination and concern of everyone. Respect for other's faith and revision of one's own consequently provide the grounds for reorganizing of one's own faith and rituals while accommodating the faith and religious practices of others.

It is possible for us to compromise in many fields including religion. Many religious figures and scientists agreed that it is actually the paradoxical nature that the world itself make compromise condition of human living. However, we can deny that in our lives there are two kinds of excess, fanaticism and consumerism. On one hand we face the extreme of violence, but on the

other hand we face consumerism. To avoid unnecessary conflict coming from the two extremes tolerance is essential. In the lowest understanding about tolerance can stay polite by avoiding potentially dangerous topic if it may cause dispute.

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

“Democracy is a form of government in which its rulers are elected by the people” and it is a system of government by the whole population or all the eligible member of a state, typically through elected representatives.

Democratic Attitude means the attitude that underscores the point that people are the source of power in a democracy, and accordingly stress more on finding possible solutions, to help the citizen. Democratic Attitude gives sufficient solution to the students while approaching a common problem and it is not political oriented. Democratic Attitude must be innovative in nature.

A person develops attitude based on the experiences he received from the surroundings. A student spent sufficiently large time in schools where he or she gets opportunity to interact with number of individuals with different characteristics. India is a land of different religions and a student in school has to interact with persons belongs to different religions. Classroom is expected to maintain a democratic atmosphere from where the student automatically learned and imbibe principles of democracy.

There are many religions in the world. But religious harmony is exercised where people of different religion share mutual

understanding and avoids committing religious violence. When there is religious Tolerance people work together by respecting each other’s religion. It is matter of fact that each religion has its own importance. And there are social norms and values in the world to live in peace and prosperity. But people are intolerant of other religions and lots of blood has already shaded in the name of religion. As a result, people are after the blood of others in the world.

The investigators from their experience realize that children turn their face into social issues commonly at the age of adolescence. At this age they also suffer from some confusions in their role. So, an adolescence should develop certain characters like democratic attitude, tolerance and social adjustment for peaceful coexistence.

The investigators, after extensive survey of related literature found that not many studies have been conducted in this area. By realizing this fact, the investigators decided to conduct a study to find out the relationship between Democratic Attitude and Religious Tolerance among Higher Secondary School students. Higher secondary school students were selected because they have completed ten years of schooling and students from different streams namely, State syllabus, CBSE syllabus and ICSE syllabus are included in this group.

### **Statement of the Problem**

While schooling, students learn good manners and good behavior to interact with teachers and other students. The present research is an attempt to assess the relationship between Democratic Attitude and Religious Tolerance of Higher Secondary

school students. Therefore, the study is stated as **Relationship between Democratic Attitude and Religious Tolerance among Higher Secondary School Students.**

### **Definition of Key Terms**

#### **Democratic Attitude**

Attitude is a positional readiness to respond to certain situation in a consistent manner and it has dynamic influence upon the individual's response to all situations with which it is related. Democratic Attitude is a stable and enduring predisposition of a person to behave or react towards persons, objects, or issues based on the principles of democracy.

#### **Religious Tolerance**

Religious tolerance is the ability to recognize and respect other's beliefs and practices without sharing them and to bear or put up with. It includes the notion that the practice of different religious beliefs should be accepted and understood to be valid. In the present study Religious Tolerance is the scores obtained in the Religious Tolerance scale prepared by the investigator.

### **Objectives of the Study**

The objectives of the study are;

- To find out the relationship between Democratic Attitude and Religious Tolerance among higher secondary students.
- To find out the relationship between Democratic Attitude and religious Tolerance among higher secondary students classified on the basis of Gender.
- To find out the relationship between Democratic Attitude and religious Tolerance

among higher secondary students classified on the basis of Locale.

### **Hypotheses of the Study**

The investigator formulated the following hypotheses for the present study

- There is significant relationship between Democratic Attitude and Religious Tolerance among Higher Secondary School Students
- There is significant relationship between Democratic Attitude and Religious Tolerance among Higher Secondary School Students classified on the basis of Gender :
  - a. Boys
  - b. Girls
- There is significant relationship between Democratic Attitude and Religious Tolerance among Higher Secondary School Students classified on the basis of Locale :
  - a. Urban
  - b. Rural

### **Methodology in Brief**

The present study was an attempt to find out the relationship between the Democratic Attitude and Religious Tolerance among Higher Secondary school students. To accomplish the task, the investigator selected survey method.

### **Sample**

The investigator conducted the present study on a representative sample of 505 Higher secondary school students in Kottayam and Ernakulam Districts. While selecting the sample due consideration was given to Gender and Locale of school. Stratified sampling technique was used to select the sample.

**Variables**

In the present study Democratic attitude and Religious Tolerance were selected as the variables.

**Tools Used**

The tools used for the study are

- a. General Data Sheet
- b. Democratic Attitude (Prepared by Sankar ,2013)
- c. Religious Tolerance (Prepared by the investigators)

**Statistical Techniques Used**

Statistical techniques employed in the analysis of data are;

**Descriptive statistics**

- Mean
- Standard Deviation
- Skewness
- Kurtosis
- Decile

**Correlation analysis**

- Pearson’s Product moment coefficient of correlation
- Test of significance of correlation coefficient by Fisher’s Test
- Shared variance using ‘r’

**Inferential Statistics**

- Test of significance of difference between means of two large independent samples
- One-Way Analysis of Variance
- Scheffe’s Test

**Data Collection Procedure**

Before starting the survey, the investigator prepared a tool for each variable. Each of the tools consists 50 statements. Then the response was collected from the sample of 505 Higher Secondary School Students of Ernakulam and Kottayam Districts.

**Analysis Based on Hypotheses**

The analysis was done based on the hypotheses formulated as detailed below.

**Hypothesis 1**

There is a significant relationship between Democratic Attitude and Religious Tolerance among Higher Secondary School students.

The coefficient of correlation between Democratic Attitude and Religious Tolerance for the total sample was calculated using Karal Pearson Product Moment Correlation. and details of the correlation and other features of relationship are tabulated in Table 1.

**Table 1.**  
**Correlation between Democratic Attitude and Religious Tolerance among Higher Secondary School Students**

N	r	Fisher’s ‘t’	Confidenceinterval	Shared Variance r <sup>2</sup> x 100
505	0.46	11.60	** (0.37, 0.55)	21

Note \*\* indicates ‘r’ is significant at 0.01 level.

- ♦ The table shows that ‘r’ between democratic attitude and religious tolerance among higher secondary students for the sample is 0.46. This shows that there

is a positive relationship between the two variables. From this result it can be concluded that greater the Democratic attitude, greater the Religious Tolerance.

- ◆ Fisher’s t-value obtained by the test of significance of ‘r’ is 11.60. This t-value exceeds 2.58, the table value required for significance at 0.01 level, indicating that the relationship between Democratic Attitude and Religious Tolerance is significant at 0.01 level of significance.
- ◆ The 0.99 confidence interval of ‘r’ is (0.37, 0.55). This suggests that the population ‘r’ lies between 0.37 and 0.55, the probability of this being 99%.
- ◆ The percentage of variance shared between the variables for the total sample is 21% indicating that 21% of the

variance of the Religious Tolerance can be explained by the variable Democratic Attitude.

**Hypothesis 2**

There is a significant relationship between Democratic Attitude and Religious Tolerance among Higher secondary students classified on the basis of Gender

The analysis for each of the sub samples of Gender is done separately

**Correlation between Democratic Attitude and Religious Tolerance among Boys**

The Correlation between Democratic attitude and Religious Tolerance among Higher Secondary School boys was calculated and the details of the correlation and other features of relationship are tabulated in Table 2.

**Table 2.**

**Correlation between Democratic Attitude and Religious Tolerance among Boys at Higher Secondary Level**

Gender	N	r	Fisher’s ‘t’	Confidence interval	Shared Variance r <sup>2</sup> x 100
Boys	250	0.53	9.83**	(0.43, 0.63)	28

Note \*\* indicates ‘r’ is significant at 0.01 level.

Pearson’s coefficient of correlation ‘r’ between Democratic Attitude and Religious Tolerance of Boys is 0.53. This shows that there is positive relationship between the two variables. From this result it can be concluded that greater the Democratic Attitude greater the Religious Tolerance.

- ◆ Fisher’s t-value obtained by the test of significance of ‘r’ is 9.83. This t-value exceeds 2.58, the table value required for significance at 0.01 level of significance indicating that the relationship

between Democratic Attitude and Religious Tolerance is significant at 0.01 level of significance.

- ◆ The 0.99 confidence interval of Boys ‘r’ is (0.43, 0.63). This suggests that the population ‘r’ lies between 0.43 and 0.63, the probability of this being 99%.
- ◆ The percentage of variance shared between the variables for Boys is 28 %, indicating that 28 % of the variance of Religious Tolerance can be explained by the variable Democratic Attitude.



**Correlation between Democratic Attitude and religious Tolerance among Girls**

Higher Secondary School girls was calculated and the details of the correlation and other features of relationship are tabulated in Table 3.

The correlation between Democratic attitude and Religious tolerance among

**Table 3.**

**Correlation between Democratic Attitude and Religious Tolerance among Girls at Higher Secondary Level**

Gender	N	r	Fisher's 't'	Confidenceinterval	Shared Variance r <sup>2</sup> x 100
Girls	255	0 .38	6.50**	(0.28, 0.48)	14

Note \*\* indicates 'r' is significant at 0.01 level.

- ◆ Pearson's coefficient of correlation 'r' between Democratic Attitude and Religious Tolerance of among Girls is 0 .38. This shows that there is positive relationship between the two variables. From this result it can be concluded that greater the Democratic Attitude greater the Religious Tolerance.
- ◆ Fisher's t-value obtained by the test of significance of 'r' is 6.50. This t-value exceeds 2.58, the table value required for significance at 0.01 level of significance indicating that the relationship between Democratic Attitude and Religious Tolerance of among Girls is significant at 0.01 level of significance.
- ◆ The 0.99 confidence interval of 'r' is (0.28, 0.48). This suggests that the population 'r' lies between 0.28 and 0.48, probability of this being 99%.

- ◆ The percentage of variance shared between the variables for girls is 14%, indicating that 14% of the variance of the Religious Tolerance can be explained by the Democratic Attitude.

**Hypothesis 3**

There is a significant relationship between Democratic Attitude and Religious Tolerance among Higher Secondary School students classified on the basis of Locale.

The analysis for each of the categories of Locale is done separately

**Correlation between Democratic Attitude and religious Tolerance among Rural Higher Secondary Students**

Pearson's coefficient of Correlation between Democratic Attitude and Religious Tolerance among rural Higher secondary students was calculated and the details of the correlation and other features of relationship are tabulated in table 4.

**Table 4.**

**Correlation between Democratic Attitude and Religious Tolerance among Rural Higher Secondary Students**

Locality	N	r	Fisher's 't'	Confidenceinterval	Shared Variance r <sup>2</sup> x 100
Rural	230	0 .45	7.59**	(0.35, 0.54)	20

Note \*\* indicates 'r' is significant at 0.01 level.

- ◆ Pearson’s coefficient of correlation ‘r’ between Democratic Attitude and Religious Tolerance among Rural Secondary students is 0.45. This shows that there is positive relationship between the two variables. From this result it can be concluded that greater the Democratic Attitude greater the Religious Tolerance.
- ◆ Fisher’s t-value obtained by the test of significance of ‘r’ is 7.59. This t-value exceeds 2.58, the table value required for significance at 0.01 level of significance indicating that the relationship between Democratic Attitude and Religious Tolerance is significant at 0.01 level of significance.
- ◆ The 0.99 confidence interval of rural ‘r’ is (0.35, 0.54)). This suggests that the

population ‘r’ lies between 0.35 and 0.54, probability of this being 99%.

- ◆ The percentage of variance shared between the variables for rural Higher secondary students is 20%, indicating that 20% of the variance in the Religious Tolerance can be explained by the Democratic Attitude.

**The Correlation between Democratic Attitude and Religious Tolerance among Urban Higher Secondary School Students**

Correlation between Democratic Attitude and Religious Tolerance among urban Higher secondary school students was calculated and the details of the correlation and other features of relationship are tabulated in Table 5.

**Table 5.**

**Correlation between Democratic Attitude and Religious Tolerance among Urban Higher Secondary Students**

Locality	N	r	Fisher’s ‘t’	Confidenceinterval	Shared Variance r <sup>2</sup> x 100
Urban	275	0.43	7.79**	(0.30, 0.56)	18

Note \*\* indicates ‘r’ is significant at 0.01 level.

- ◆ Pearson’s coefficient of correlation ‘r’ between Democratic Attitude and Religious Tolerance among Urban Higher secondary students is 0.43. This shows that there is positive relationship between the two variables. From this result it can be concluded that greater the Democratic Attitude, greater the Religious Tolerance.
- ◆ Fisher’s t-value obtained by the test of significance of ‘r’ is 7.79. This t-value exceeds 2.58, the table value required for significance at 0.01 level of

significance, indicating that the relationship between Democratic Attitude and Religious Tolerance is significant at 0.01 level of significance.

- ◆ The 0.99 confidence interval of ‘r’ is (0.30, 0.56). This suggests that the population ‘r’ lies between 0.30 and 0.56, the probability of this being 99%.
- ◆ The percentage of variance shared between the variables for urban Higher Secondary students is 18.00%, indicating that 18.00% of the variance in the

Religious Tolerance can be explained by the variable Democratic Attitude.

### Major Findings of the Study

- ◆ Pearson's coefficient of correlation, 'r' between Democratic Attitude and Religious Tolerance among Higher secondary students is 0.46. This shows that there is a significant positive correlation between the two variables.
- ◆ Pearson's coefficient of correlation, 'r' between Democratic Attitude and Religious Tolerance of Boys is 0.53. This shows that there is a positive relationship with the two variables.
- ◆ Pearson's coefficient of correlation, 'r' between Democratic Attitude and Religious Tolerance of Girls is 0.38. This shows that there is a positive relationship with the two variables.
- ◆ Pearson's coefficient of correlation, 'r' between Democratic Attitude and Religious Tolerance of Rural Higher secondary students is 0.45. This shows that there is a positive relationship with the two variables
- ◆ Pearson's coefficient of correlation, 'r' between Democratic Attitude and Religious Tolerance of Urban Higher secondary Students is 0.43. This shows that there is a positive relationship with the two variables

### Conclusion

This study was intended to assess the relationship between Democratic Attitude and Religious Tolerance among Higher secondary school Students. The finding of the study reveals that there is significant

relationship in the Democratic attitude and religious tolerance among Higher Secondary School Students. The investigator would be satisfied if the finding of the study would lead to better understanding of the teaching learning process. It is also hoped that researchers will be motivated to undertake further studies related to the present study.

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# Inclusive Education- Educational Rights of Children with Special Needs (CWSN)

Dr. Suresh Kumar. K

(Associate Professor, NSS Training College, Ottapalam)

## Abstract

*Education is the systematic and deliberate process that equips the learner with knowledge, attainment of skills, values, and attitudes which enable them to participate effectively in all spheres of life. All people have a right to education without considering their abilities and disabilities. A lot of international human rights programmes and policies have established the right to education for all. This has become a legal right in India following a long period of action taken by the authorities. The Right to Education Act says about the Right of children to Free and Compulsory Education, passed by the Parliament of India enacted on 4<sup>th</sup> August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under article 21A of the Indian constitution. Inclusion means accepting diversity, respecting individuality and creating opportunity. Inclusion is a process. Inclusive education is about the participation of all children and young people and the removal of all forms of exclusionary practices. The Governments have to give the highest policy and budgetary priority to improve the education systems of differently abled children and enable to include all regardless of individual differences is one and the prime objective of the RTE act. Mainstreaming and integration are viewed as intermediary steps to the ultimate goal of teaching all students together.*

**Key words :** *Inclusive education, Transmission, Quality, Disabilities, Discrimination etc.*

## Introduction

The entire process of education is worthless if it is not as per the consideration of the learner as an individual and as the part of a big society, so classrooms should be designed to welcome the diverse learners and address their individual needs. Education is the systematic and deliberate process that equips the learner with knowledge, attainment of skills, values, and attitudes which enable them to participate effectively in all spheres of life. The right to education has become a legal right in India following a long period of action taken by the authorities. The Right

to Education Act says about the Right of children to Free and Compulsory Education, passed by the Parliament of India enacted on 4<sup>th</sup> August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under article 21A of the Indian constitution.

Education always has as a stepping stone towards a beautiful life. In a wider sense education may describe as all the activities and programmes by which a human group transmits to others a body of knowledge and skills and a moral code which

enable the group to subsist. In this sense education refers to the transmission of knowledge to a subsequent generation of those skills needed to perform tasks of daily living, and further passing on the social, cultural, spiritual and philosophical values of the particular community.

Free and compulsory education was there, even as the independence movement. In the context of the Free and Compulsory Education Act, 2009, states should maintain minimum standards for the quality of teachers and schools. The act also tries to ensure full participation of parents as well the community by laying down the decision of School Management Committees, which will focus on the involvement of parents as well as members of the community. Comprehensive education is given more importance for inclusive education, and it came down to changes itself into the build-out should be done continuously and effectively.

The right to education is reflected in article 26 of the Universal declaration of Human Rights, which states that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United

Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.

### **Educational Rights in International Perspective**

The Convention on the Rights of the Child (CRC) combined with the Convention on the Rights of Persons with Disabilities (CRPD) form the heart of the international framework protecting children from education discrimination. These documents build upon the pre-existing international framework for human rights, starting with the Charter of the United Nations, which commits Members States to support and uphold the work of the UN organs, including that of UNICEF. The Universal Declaration of Human Rights (UDHR) defines the common standards of basic rights people need to survive and live dignified lives. The UDHR and its six subsequent instruments create the remaining foundation of the CRC and CRPD. The "Education for All" (EFA) initiative also contributes to the international framework concerning children with disabilities by seeking to provide all children, youth, and adults with quality basic education and was reaffirmed by the Dakar Framework for Action. The EFA initiative was launched at the World Conference on Education for All, after which the World Conference on Special Needs Education produced the Salamanca Declaration as a framework for action for regular schools to provide equitable access to education by accommodating the diverse needs of all children.

A lot of international human rights programmes and policies have established the right to education for all. The Universal

Declaration of Human Rights (1948) stressed the concept of education as a human right issue. The United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960) is based on the principles of nondiscrimination and equal opportunities in education. The Convention on the Rights of the Child (1990), the most widely ratified international human rights treaty, focused the need for government authorities to ensure access to education for differently abled children.

The Salamanca Statement (1994) implies the importance of inclusive education, calling on governments to 'give the highest priority and to enable them to include all children regardless of individual differences or difficulties' and to 'adopt as a matter of law or policy the principle of inclusive education, enrolling all children in mainstream schools, unless there are compelling reasons for doing otherwise'. This commitment to inclusive education became a legal obligation through Article 24 of the 2006 Convention on the Rights of Persons with Disabilities (CRPD), which reaffirms the right of disabled children to quality education and committed governments to ensure that 'persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live'. Article 32 places an obligation on donor governments to make their support 'inclusive of and accessible to persons with disabilities'.

### **Educational Rights in Indian Context**

The Right to Free and Compulsory Education (RTE) Act, 2009 mandates free and

compulsory elementary education to all children including CWSN. This act provides a legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. Section 3 (2) of the RTE Act lays impetus on the elementary education of children with disabilities. As per the Amendment of 2012, it also mandates that, a child with multiple and/or severe disabilities has the right to opt for home based education.

The right to education has become a legal right in India following a long period of action taken by the authorities. Those responsible for drafting the Constitution of India (1949) were aware of the significance of education, giving it a prominent place in the Directive Principles of State Policy. In the following years, India leads the role with various human right issues and ensured the right to education for all. In the year 1993, the Supreme Court ordered that every citizen of India had the right to education up to the age of fourteen years. After this judgment, it was in 2002 until parliament approved the 86th amendment to the Constitution of India, which obligated the State to provide free and compulsory education to children from 6 to 14 years. But the Right to Education Act was only passed in 2009.

The RTE Act in India says that any student can claim for education with the provision of ample facilities, needs adequate support of the Government and other voluntary organizations. The act also ensures that the private educational institutions also reserve 25 percentage seats for children from the weaker and disadvantaged sections especially differently abled children. The act asked all

these schools to admit these students without admission tests and interviews. The 86<sup>th</sup> amendment of the constitution that made education a fundamental right was passed in the year 2002. The article 21A in the constitution, which was inserted as part of the 86<sup>th</sup> amendment assures free and compulsory education for all children up to the age of 14 years.

### **Inclusive education: RTE-2009 Policies and Programmes**

Many policies and programmes and legislative acts have framed for the education and welfare of the Persons with Disabilities (PwD) in India. A few major programmes introduced recently are, Programme of Action (PoA), 1992, Ramamurthy Review Committee (1992), Rehabilitation Council of India (RCI) Act (1992), District Primary Education Programme (DPEP) 1994, Persons with Disabilities (PwD) Act 1995, National Trust (NTA), Act 1999, and Sarva Shiksha Abhiyan (SSA), 2002. Despite the recommendations of policies, acts, and programmes the desired goals of Inclusive Education is not achieved.

### **Milestone in Inclusive Education**

The Right of children to Free and Compulsory Education Act, enacted the parliament by Ministry of Human Resource Development (MHRD) in August 2009 which aims to provide free and compulsory education up to class VIII to all children in 6-14 age group has come into effect from April 1, 2010, with this India has joined a select few countries in the world where education is a Fundamental Right. The introduction of Right to Education Act marked a major milestone in the history of India. Education is not only a fundamental right,

but also a basic necessity to be able to participate in one's community and flourish in life. The key aim of the progressive nature of educational change is to benefit all learners including those with special educational needs. Inclusive education is an educational system where children with disabilities get an equal opportunity for education with other children with full participation and the needed support services which include fulfillment of their special needs (Goel, 2010).

The concept of Inclusive education allows each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the basis of their best interest. Inclusive education also promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in and outside the school. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusion is a process. Inclusive education is about the participation of all children and young people and the removal of all forms of exclusionary practices (Bartons, 1998).

It is estimated that at least one child in ten is born with a moderate or severe disability. The differently abled children were one of the most neglected groups in almost every society. Only a minority of the disabled received good health care and education. Earlier, most educators believed that children with physical, sensory or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Inclusive education



is sometimes seen as a political strategy based on human right and democratic principles that confront all forms of discrimination, as part of a concern to develop an inclusive society. The important point is that inclusive education allows children with disabilities to stay with their family and to go to the nearest school just like all other children. But in practice, it is not up to the level. Inclusive education is a programme that is gaining wide attention and has been described as a social movement against exclusion in education. It has its focus on the restructuring of mainstream schools and able to respond to the diversity of all students (UNESCO, 2005). In short, inclusive education emphasized that the differently abled children should be fully included in school programmes and activities. Inclusion finally leads to the empowerment of all children (Loreman, Deppeler and Harvey, 2005).

### **Barriers to Equitable Education for Children with Disabilities**

Barriers to Equitable education encompass two dimensions: fairness or guaranteeing no personal or social circumstance inhibits education access, and inclusion, or ensuring all students have access to the same standard of education. A large variety of factors inhibit equitable access to education. Policy and systemic factors include discriminatory policy that segregates students or a lack of any policy that addresses students with disabilities, limited resources to enact policy, or limited training for teachers. Social factors include negative social and parental attitudes concerning disabilities, sometimes due to religious or cultural views of disabilities as punishments. School factors include

inadequate teacher training in inclusive methodology and a lack of funding leading to inappropriate and inaccessible facilities, high student-teacher ratios, and too little support for students with disabilities. Addressing all of these factors hinges on addressing several specific barriers to equitable education for children with disabilities.

**Creating Inclusive Education Systems**  
Equitable access to education requires inclusive education to ensure that all students have access to the same standard of education. Education systems can be categorized into three levels of access for children with disabilities: segregated education where certain groups of children are educated at home or in special schools, integrated education, and inclusive education. The concept of inclusive education holds that while children have different characteristics, abilities, and needs, they should be able to learn together in an environment that does not establish differences between individual children but rather views integration as opportunities for change and enriched learning.

### **Conclusion**

Children with disabilities face significant barriers to equal access to education. UNICEF works to establish equitable education systems to help equalize the ability of children both with and without disabilities to access the same quality of education. While several challenges have been identified, past work has also identified ways to move forward and increase equitable access. The Government's approach continues to be one of promoting inclusive education, but special education is also made available to those who need it. The Right of Children

to Free & Compulsory Education (RTE) Act, 2009 came into force from April 1, 2010. The RTE Act provides for free & compulsory education to children including children with differential abilities as mentioned in Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) (PwD) Act, 1995 and the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999. In short, the RTE Act provides every child between the age of 6 and 14 years free and compulsory education and a corner stone in the success of inclusive education.

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# Effectiveness of SQ3R Method on Achievement in Social Studies among Ninth Standard Students

Seena M. A.

(Former M. Ed Student, St. Thomas College of Teacher Education, Mylacompu)

Rev. Dr. Johnson Mathew

(Vice Principal, St. Thomas College of Teacher Education, Mylacompu)

## Abstract

*Social studies have played a predominant role not only in the advancement of civilization in general but also in the development of society. The school curriculum of this subject has undergone various changes from time to time in accordance with the changing needs of the society. Each emerging new model either explores a new approach or attempts a modification of the conventional ones as to cater to the uniqueness of individuals. Learning of social studies for a large number of students is not at all interesting and the reason is the lack of good teaching method. Mainly classrooms are teacher centred and there is no role for pupils. The purpose of the present study is to find out the effectiveness of SQ3R method for enhancing the social science achievement of ninth standard students. The investigator adopted quasi experimental method with pre-test, post-test non-equivalent group design. The population taken for the present study was all ninth standard students of Idukki district, following Kerala state syllabus and the sample was 62 ninth standard students of St. Sebastian's HS Thodupuzha. The findings of the study showed that SQ3R method is more effective among ninth standard students for enhancing the social studies achievement than the prevailing method.*

**Key words :** *Predominant role, Traditional classrooms, Teacher centred etc.*

## Introduction

Social studies have a main part in school curriculum. This subject has provided history about ancient, medieval and modern society. This subject has wider application in day today life. It deals with all sphere of life that means society, politics, economics, and civics. Without this subject one cannot understand about history and cannot decide many issues in our day today life. Social studies have played a predominant role not only in the advancement of civilization in

general but also in the development of society. The curriculum of this subject has undergone various changes from time to time in accordance with changing needs of the society.

The traditional classrooms sometimes resemble a one man show with a captive but often uninvolved audience. Classes are usually teacher centred. The teachers try to transfer their thoughts and ideas to passive students. The goal of the learner is to accept the explanation or methodology expostulated

by the teacher. To improvise the instruction various methods were introduced. The situation demands a shift from teacher centred to learnercentred education.

The number of emerging methods are uncountable. Each emerging new model either explores a new approach or attempts a modification of the conventional ones as to cater the uniqueness of individuals. Most important is that, any teaching method should optimize learning experiences to the needs of each learner by carefully exploring the learning problems and offering tailored assistance.

### **Need for the Present Study**

Learning of social studies for a large number of students is not at all interesting and the reason is the lack of good teaching method. Mainly classrooms are teacher centred and there is no role for pupils. But in SQ3R method we can use survey, question, read, recite and review for studying social studies. So it is expected that this method will be highly effective for increasing achievement of students.

### **Statement of the Problem**

The title of the study is Effectiveness of SQ3R Method on Achievement in Social Studies among Ninth Standard Students.

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

#### **SQ3R method**

SQ3R method is one of the metacognitive strategies and is based on some extremely well established principles of learning and findings from cognitive psychology. It is the acronym of survey, question, read, recite, and review.

1. Survey - Read chapter outlines, chapter headings, recaps, objectives, etc.
2. Question - Formulate questions you believe will be addressed in reading
3. Read - Read material quickly, carefully, actively; try to answer previously formulated questions
4. Recite - Explain aloud to yourself or another person what you have read; use study guide; answer questions at end of chapter
5. Review - Go back over what you have learned; use study guide; reread recaps, reviews, or end of chapter summaries.

### **Ninth Standard Students**

The present study ninth standard students means those who are studying in ninth standard following kerala state syllabus.

### **Achievement**

Achievement is considered to be the total score obtained by an individual as measured in the achievement test. Here it means the effect of SQ3R method teaching on achievement in social studies among 9<sup>th</sup> standard students.

### **Objectives of the Study**

1. To find out the effectiveness of SQ3R method for enhancing the social science achievement of ninth standard students.
2. To find out the effectiveness of SQ3R method for enhancing the social science achievement of ninth standard boys.
3. To find out the effectiveness of SQ3R method for enhancing the social science achievement of ninth standard girls.

### Hypotheses oth the Study

1. There is a significant difference between the means of the gain scores of social studies achievement in the control group and the experimental group of ninth standard students.
2. There is a significant difference between the means of the gain scores of social studies achievement of boys of the control group and the experimental group of ninth standard students.
3. There is a significant difference between the means of the gain scores of social studies achievement of girls in the control group and the experimental group of ninth standard students.

### Method Adopted

The investigator adopted quasi experimental method with pre-test, post-test non-equivalent group design.

### Variable

In the present study the independent variable was SQ3R method and dependent variable was achievement in social studies.

### Population and Sample

The population taken for the present study was all ninth standard students of Idukki district, following Kerala state syllabus and the sample was 62 ninth standard students of St. Sebastian's HS Thodupuzha.

### Tools Used for the Study

1. Lesson transcript based on SQ3R method prepared by the investigator for experimental group.

2. Lesson transcript based on prevailing method prepared by the investigator for control group.
3. Achievement test

### Statistical Techniques Used

#### Descriptive statistics

Mean and standard deviation

#### Inferential Statistics

't' test and ANCOVA.

#### Analysis and Interpretation

Analysis and interpretation was done based on the objectives.

#### Objective 1

The first objective of the study was to find out the effectiveness of SQ3R method for enhancing social studies achievement of ninth standard students. For analysing this objective the investigator formulated the hypothesis as :

**H<sub>1</sub>:** There is a significant difference between the means of gain scores of social studies achievement in the control group and experimental group of ninth standard students.

To test this hypothesis it was changed into null hypothesis as:

**H<sub>0</sub>:** There is no significant difference between the means of the gain scores of social studies achievement of the control group and experimental group of ninth standard students.

Two tailed 't'-test was employed to test the null hypothesis at the level of significance 0.01. The results are given in the table 1

**Table 1**

**Number (N), Mean of the Gain Scores, Standard Deviation, and 't'- value of Gain Scores of Achievement of Control Group and Experimental Group**

Gain scores	N	Mean of the gain D	SD	't' value	Result
Control group	31	2.32	1.40	5.71	Significant at 0.01 level
Experimental group	31	6.52	3.85		

### Interpretation

Table 1 shows that the means of gain scores obtained for control group and experimental group were 2.32 and 6.52 respectively. The calculated 't' value (5.71) is greater than the theoretical 't' value (2.66) at 0.01 level of significance. Hence the null hypothesis was rejected and the research hypothesis was retained. Therefore it is possible to conclude that there is a significant difference between the gain scores of achievement in the control group and in the experimental group. It means that the SQ3R method is effective for enhancing the social studies achievement of ninth standard students.

### Objective 2

The second objective was to find out the effectiveness of SQ3R method for

enhancing social studies achievement of ninth standard boys.

Corresponding to this objective the research hypothesis was formulated as:

$H_1$  : There is a significant difference between the gain scores of social studies achievement of boys in the control group and experimental group of ninth standard.

It was changed into null hypothesis to test it inferentially.

$H_0$  : There is no significant difference between the gain scores of social studies achievement of boys in the control group and experimental group of ninth standard.

Two tailed 't'-test was employed to test the null hypothesis at the level of significance 0.01. The results are given in the table 2

**Table 2**

**Number(N), Mean of the Gain (X) and 't' value of Achievement of Control Group and Experimental Group Boys**

Gain scores	N	Mean of the gain X	SD	't' value	Result
Control group boys	16	1.81	1.07	6.07	Significant at 0.01 level
Exp. group boys	15	8.13	3.88		

**Interpretation**

Table 2 shows that the means of gain scores of control group and experimental group obtained were 1.81 and 8.13. The calculated 't' value (6.07) is greater than the theoretical 't' value (2.76) at 0.01 level of significance. Hence the null hypothesis was rejected and the research hypothesis was retained. Therefore it is possible to conclude that there is a significant difference between the gain scores of achievement of boys in the control group and experimental group. As the mean of gain scores of experimental group is higher than that of the control group and since there exists a significant difference between the means it was concluded that the SQ3R method is highly effective for enhancing achievement of boys in standard nine.

**Objective 3**

Third objective was to find out the effectiveness of SQ3R method for enhancing social studies achievement of ninth standard girls. For this objective the investigator formulated a hypothesis as:

**H<sub>1</sub>** : There is a significant difference between the gain scores of social studies achievement of girls in the control group and experimental group of ninth standard.

It was changed into null hypothesis to test it inferentially as:

**H<sub>0</sub>** : There is no significant difference between the gain scores of social studies achievement of girls in the control group and experimental group of ninth standard.

Two tailed 't'-test was employed to test the null hypothesis at the level of significance 0.01. The results are given in the table 3.

**Table 3**

**Number (N), Mean of the Gain Scores, SD and 't' value of Achievement of Control Group and Experimental Group Girls.**

Gain scores	N	Mean of the gain X	SD	't' value	Result
Control group girls	15	2.41	1.5	3.18	Significant at 0.01 level
Exp. group girls	16	5	3.14		

**Interpretation**

From table 3, it is clear that the means of gain scores of control group and experimental group obtained were 2.41 and 5 respectively. The calculated 't' value (3.18) is greater than the theoretical 't' value (2.76) at 0.01 level of significance. Hence the null hypothesis was rejected and the research hypothesis was retained. Therefore it is

possible to concluded that there is a significant difference between the gain scores of achievement of girls in the control group and experimental group.

**Major Findings of the Study**

1. SQ3R method is more effective among ninth standard students for enhancing the social studies achievement than the prevailing method.

2. The instructional material based on SQ3R method is more effective than the prevailing method for enhancing the social studies achievement among the boys of standard nine.
3. The instructional material based on SQ3R method is more effective than the prevailing method for enhancing the social studies achievement among the girls of standard nine.

### **Educational Implications of the Study**

The present study was to investigate the effectiveness of SQ3R method on achievement in social studies. The major findings of the study and the conclusions drawn from the findings helped the investigator to frame some measures to improve the achievement in social studies.

Findings of the study indicate that SQ3R method is more effective than the existing methods of teaching in enhancing social studies achievement among learners. So teachers can use this method for social studies teaching.

- ◆ SQ3R method helps for better understanding of the subject. SQ3R method mainly focuses self-reading, reciting and reviewing. It will help to students' deep knowledge and better understanding in the subject.
- ◆ This method is very helpful in developing reading capacity among students. Reading is one of the important techniques in SQ3R method.
- ◆ This method promotes cognition level in students.

- ◆ It promotes reviewing capacity among students as review is one of the main tools in this method. The main features of these method are that students will be made able to self-evaluation through weekend test.

### **Conclusion**

The investigator examined the effect of an instructional material based on SQ3R method on achievement in social studies among ninth standard students. Based on the findings it is concluded that instructional material prepared on SQ3R method is more interesting and effective as compared to the prevailing method. The investigator hopes on the light of the results of the study that the teachers will make use of this method in the teaching and learning of social studies.

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# Relationship between Perceived Loneliness and Study Involvement of Adolescent Tribal Students

George Thomas

(Assistant Professor, St.Thomas College of Teacher Education, Mylacompu, Thodupuzha)

## Abstract

The target year of universal primary education in India was 1960. But due to various reasons the target is not achieved till now and it remains as a dream yet to be fulfilled. One of the important reasons for this is the backward position of the tribal people in the educational and economic field. The tribal people especially the adolescents have an inborn perceived loneliness that stands as a stumbling block in their participation of universal adult education. If we truly want to implement the universal adult education policy of India, we cannot overlook the case of the millions of the tribal people in India. With an objective of finding the relationship between perceived loneliness and study involvement of adolescent tribal students, the present study was undertaken. The study used survey method and the sample consisted of 150 adolescent students. Perceived loneliness scale constructed by the investigator and a study involvement inventory were the tools used for data collection. Analysis of the data revealed that the correlation between perceived loneliness and study involvement of adolescent tribal students is negative and it is significant at 0.05 level.

**Key words :** Perceived Loneliness, Study involvement, Adult education, Tribal people, Adolescent etc.

## Significance of the Study

According to Article 45 of the constitution of India, Universal Education is to be provided to all children up to the age of fourteen. The target year of universal primary education in India was 1960. Due to the magnitude of the task and lack of resources, the target could not be achieved and still it remains as a dream yet to be fulfilled.

When we analyse the reasons for this, as one of the reasons, we can see that educational policy of India has not

produced good results in the tribal areas. Though many of the tribal people have understood the importance of formal education, there are certain things that push them back in this field. One of the major factors which to come across and taken as part of the present study is the perceived loneliness of adolescent tribal students. The tribal people especially the adolescents have an inborn perceived loneliness that stands as a stumbling block in their participation of universal adult education. If we truly want to implement the universal adult education policy of India, we cannot overlook the case of the

millions of the tribal people in India. It is really a difficult task to make them participate in this policy as they themselves are reluctant to come forward. Special programmes and policies only will make them break the shell they have created among themselves.

In this situation, the investigator tries to study the relationship between perceived loneliness and study involvement of the adolescent tribal students.

### **Statement of the Problem**

The study is entitled as the Relationship between Perceived Loneliness and Study Involvement of Adolescent Tribal Students

### **Definitions of Key Terms**

The definitions of the important terms used are given below:

#### **Perceived Loneliness**

Perceived loneliness is a distress that results from discrepancy between ideal and perceived social relationship. Perceived loneliness is attributed to the lack of a relationship - emotional isolation and social isolation (Robert weirs,1980).

#### **Study Involvement**

It is a keen interest in the task, working with persistent an imagination and sharing the responsibility for own learning. Study involvement is defined as the degree of affect or feeling of being actively involved in once on learning process.

### **Objectives of the Study**

1. To find out the relationship between perceived loneliness and study involvement of adolescent tribal students.

2. To find out the relationship between the components of perceived loneliness and study involvement of adolescent tribal students.
3. To find out the relationship between perceived loneliness and study involvement of adolescent tribal students with respect to gender.

### **Hypotheses of the Study**

1. There exists a significant relationship between perceived loneliness and study involvement of adolescent tribal students.
2. There exists a significant relationship between the components of perceived loneliness and study involvement of adolescent tribal students.
3. There exists a significant relationship between perceived loneliness and study involvement of adolescent tribal students with respect to gender.

### **Methodology in Brief**

Normative survey method was used for the study.

The population of the present investigation consisted of all adolescent tribal students in Kerala. Sample of present study consisted of 150 adolescent tribal students.

Variables : The variables of the present study include perceived loneliness and study involvement.

Tools : The following tools are used for the investigation. Perceived loneliness scale constructed by the investigator. Study involvement inventory prepared by Asha Bhatnagar (1997).

### Procedure of Data Collection

The investigator visited the selected schools and hostels from where permission was taken in advance from the authorities. The investigator personally administered perceived loneliness scale and study involvement inventory among the sample students.

### Statistical Techniques Used

- ◆ Arithmetic mean
- ◆ Standard deviation
- ◆ Karl Penson's product moment correlation (r-value)

### Scope of the Study

The investigator hopes that the study will be helpful in the implementation of the universal education policy of our country. The target of universal Adult Education policy cannot be attained unless and until it spreads completely to the tribal areas. It is much needed to get rid of perceived loneliness of these students which is one of the important reasons for their non participation in the education activities. To give training for tribal people in such a way that they should come forward to express themselves with other people, the findings of the study will become helpfull.

### Limitations of the Study

- ◆ Due to the paucity of time the study is limited to the adolescent tribal students only.
- ◆ The sample is restricted to the adolescent tribal students of Idukki only.

### Analysis and Interpretation

The collected data were analysed based on the objectives.

#### Analysis Based on Objective 1

#### Analysis of relationship between perceived loneliness and study involvement of Adolescent tribal students

Correlation between perceived loneliness and study involvement of adolescent tribal students was found out using Karal-Pearson correlation method. Its details are given in table 1.

**Table 1**

#### *Correlation between Perceived Loneliness and Study Involvement of Adolescent Tribal Students*

Variables	N	r	Significance
Perceived Loneliness	150	-0.619	Significant at 0.05 level
Study Involvement			

Table 1 gives the correlation between perceived loneliness and study involvement of adolescent tribal students. The value of correlation coefficient is obtained as -0.619 which is significant at 0.05 level. This shows a significant negative relationship between the two variables. Thus it can be interpreted that as perceived loneliness increases, study involvement of the adolescent tribal students decreases and vice- versa.

#### Analysis Based on Objective 2

Using Karal-Pearson product moment correlation method, the relationship between the components of perceived loneliness and study involvement of adolescent tribal students

were found out. The components include general loneliness, emotional loneliness and social loneliness. Its details are presented here.

♦ **Correlation between general loneliness and study involvement**

**Table 2**

**Correlation between General Loneliness and Study Involvement**

Variables	N	r	Significance
Perceived Loneliness	150	-0.331	Significant at 0.05 level
Study Involvement			

Table 2 gives the correlation between general loneliness and study involvement of adolescent tribal students. The value of correlation coefficient is obtained as -0.331. This shows a moderate negative relationship between the two variables. Thus it can be interpreted that as general loneliness increases, study involvement of the adolescent tribal students decreases and vice-versa.

♦ **Correlation between emotional loneliness and study involvement**

**Table 3**

**Correlation between Emotional Loneliness and Study Involvement**

Variables	N	r	Significance
Perceived Loneliness	150	-0.493	Significant at 0.05 level
Study Involvement			

Table 3 gives the correlation between emotional loneliness and study involvement of adolescent tribal students. The value of

correlation coefficient is obtained as -0.493 which is significant at 0.05 level. This shows that a significant negative relationship between the two variables. So it can be interpreted that as emotional loneliness increases, study involvement of the adolescent tribal students decreases and vice-versa.

♦ **Correlation between social loneliness and study involvement**

**Table 4**

**Correlation between Social Loneliness and Study Involvement**

Variables	N	r	Significance
Perceived Loneliness	150	-0.473	Significant at 0.05 level
Study Involvement			

Table 4 gives the correlation between social loneliness and study involvement of adolescent tribal students. The value of correlation coefficient is obtained as -0.473 which is significant at 0.05 level. This shows a significant negative correlation between the two variables. Thus it can be interpreted that as social loneliness increases, study involvement of the adolescent tribal students decreases and vice-versa.

♦ **Correlation between interpersonal loneliness and study involvement**

**Table 5**

**Correlation between Interpersonal Loneliness and Study Involvement**

Variables	N	r	Significance
Perceived Loneliness	150	-0.417	Significant at 0.05 level
Study Involvement			

Table 5 gives the correlation between interpersonal loneliness and study involvement of adolescent tribal students. The value of correlation coefficient is obtained as -0.417 which is significant at 0.05 level. This shows a significant negative correlation between the two variables. Thus it can be interpreted that as interpersonal loneliness increases, study involvement of the adolescent tribal students decreases and vice-versa.

♦ **Correlation between cognitive dimensions and study involvement**

**Table 6**  
**Correlation between Cognitive Dimensions and Study Involvement**

Variables	N	r	Significance
Perceived Loneliness	150	-0.450	Significant at 0.05 level
Study Involvement			

Table 6 gives the correlation between cognitive dimensions and study involvement of adolescent tribal students. The value of correlation coefficient is obtained as -0.450 which is significant at 0.05 level. This shows a significant negative correlation between the two variables. Thus it can be interpreted that as cognitive dimensions increases, study involvement of the adolescent tribal students decreases and vice-versa.

**Analysis Based on Objective 3**

Relationship between perceived loneliness and study involvement of adolescent tribal students with respect to gender was calculated using Karal Pearson

product moment correlation and its details are presented below:

**Table 7**  
**Correlation between Perceived Loneliness and Study Involvement of Male Adolescent Tribal Students**

Variables	N	r	Significance
Perceived Loneliness	54	-0.604	Significant at 0.05 level
Study involvement of male Students			

Table 7 gives the correlation between perceived loneliness and study involvement of male adolescent tribal students. The value of Karl Pearson's coefficient of correlation is obtained as -0.604 which is significant at 0.05 level. This shows a significant negative correlation between the two variables for male students. Thus it can be interpreted that as perceived loneliness increases, study involvement of the male adolescent tribal students decreases and vice-versa.

**Table 8**  
**Correlation between Perceived Loneliness and Study Involvement of Female Adolescent Tribal Students**

Variables	N	r	Significance
Perceived Loneliness	96	-0.623	Significant at 0.05 level
Study involvement of female students			

Table 8 gives the correlation between perceived loneliness and study involvement of female adolescent tribal students. The value of Karl Pearson's coefficient of correlation is

obtained as -0.623 which is significant at 0.05 level. This shows a significant negative correlation between the two variables for female students. Thus it can be interpreted that as perceived loneliness increases, study involvement of the female adolescent tribal students decreases and vice-versa.

### Major Findings of the Study

Through the analysis the following findings were obtained.

- ◆ The correlation between perceived loneliness and study involvement of adolescent tribal students is -0.619. This shows that there is a significant negative relationship between the two variables.
- ◆ The correlation between general loneliness and study involvement of adolescent tribal students is negative. The value of correlation coefficient is obtained as -0.331. This shows a moderate negative relationship between the two variables.
- ◆ There is a significant negative correlation between emotional loneliness and study involvement of adolescent tribal students.
- ◆ There is a significant negative correlation between social loneliness and study involvement of adolescent tribal students.
- ◆ There is a significant negative correlation between interpersonal loneliness and study involvement of adolescent tribal students.
- ◆ There is significant negative correlation between cognitive dimensions and study involvement of adolescent tribal students.
- ◆ There is a significant negative correlation between perceived loneliness and study involvement of boys and girls of adolescent tribal students.

### Suggestions

The present investigation has highlighted several suggestions in various fields related to education of tribals.

- ◆ Home environment, schools and society plays a significant role for cognitive, affective and psychomotor development of children. So children should try to share their need, interest, problems, experiences and challenges with their parents and teachers. It helps children to create a good rapport with parents and teachers and it also helps the parents and teachers in developing deeper understanding about their children.
- ◆ Children should share all their experience with the members of their family or their teachers so that they can reduce their fear, and other negative emotions.
- ◆ Children should create a habit of adjustment with self, others and circumstances like success and happiness, failures and sorrows as part and parcel of their life. Students should understand this reality of life and make up their mind to adjust with all situations of life for reducing their loneliness.
- ◆ The study points out that the children who have better home environment have less perceived loneliness. So it is the duty of parents, to arrange a favourable environment to the child for their all round development. Parents must allow children to participate in co-curricular activities in schools. Harsh punishment should be avoided and they should be allowed to interact with society and friends.

- ◆ Students may face various problems in schools. Teachers must identify these problems and provides guidance and counselling services. The teacher should identify children with poor home environment, poor vocational choice and high loneliness and they should be helped to overcome such difficulties.

### Conclusion

The study reveals that there is a significant relationship between perceived loneliness and study involvement of adolescent tribal students. The two variables are negatively co-related, that is, when perceived loneliness increases the study involvement decreases and vice-versa. So perceived loneliness should be eradicated properly from them during this period it self.

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# Legal Literacy Awareness among Secondary School Students

Subin Mathew

(Former M. Ed. Student, School of Pedagogical Sciences, M.G. University, Kottayam)

## Abstract

Legal literacy connotes the knowledge of the primary level in law. After the citizens (particularly marginalized or underprivileged groups) become aware of the rights provided to them by law, they can use such awareness as a tool to fight injustices. Such awareness can transform their lives. The subject of functions of legal awareness remains to be controversial in general and in particular regarding the young people. The inability of the poor to access the justice system is attributed to illiteracy, destitution, economic and social bondages, cultural inhibitions and bureaucratic and political corruption resultantly, the poor are denied equal justice. The investigator in this study deals with the importance of legal literacy and awareness. The eternal value of the constitutionalism is the rule of law which has three facets i.e. rule by law, rule under law and rule according to law. Law users are more dependent on the evidences while pleading the cases in court as well as studying the law education.

**Key words :** Empowerment, Consciousness, Articulate, Confronting, Ecosystem, Legal Education etc.

## Introduction

Legal awareness, sometimes called public legal education, is the empowerment of individuals regarding issues involving the law. Legal awareness helps to promote consciousness of legal culture, participation in the formation of laws and the rule of law.

Public legal education, sometimes called civics education, comprises a range of activities intended to build public awareness and skills related to law and the justice system. This term also refers to the fields of practice and study concerned with those activities, and to a social and professional movement that advocates greater societal commitment to educating people about the law. Anna Marie Marshall explains that

“in order to realize their rights, people need to take the initiative to articulate them. This initiative, in turn, depends on the availability and the relevance of legal schema to people confronting problems.” This is because laws exist as part of a larger organizational ecosystem in which the interests of the organization as well as those of the actors become inextricably linked to the ways in which they are enacted.

Distinct from the education of students in law school seeking a degree in law (which is often simply called “legal education”) and the continuing professional education of lawyers and judges (which is sometimes called “continuing legal education”), public legal education is principally aimed at people who are not lawyers, judges, or degree-seeking law students.

It is due to this situation, that Legal literacy has been recognized as a tool of qualitative change at the basic level as it provides them with the adequate knowledge of their rights. Legal literacy connotes the knowledge of the primary level in law. After the citizens (particularly marginalized or underprivileged groups) become aware of the rights provided to them by law, they can use such awareness as a tool to fight injustices. Such awareness can transform their lives. Legal literacy is the first step to that end. Further, the better awareness of laws is a contributing factor to help effectively in diverse spheres.

It should be borne in mind, however, that the issue of functions of legal awareness of young people is a not enough developed part of the theory of legal awareness. The scientists that are concerned with the issue usually limit themselves to an enumeration or a brief description of the functions of legal awareness in general. The subject of functions of legal awareness remains to be controversial in general and in particular regarding the young people. There is no unity in the definition of criteria and classifications of the functions of legal awareness, which, in its turn, causes a significant disparity in the notion as well as in the number of the functions, which are defined by different authors. Obviously, this has a negative effect on the development of issues concerning the legal awareness.

National Policy of education (1986) comments that, "every country develops a system of education to express and motivate its unique sociocultural identity and also to meet the challenge of time. The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already

created and to ensure that the fruits of change reach all sections. Education is the highway to that goal".

Education today is a matter of whole learning where a citizen has to learn all the aspects of the social life. It includes the legal life too. The investigator in this study deals with the importance of legal literacy and awareness.

Literacy in general refers to the ability to read and write, knowledge of a particular subject, particular type of knowledge. Literacy is critical to economic development as well as individual and community wellbeing. Literacy is the skills which are needed for reading and writing. They include such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension.

One of the most striking features of Indian Legal system is adversary system. Due to ignorance of law and legal process, unintelligible and inaccessible procedure and prohibitively costly professional assistance and artificial distance prevails between administration of justice and life and living of the people. The inability of the poor to access the justice system is attributed to illiteracy, destitution, economic and social bondages, cultural inhibitions and bureaucratic and political corruption resultantly, the poor were denied equal justice. The need for providing legal aid to the poor is to keep the balance steady among the rich and the poor. If a rich man appoints a counsel for his defense, the balance is tilted and the right of the poor man is jeopardized. To keep the balance steady, the assistance of a counsel should be given to the poor persons at state expenses. The provision permitting a suit "in forma pauperis" and supplying

at the expense of the state an amicus curiae were certainly the potential predecessor of the movement which has in course of time assumed today a constitutional as well as statutory mandate. Statue recognizes the felt presence of a global movement.

The constitution of India has defined and declared the common goal for its citizens as “to secure to all the citizens of India, justice - social, economic and political”. The eternal value of the constitutionalism is the rule of law which has three facets i.e. rule by law, rule under law and rule according to law. Under our constitution, it is the primary responsibility of the state to maintain law and order so that the citizens can enjoy peace and security. The preamble speaks of justice, social economic and political and of equality of status and opportunity. It points out that protecting the interest of the poorer section of the society is the constitutional goal. So this very idea of protecting poor people cannot be promoted without the effective, efficient functions of the legal aid program and legal literacy program.

### **Background of the Present Study**

Law users are more dependent on the evidences while pleading the cases in court as well as studying the law education. The print information sources are abundantly available in the law profession, but searching information from the print resources is little difficult developing in the law areas. It is now necessary to identify the users in using digital resources and their awareness of availability. The present study is focused on identifying legal literacy awareness among the secondary school students. Law use is increasing and is ever growing in legal sector. Though change is slow, it is apparent that

innovation does exist within the legal sector. There is a need for creating a new way to train students and developing digitally competent citizens. Legal literacy is one component of being a citizen - a person who is responsible for how they utilize to interact with the world around them. There is a need to assess the legal literacy in students. Hence the researcher has planned to study the legal literacy awareness among secondary school students so that it should be made into consideration to know the level of awareness.

A basic knowledge of law has become necessary for all those who are engaged in administration, trade or industry. Hence, a change in the quality, content and complexion of legal education is now viewed as a great social necessity. Thus there is a need to bring awareness with people for their rights and duties, as well as remedies. In India, illiteracy is still there and people don't have knowledge of the various legal provisions running for their benefit. In such a changing society there is need to educate people. There is need to increase ambit of legal educations in the masses.

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

John Austin defined law as “A rule laid down for the guidance of an intelligent being by an intelligent being having power over him.” Laws are made for the benefit of the people and are powerful, only if used correctly. Legal literacy means bringing awareness to the masses regarding the laws of the land and their respective rights. In India, people are not aware of the legal terminologies and the available provisions which are made for their benefit. India is a country with poor literacy rate, so major population is illiterate and not aware of their rights. Government have

been reframing the present statutes so the masses can avail their fundamental rights. Fundamental Rights are a set of rights contained in Part III of the Indian Constitution. It guarantees rights, such that all citizens can live their lives in peace and harmony. Such rights are a symbol of democratic government, these include Right to Equality and Freedom of Speech and Expression, and Right to assemble peacefully, follow and practice any religion, etc. People being ignorant of the laws face exploitations and few, who claim to know engage into faulty interpretations because they are not aware of the recent changes in the statutes. Therefore legal awareness is the present need of the society. It is pertinent for the overall growth, development and protection of the individuals. It is an important key to unlocking the doors for positive change and transformation in the society.

“Legal Literacy is essential for the survival of our Constitutional Democracy. The judicial set-up works on the presumption that all people are aware of their rights”. People must be made aware of their rights and duties for a systematic functioning of the nation.

In the present study the investigator takes it into serious consideration as the lack of legal literacy awareness is familiar in the schools of the present secondary school scenario.

### **Statement of the Problem**

The present study is an attempt to compare legal literacy among students of Secondary schools. Hence the study is entitled as **Legal Literacy Awareness among Secondary School Students**

### **Definition of Key Terms**

The operational definitions of the important terms used in the title of the study are given below.

### **Legal Literacy**

Legal literacy is commonly understood as knowing the primary level in law. When citizens, particularly marginalized or under privileged groups, know what the law has to offer them, they can recognize and challenge injustices much more forcefully.

### **Secondary School Students**

Students who are studying in Standard VIII, IX and X are referred as Secondary School Students.

In the present study, the investigator considered the students who are studying in Standards IX and X in schools recognized by Government of Kerala.

### **Objectives of the Study**

- ◆ To study the nature of Legal Literacy awareness among Secondary School Students
- ◆ To compare the Legal Literacy awareness among Secondary School Students based on Gender.
- ◆ To compare the Legal Literacy awareness among Secondary School Students based on Locale.

### **Hypotheses of the Study**

- ◆ There will be significant difference in Legal Literacy awareness among Secondary School students based on Gender
- ◆ There will be significant difference in Legal Literacy awareness among Secondary School Students based on locale.

### **Methodology in Brief**

The present study was intended to compare legal literacy awareness among Secondary Students. Normative survey method was used for the study.

**Sample of the Study**

The sample selected for the study consists of 500 Secondary School Students from Kottayam District.

**Tools for the study**

1. General data sheet.
2. Legal literacy test (prepared by the investigator)

**Statistical Techniques Used**

For the present study the investigator used the following statistical techniques.

- 1 Descriptive Statistical Techniques
  - a. Mean
  - b. Median
  - c. Standard Deviation
  - d. Skewness
  - e. Kurtosis
2. Inferential Statistical Techniques
 

Test of significance of difference between means.

**Limitations of the Study**

Though the investigator made a sincere attempt to make the study as valid and reliable as possible certain limitations have crept in. They are:

1. The sample of the present study is limited to Secondary level, due to the constraints of time and effort.
2. Only one component was considered while constructing the test of legal literacy which is legal awareness. More social variables may yield better results.
3. In the sample upper primary school students were not included.

**Analysis of the Data**

**Statistical Characteristics of the Variable Legal Literacy**

The statistical characteristics of the variable Legal Literacy are presented in Table 1.

**Table 1**

**The Statistical Characteristics of the Variable Legal Literacy**

Variable	N	Mean	Standard Deviation	Skewness	Kurtosis
Legal Literacy Awareness	500	15.16	5.58	-0.73439	0.19228

The preliminary analysis of the variable Legal Literacy revealed the following details.

The total scores of the respondents may range from 0 to 25 for the Legal Literacy Test given by the investigator.

The mean and standard deviation of the variable Legal Literacy are 15.16 and 5.58 respectively. These values indicate that the group is with an appreciable mean score and is heterogeneous with some variation in the Legal Literacy Awareness. The skewness of the

distribution is -0.73439 which indicates that the distribution is negatively skewed and more number of students obtained low scores in Legal Literacy compared to normal distribution. The kurtosis obtained is 0.19228 which indicates that the distribution is platykurtic in nature.

**Analysis based on Hypotheses**

The investigator formulated the following hypotheses for the present study

1. There will be significant difference in Legal Literacy among Secondary School students based on Gender.

2. There will be significant difference in Legal Literacy among Secondary School Students based on locale.

### Legal Literacy based on Total Sample

Legal literacy scores were collected and calculated with the measures of central tendency, dispersion, 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 Score of Legal Literacy Awareness Based on Total Sample**

Variable	N	Mean	Median	Standard Deviation	Skewness	Kurtosis
Legal Literacy	500	15.464	17	5.55	-0.73439	-0.19228

The table 2 shows the arithmetic mean for the total sample is 15.464 and the standard deviation is 5.55. The maximum possible score in legal literacy is 25. This shows that the legal literacy of secondary school students is found good. The value of median obtained 17 which shows the 50 percent of the secondary school students have scored above. The skewness of the distribution is -0.73439 which indicates that the distribution is negatively skewed. The kurtosis

obtained is -0.19228 which indicates that the distribution is Platykurtic in nature.

### Legal Literacy of Secondary School Students based on Gender

Legal literacy scores of boys and girls students were separately analysed and calculated the measures of central tendency, dispersion, skewness and kurtosis. The details are given in the table 3.

**Table 3**

#### **Results of Measures of Central Tendency, Measures of Dispersion, Skewness, and Kurtosis Score of Legal Literacy Awareness Based on Gender**

Variable	N	Mean	Median	Standard Deviation	Skewness	Kurtosis
Boys	250	15.38	17	5.57	-0.78007	-0.10983
Girls	250	15.54	17	5.55	-0.69362	-0.25035

Table 3 shows that arithmetic mean for the boys is 15.38 and girls is 15.54. The standard deviation for boys is 5.57 and girls is 5.55. The value of median obtained for boys group and that for girls group is 17. The skewness of the distribution is -0.73439 for boys which indicates that the distribution is negatively skewed and that of girls is -0.69362 is also negatively skewed.

The kurtosis obtained for boys is -0.10983 and that of girls is -0.25035.

### Legal Literacy of Secondary School Students based on Locale

Legal literacy scores were collected and calculated with the measures of central tendency, dispersion, skewness and kurtosis. The details are given in the table 4.

**Table 4**  
**Results of Measures of Central Tendency, Measures of Dispersion, Skewness, and Kurtosis Score of Legal Literacy Awareness Based on Locale**

Variable	N	Mean	Median	SD	Skewness	Kurtosis
Urban	287	15.88	17	5.68	-0.77745	0.046444
Rural	213	14.89	16	5.50	-0.61244	-0.56868

The table 4 shows the mean for the urban is 15.88 and rural is 14.89. The standard deviation for urban is 5.68 and rural is 5.50. The value of median obtained for urban is 17 and that for rural is 16. The skewness of the distribution for Urban is -0.77745 which indicates that the distribution is negatively skewed and that of Rural is -0.61244 is also negatively skewed. The kurtosis obtained for Urban is 0.046444 and that of girls is -0.56868.

**Comparison of Legal Literacy Awareness among Secondary School Students**

The Legal Literacy Awareness scores of relevant samples were found out separately and calculated the arithmetic mean and standard deviation. To compare the extent of legal literacy awareness of gender and locale, significance of difference between the mean values of the different groups was found out.

**Comparison of Legal Literacy Awareness of Secondary School Students based on Gender**

For this the legal literacy scores of boys and girls were separated and computed their mean and standard deviation and thus the significance of difference between the mean values by calculating the critical ratio.

**Table 5**  
**Data and Result of Test of Significance of Difference between Mean Values of Legal Literacy Awareness Scores Based on Gender**

Group	N	M	SD	CR
Boys	250	15.38	5.57	0.208
Girls	250	15.54	5.55	

Table 5, the mean and standard deviation of boys group is 15.51 and 5.57 and that of girls group is 15.41 and 5.55. The critical ratio obtained is 0.208 which is less than both 2.58 at 0.01 level and 1.96 at 0.05 level. From this it is inferred that the difference between the mean values of boys and girls group is not significant at both levels. It means that there is no significant difference between the mean values of the scores of legal literacy awareness among boys and girls students even at 0.05 level. By analyzing the means it is seen that girls are having greater level of legal literacy awareness than boys.

**Comparison of Legal Literacy Awareness of Secondary School Students based on Locale**

For this the legal literacy scores of Urban and Rural were separated and computed their mean and standard deviation and thus the significance of difference between the mean values by calculating the critical ratio

**Table 6**  
**Data and Result of Test of Significance of Difference between Mean Values of Legal Literacy Awareness Scores Based on Locale**

Group	N	M	SD	CR
Urban	287	15.88	5.68	1.93
Rural	213	14.89	5.50	

Table 6, shows that the mean and standard deviation of Urban is 15.88 and 5.68 and

that of Rural is 14.89 and 5.50. The critical ratio obtained is 1.93 which is less than both 2.58 at 0.01 level and 1.96 at 0.05 level. From this it is inferred that the difference between the mean values of rural and urban groups is not significant at both levels. It means that there is no significant difference between the mean values of the scores of legal literacy awareness among rural and urban students.

By analyzing the means it is seen that urban students are having greater level of legal literacy awareness than rural students.

### Major Findings of the Study

- ◆ The legal literacy awareness among secondary school students are above average for the total sample.

The mean for the total sample is 15.16 and standard deviation is 5.58 the maximum possible score in legal literacy questions is 25 and the least is 25. This shows that the legal literacy awareness of secondary school students are found good. The value of the median obtained is 17 which shows that 50 percent of the secondary school students had scored above 14.

- ◆ The legal literacy awareness among secondary school students of girls is greater than that of boys.

The arithmetic mean for the boys is 15.38 and girls are 15.54. The standard deviation for boys is 5.57 and girls is 5.55. The value of median obtained for boys group and that for girls group is 17. The skewness of the distribution is -0.73439 for boys which indicates that the distribution is negatively skewed and that of girls is -0.69362 is also negatively skewed. The kurtosis obtained for boys is -0.10983 and that of girls is -0.25035.

- ◆ The legal literacy awareness among secondary school students of Urban school is greater than that of Rural school.

The mean for the urban is 15.88 and rural is 14.89. The standard deviation for urban is 5.68 and rural is 5.50. The value of median obtained for urban is 17 and that for rural is 16. The skewness of the distribution for Urban is -0.77745 which indicates that the distribution is negatively skewed and that of Rural is -0.61244 is also negatively skewed. The kurtosis obtained for Urban is 0.046444 and that of girls is -0.56868.

### Conclusion

Legal literacy is an ability to enlighten ourselves about legal issues effecting the society we live in and empowerment of individuals regarding legal issues. Moreover it helps to promote consciousness of legal culture, participation in the formation of laws and the rule of law. Legal literacy also called Civic Education intends to build public awareness and skills related to legal system. It also refers to a field committed to educate people about law.

Legal literacy has certain objectives, like it promotes the legal awareness among the general public. It is very helpful in making people aware about their several legal rights like political rights, economic rights, education rights etc. Government is also taking initiatives to promote the concept of legal literacy in society as many legal sessions are organizing for general public.

The Constitution of India also provides many rights related to legal literacy. Legal literacy is a source of social development and growth of legal awareness among citizens. Without legal literacy people can get intimidated and alienated from law, which results as a backdrop as people have no access to justice. This leads to a



situation where people come to conflict with the law or are unable to obtain help from it.

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