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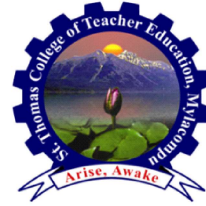
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Sr. Dr. Christina Augustine  
Managing Editor & Publisher  
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## EDITOR'S NOTE

Research in education has become an indispensable activity in this globalising world not just to generate new knowledge that brings innovations and progress but also to serve as a platform for an academic institution to develop and aid in the provision of quality education. To enable significant progress in curricular development and reform, to help learners with difficulties, to understand individual differences and performances and adapt methods of instruction according to the needs of learners' continuous research works are imperative. Such a work shows how to make a provision of solutions to problems in scientific and methodological manner.

The present issue of **Santhom Journal of Educational Researches and Curriculum Enrichments (Santhom Journal of Edu. RACE)** is focused on the dissemination of certain scientific investigations which provide solutions to the problems in the field of education.

This issue comprises 12 articles which are closely related to the field of education. It includes studies on Emotional Intelligence and Adjustment Problems of Orphan Students, Academic Support of Block Resource Centres, Work Culture of Teacher Educators, Environmental Awareness and Eco-Friendly Behaviour, Values and Gender Concerns in School Education, Life Skills and Socio-Economic Status, Attitude Towards Performing Arts of Student Teachers, Pedagogical Perceptive of MOOC, Effectiveness of LINCS Strategy, Socio-Emotional Competence and Job Satisfaction of Teachers, Effectiveness of Graphic Organizers and Effectiveness of Self-Directed Learning (SDL) Strategy.

The authors through their articles have made substantial contributions relevant for bringing desirable changes and improvements in different domains of education such as teaching and learning, classroom atmosphere, democratic vision and education of the marginalised. With a feeling of great pleasure and satisfaction we expect that this issue of **Santhom Journal of Edu. RACE** will help to motivate many who are involved in the field of education to achieve their goals and objectives. Also, we would like to express our sincere gratitude to all the authors whose valuable contributions helped us to accomplish this issue in a satisfactory way at par with our ambition.

**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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# Emotional Intelligence and Adjustment Problems of Orphan Students

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## Abstract

*An orphan student who lives away from home might have a lot of problems. They are forced to live there mostly due to poor economic conditions and family problems. Unlike other students in the school, they are living away from their parents. Often it is noticed that many of them are facing a variety of problems. Their problems vary from academic problem to adjustment problems. The investigator finds it an urgent necessity to study the problems of the orphan students and to measure their emotional intelligence. The other objectives of the present study were to find whether there is any significant difference in the Emotional Intelligence of Orphan Boys and Orphan Girls and to find whether there is any significant difference in the Adjustment Problems of the Orphan Boys and Orphan Girls. The present study was a descriptive survey of emotional Intelligence and Adjustment Problems of Orphan Boys and Girls. Sample of the study consists of 400 UP and HS Orphan Students of Ernakulam District. The study showed that there is no significant difference between the means of scores of the Emotional Intelligence of Orphan Boys and Orphan Girls. It was also found that there is no significant difference between the means of scores of the Adjustment Problems of Orphan Boys and Orphan Girls. But it was found that there is a significant correlation between the Emotional Intelligence and Adjustment Problems of the Orphan Students.*

**Key Words** : Emotional intelligence, Self-esteem, Orphan students, Adjustment problems etc.

## Introduction

Education is meant to bring overall development in the children. For this bringing out the educator must have a thorough knowledge about the pupil. He must be aware of the capacities, feelings, aptitude, academic problems, and emotions etc. of the student. An orphan student who lives away from home might have a lot of problems. It may be desirable and useful to study the emotional intelligence and adjustment problems of the orphan students. It

will help the teacher to know the reasons behind the behaviour of the students and to do the best for them to attain the aims of education.

## Need and Significance of the Study

Many times, the investigator got opportunities to meet the students residing in orphanages. They are forced to live there mostly due to poor economic conditions and family problems. Unlike other students in the school, they are living away from their parents. Often it is noticed that many of them are facing a variety

of problems. Their problems vary from academic problem to adjustment problems. Lack of acceptance, insecurity feeling, emotional problems, low self-esteem, low achievement in studies, hostile attitude to society, bad relation with authority and others in the institution etc. are some of their problems. It is found that the reason behind their problems is lack of proper adjustment. Adjustment is a key factor in life success. Unfortunately, the students in orphanages lack it.

Another problem is handling of emotions. A balanced person knows how to handle the emotions. The recent studies in the field of emotions prove that Emotional Intelligence (EI) is an important factor for the success in life. Formerly emphasize was only on the IQ (Intelligence Quotient). But the shift has taken place to EQ (Emotional Quotient). Emotional Intelligence is considered everywhere.

In this situation the investigator finds it an urgent necessity to study the problems of the orphan students and to measure their emotional intelligence.

From careful study and analysis of related literatures, the investigator realized that there is no study on the adjustment problems of the orphans which is related to their emotional intelligence. So, the investigator decided to conduct the study on the topic emotional intelligence and adjustment problems of orphan students.

### **Statement of the Problem**

The problem for research is stated as  
**Emotional Intelligence and Adjustment Problems of Orphan Students**

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

#### **Emotional Intelligence**

Emotional Intelligence (EI) is the ability to understand and to handle the emotions of oneself and others.

#### **Adjustment Problems**

Adjustment problems are the problems related to adjustment in various life situations. Adjustment may be subdivided into various situations like home adjustment, school adjustment, social adjustment etc.

#### **Orphan Students**

Orphan Students are the ones live in orphanages, having none of the parents or one of the parents or having parents but belong to the low socioeconomic status.

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

- 1 To find whether there is any significant difference in the Emotional Intelligence of Orphan Boys and Orphan Girls.
- 2 To find whether there is any significant difference in the Adjustment Problems of the Orphan Boys and Orphan Girls.
- 3 To find whether there is any significant difference in the Emotional Intelligence of Urban and Rural Orphan Students.
- 4 To find whether there is any significant difference in the Adjustment Problems of Urban and Rural Orphan Students.
- 5 To find out whether there is any significant relationship between the Emotional Intelligence and Adjustment Problems of the Orphan Students.
- 6 To find whether there is any significant difference in the emotional intelligence of the orphan students of Upper Primary and High School level.

- 7 To find whether there is any significant difference in the adjustment problems of the orphan students of Upper Primary and High School level.

### Hypotheses of the Study

1. There is a significant difference in the Emotional Intelligence of Orphan Boys and Orphan Girls.
2. There is a significant difference in the Emotional Intelligence of Urban and Rural School Orphan Students.
3. There is a significant difference in the Adjustment Problems of the Orphan Boys and Orphan Girls.
4. There is a significant difference in the Adjustment Problems of Urban and Rural School Orphan Students.
5. There is a significant association between the Emotional Intelligence and Adjustment Problems of the Orphan Students.
6. There is a significant difference in the Emotional Intelligence of orphan students at Upper Primary and High School level.
7. There is a significant difference in the adjustment problems of the orphan students at Upper Primary and High School level

### Methodology in Brief

The present study was a descriptive survey of emotional Intelligence and Adjustment Problems of Orphan Boys and Girls. The research method has the following phases as described below.

### Phases of the Study

#### Phase One

- ◆ Selection of the variables involved in the study

- ◆ Construction and validation of the tool to measure the selected variables.

#### Phase Two

- ◆ Selection of the population and sample for the study.
- ◆ Collection of data using the prepared tool.

#### Phase Three

- ◆ Analysis of data using suitable statistical procedure
- ◆ Interpretation of the results.

### Variables of the Study

In the present study, the variables taken into consideration are as follows:

- ◆ Emotional Intelligence
- ◆ Adjustment Problems

### Tools Used for the Study

Tools used for the study include:

- ◆ Adjustment Rating Scale  
A rating scale was constructed by the investigator to measure the adjustment problems of orphan students. The scale insures the adjustment problems of the orphan students.
- ◆ Emotional Intelligence Inventory  
Emotional intelligence inventory prepared by Immanuel Thomas and Sushama (2003) was another tool used for the study.

### Population of the Study

Population of this study consists of all the Upper Primary and High School Orphan Students of Ernakulam District. There are about 4000 orphan students studying in 56 orphanages in this district.

### Sample of the Study

Sample of the present study consists of 400 UP and HS Orphan Students of Ernakulam District.

### Method of Sampling

The method of sampling is the stratified random sampling.

### Statistical Techniques Used

Two types of statistical methods are adopted to interpret and analyse the collected data.

### Descriptive Statistics

Mean, Median and Standard Deviation were computed to study the level of the pupils' emotional intelligence and adjustment problems according to gender, class and locality of the orphans.

### Inferential Statistics

't' value was calculated to find out the significance of difference between the means of scores of orphan students on emotional intelligence and adjustment problems according

to the gender, class and locality of the orphans. Partial correlation 'r' value was calculated to find out the inter relationship between emotional intelligence and adjustment problems.

### Limitations of the Study

- ◆ This study was limited to the UP and HS orphan students of Ernakulam District.
- ◆ Due to time limit only one District was taken up for the study.
- ◆ The investigator prepared "The Adjustment Rating Scale" needed for the data collection; due to lack of time it was not possible to standardize it though validated by experts.

### Analysis and Interpretation of the Data

#### Objective 1

The first objective was to find whether there is any significant difference in the emotional intelligence of orphan boys and orphan girls

Corresponding to this objective a hypothesis was formulated and it was tested using 't' value. Its details are given in table 1.

**Table 1**

#### ***Difference in emotional intelligence of orphan boys and girls***

Variable		N	Mean	Std. Deviation	't' Value	Sig. at 5% level
Emotional Intelligence	Boys	200	167.06	16.221	1.249	NS
	Girls	200	165.00	16.752		

The above table shows that the calculated 't' value 1.249 is less than the theoretical value 1.95 at 5% level of significance. Hence there is no significant difference between boys and girls in the emotional intelligence. So, it can be interpreted that boys and girls have almost equal emotional intelligence.

The null hypothesis is that there is no significant difference in the Emotional Intelligence of Orphan Boys and Orphan Girls. The H1 is that there is significant difference in the Emotional Intelligence of Orphan Boys and Orphan Girls. Here the null hypothesis is accepted.

**Objective 2**

The second objective was to find whether there is any significant difference in the adjustment problems of the orphan boys and orphan girls.

**Table 2*****Difference in adjustment problems of orphan boys and girls***

Variable		N	Mean	Std. Deviation	't' Value	Sig. at 5% level
Adjustment Problems	Boys	200	162.04	14.023	0.089	NS
	Girls	200	161.92	14.202		

The above table shows that the calculated t- value 0.089 is less than the theoretical value 1.95 at .05 level of Hence there is no significant difference between boys and girls in the adjustment problem. So, it can be interpreted that boys and girls have equal adjustment problem.

The null hypothesis is that there is no significant difference in the adjustment problems of the orphan boys and orphan girls. The H-1 is that there is significant difference in the adjustment Problems of the orphan boys and

For analysing this objective a hypothesis and a null hypothesis was formulated and 't' value was calculated. Table 2 shows the mean, standard deviation and 't' value of the scores obtained for girls and boys on the administration of the Adjustment Rating Scale.

orphan girls. Here the null hypothesis is accepted.

**Objective 3**

To find whether there is any significant difference in the emotional intelligence of urban and rural orphan students 't' value was calculated.

Table 3 gives the mean, standard deviation and 't' value of the emotional intelligence scores obtained by urban and rural orphan students.

**Table 3.*****Difference in emotional intelligence of urban and rural orphan students***

Variable		N	Mean	Std. Deviation	't' Value	Sig. at 5% level
Emotional Intelligence	Boys	200	166.96	16.940	1.134	NS
	Girls	200	165.10	16.036		

It is clear from the table that the calculated t-value 1.134 is less than the theoretical value 1.95 at 5% level of significance. Hence there is no significant difference between urban orphan students and rural orphan students in the emotional intelligence. So, it can be

interpreted that urban orphan students and rural orphan students have equal emotional intelligence.

The null hypothesis is that urban orphan students and rural orphan students have no

significant difference in emotional intelligence. The H-1 is that urban orphan students and rural orphan students have significant difference in emotional intelligence. Here the null hypothesis is accepted.

**Table 4.**

***Difference in adjustment of urban and rural orphan students***

Variable		N	Mean	Std. Deviation	't' Value	Sig. at 5% level
Adjustment Problems	Boys	200	163.80	13.871	2.612	S
	Girls	200	160.15	14.115		

The above table shows that the calculated t- value 2.612 is greater than the theoretical value 1.95 at 5% level of significance. Hence there is significant difference between urban orphan students and rural orphan students in the adjustment. So, it can be interpreted that urban orphan students have a slighter higher adjustment than rural orphan students. ie, the Rural orphan students have more adjustment problems than the urban orphan students.

**Table 5**

***Table showing the relation between emotional intelligence and adjustment problems***

Variable	Association	Emotional Intelligence	Adjustment Problems
Emotional Correlation	Pearson Intelligence	1.000	.443
	Sig. (2-tailed)		.000
	N	400.000	400

Table 5 shows the P-value of emotional intelligence and adjustments problems. As the table shows the Pearson correlation coefficient between emotional intelligence and adjustment is 0.443, and it is positively correlated corresponding to the p-value is .000 which is

**Objective 4**

To find whether there is any significant difference in the adjustment problems of urban and rural orphan students 't' value was calculated. Its details are given in table 4.

The null hypothesis is that urban orphan students and rural orphan students have no significant difference in adjustment problem. The H-1 is urban orphan students and rural orphan students have significant difference in adjustment problem. Here the null hypothesis is rejected.

**Objective 5**

To find out whether there is any significant relationship between the emotional intelligence and adjustment problems of the orphan students 't' value was calculated. Its details are given in table 5.

less than at .05 level of significance. Hence there is significant relationship between emotional intelligence and adjustment problems. So, it can be interpreted that there is positive relationship between emotional intelligence and adjustment of Orphan students.

**Objective 6**

To find whether there is any significant difference in the emotional intelligence of the

orphan students of Upper Primary and High school level the 't' value was calculated. Its details are presented in table 6.

**Tables 6**

***Difference in emotional intelligence of orphan students in UP and HS level***

Variable		N	Mean	Std. Deviation	't' Value	Sig. at 5% level
Emotional Intelligence	Boys	200	164.66	16.704	-1.670	NS
	Girls	200	167.40	16.219		

The above table shows that the calculated t- value -1.670 is less than the theoretical t-value 1.95 at 5% level of significance. Hence there is no significant difference between HS orphan students and UP orphan students in the emotional intelligence. So, it can be interpreted that HS orphan students and UP orphan students have equal emotional intelligence. So, there is no difference in the emotional intelligence of the UP and HS level orphan students.

The null hypothesis is that there is no significant difference in the emotional intelligence of the orphan students of UP and HS level. The alternative hypothesis is that there is significant difference in the emotional intelligence of the orphan students of UP and HS level. Here the null hypothesis is accepted. The H-1 is rejected.

**Objective 7**

To find whether there is any significant difference in the adjustment problems of the orphan students of UP and HS level.

**Table 7**

***Difference between the ability of adjustment of orphan students studying in UP and NS***

Variable		N	Mean	Std. Deviation	't' Value	Sig. at 5% level
Adjustment Problems	Boys	200	161.09	14.168	-1.260	NS
	Girls	200	162.86	14.002		

The above table shows that the calculated t-value -1.260 is less than the theoretical value 1.95 at 5% level of significance. Hence there is no significant difference between HS orphan students and UP orphan students in the adjustment problem. So, it can be interpreted that HS orphan students and UP orphan students have almost equal adjustment

problem. So, there is no difference in the adjustment problem of the UP and HS orphan students.

The null hypothesis is that there is no significant difference in the adjustment problems of the orphan students studying in UP and HS level. The H-1 is that there is significant difference in the adjustment problems of the

orphan students of Ernakulam District studying in UP and HS level. Here the null hypothesis is accepted. The H-1 is rejected.

### Major Findings of the Study

#### a The Test of Significance of Means of Scores

- ◆ There is no significant difference between the means of scores of the emotional intelligence of orphan boys and orphan girls.
- ◆ There is no significant difference between the means of scores of the adjustment problems of orphan boys and orphan girls.
- ◆ There is no significant difference between the means of scores of the Emotional intelligence of urban and rural orphan students.
- ◆ There is significant difference between the means of scores of the adjustment problems of urban and rural orphan students. The mean score of adjustment of urban orphan students is higher than that of the rural orphan students.
- ◆ There is no difference between the means of scores of the emotional intelligence of the orphan students of UP and HS level.
- ◆ There is no difference between the means of scores of the adjustment problems of the orphan students of UP and HS level.

#### b. Estimation of Relationship

There is a significant correlation between the Emotional Intelligence and Adjustment Problems of the Orphan Students. As it is clear from the correlation the R-Square value is 0.197, which indicates 19.7% variation in Adjustment Problems can be explained by Emotional Intelligence. Also, one unit increase in Emotional Intelligence results

0.379 unit increase in ability of Adjustment of the Orphan Students.

### Suggestions for Improving Educational Practices

The investigator has listed below a few educational implications based on the research findings:

- ◆ The knowledge about the emotional intelligence of the students helps the teacher to understand the reason behind different kinds of actions of a student.
- ◆ The present study revealed that the orphan students have different adjustment problems and emotional problems. So special care could be taken to provide necessary guidance and counselling for them.
- ◆ Special effort could be made to establish guidance cell in orphanages so that the pupils could approach the cell easily to get required guidance.
- ◆ Each and every individual should be provided a special care to adjust freely in their classroom and home environment.

### Suggestions For further Study

Based on the present study, a few suggestions are given below in view of further research:

- ◆ The study can be repeated on a large sample from orphanages of all the districts.
- ◆ The study can be extended to college level
- ◆ A standardized tool could be developed to study the adjustment problems of orphans.
- ◆ The study can be conducted to measure the Emotional Intelligence of home rearing children in relation to that of orphans.



- ◆ A study can be conducted to measure how the present school curriculum helps an individual to grow in Emotional Intelligence.

### Conclusion

The present study revealed that there is significant relation between the emotional intelligence and adjustment problems of the orphans. The persons in charge of the orphanages can do a lot to improve the emotional intelligence and thereby to solve the adjustment problems of the students residing there. Investigator would feel gratified if the findings of the present study would lead to a better understanding of the orphan students and to take genuine steps to improve their emotional intelligence and resultant adjustment and success in life.

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# Academic Support of Block Resource Centres in Elementary Education

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## Abstract

*Education has become one of the determining factors of social development. It helps to enrich human resources in the society. Elementary education is regarded as the foundation for the growth of not only the individuals but for the welfare of the entire nation. There are several bodies at national, state, district and block level that are essential to propose educational strategies, curricula, pedagogical schemes and evaluation methodologies to the department of education. This paper aims to find out the academic support of Block Resource Centres in elementary education. The researcher conducted a survey among eight block resource centres in Kottayam district. Normative survey method was used for the study. Considering the nature of the study, purposive sampling method was used. The objective of the study was to assess the various facilities of block resource centres. The investigator used questionnaire and interview schedule for the collection of the data. Questionnaire was provided to the Block Programme Coordinators and Interview schedule was provided to the Block Resource Centre Trainees, Cluster Resource Centre Coordinators, special educators and specialist teachers. The collected data were analyzed using simple percentage analysis. The researcher found that, under SSK, Block Resource Centres were established to provide academic support to teachers and schools on a regular basis in each block of every district.*

**Key words :** *Block Resource Centre, Block Programme Coordinator, Special Educators, Specialist Teachers etc.*

## Introduction

Education is a weapon to improve one's life. It is probably the most important tool to change one's life. Education for a child begins at home. It is a lifelong process that ends with death. Education certainly determines the quality of an individual's life. Education improves one's knowledge, skills

and develops the personality and attitude. People become more mature with the help of Education. Sophistication enters the life of educated people. Above all, Education teaches the value of discipline to individuals. Educated people also realize the value of time much more. To educated people, time is equal to money. Finally, Education enables

individuals to express their views efficiently. Educated individuals can explain their opinions in a clear manner. Hence, educated people are quite likely to convince people to their point of view. Education is a basic right of every Human on this Planet. Uneducated youth is the worst thing for Humanity. Above all, the governments of all countries must ensure to spread Education.

Education is not only considered essential for the pleasant development of one's personality but also for the growth and progression of the country as a whole. Elementary education is regarded as the foundation for the growth of not only the individuals but for the welfare of the entire nation. Elementary education in India is regarded as the foundation of compulsory schooling that is considered essential for the individuals. It is preceded by pre-school or nursery education and is followed by secondary education. Since India attained independence, the central and the state governments have been involved in the expansion of primary formal and non-formal education to realize the goal of Universalization of Elementary Education (UEE).

Classrooms were considered as an important area, where learning takes place. It is important to make student feel comfortable with in the classroom so that their learning and understanding take place in an effective manner. Within the classroom, there should be provision of proper facilities, seating arrangements, heating and cooling equipment, in accordance to their weather

condition, teaching and learning materials. Therefore, in elementary education, when pictures, drawings, painting and other concepts are displayed, the students take pleasure in coming up schools and understanding the concepts. The concepts in elementary education are manageable and they are easily communicated to the students.

Elementary education is the most crucial step that children take in their educational career since it is helpful during children's formative development. It shapes them into learners, thinkers and social beings. Elementary schools give children opportunities to release their surplus energies through activities and play, create avenues for creativity development and gives outlets for emotions. These institutions also enable children to meet peers and adults who assist them in verbalizing and cultivating the ideas and imaginations that go through their developing minds.

Different agencies of in-service teacher education were established at the block, district, state, national and international level. At the block level, agencies are Block Resource (BRC) and Cluster Resource (CRC). At the district level, the agency is District Institute for Education and Training (DIET). At the state level, the agencies are State Institute of Education (SIE). State Council of Educational Research and Training (SCERT) and State Board of Teacher Education (SBTE). At the national level, the agencies are University Grants Commission (UGC), National University of Educational Planning and

Administration (NUEPA), National Council for Teacher Education (NCTE) and National Council of Educational Research and Training (NCERT). At the international level, the agency is UNESCO. These agencies have the major objective of bringing about progression in the system of teacher education and the improvement in the quality of teachers also helps the development of students (Kapur 2018).

Under these circumstances, the investigator decided to study more about the academic resources provided by the BRCs. Hence the study is titled **Academic Support of Block Resource Centres in Elementary Education**.

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

##### **Academic Support**

The term academic support is used to refer a wide variety of instructional methods, educational services or school resources provided to students / teachers in the effort to help them accelerate their learning progress or capacity of building of teachers to attain this objective.

##### **Block Resource Centre**

Block Resource Centres are established in each block of every district under SSA to conduct in-service teachers training and to provide academic support to teachers and schools on a regular basis as well as to help in community mobilization activities.

##### **Objective of the study**

- ◆ To assess the academic support available in BRCs.

- ◆ To study the categories of Resource Persons working in BRCs.
- ◆ To study the nature of support provided in BRCs.
- ◆ To assess the performance of specialist teachers.

#### **Methods Adopted**

The investigator adopted normative survey method for the present study. Considering the nature of the study purposive sampling was used. A good sample of a population is one which reproduces the characteristics of the population with great accuracy. The study is targeting to the various faculties of the Block Resource Centres. The investigator used questionnaire and interview schedule for the collection of the data. Questionnaire is provided for the Block Programme Coordinator (BPC) and interview schedule is provided to BRCT, CRCC, Special educators and Specialist teachers. The statistical techniques have contributed greatly in gathering, organizing and interpreting numerical data. The data were analyzed using appropriate statistical techniques such as percentage analysis.

The sample includes the teachers in 8 Block Resource of Kottayam Educational District. By referring the official website of the Samagra Shiksha Kerala and interview with District Project Officer the investigator got information related to where the BRCs were located in different blocks of Kottayam District. Among the 13 Block Resource, 8 Block Resource were selected for the study. There are 200 teachers working in eight BRCs

as Block Programme Coordinator (BPC), Block Resource Trainers (BRCT), Cluster Resource Centre Coordinator (CRCC), Special educators and specialist teachers. Among the various faculties, MIS (Management Information System) coordinator, Data entry operator, Accountant and office assistants are excluded from the study. The sample for the study consists of 8 BPC, 17 BRCT, 29 CRCC, 126 special educators and 20 specialist teachers.

### Analysis of Data

The purpose of the present study is to find out the academic support of Block Resource Centres (BRC) in elementary education. For getting the data regarding the activities of Block Resource Centres (BRC), the investigator used questionnaire and interview schedule. Questionnaire is provided

for 8 Block Programme Coordinators (BPC) and interview schedule is prepared for 17 Block Resource Centre Trainees (BRCT) 29 Cluster Resource Centre Coordinators (CRCC) 126 special educators and 20 specialist teachers. Through the discussion with BRC faculties, investigator got an idea about the functioning of each Block Resource Centre as per the guidance and support provided by Samagra Shiksha Kerala. The investigator noticed the response of BRC faculties. A semi structured interview schedule was prepared for collecting data and based on their response the investigator asked some questions. The following table shows the total number of BRC, BRCT, CRCC, Special educators and Specialist teachers in 8 Block Resource centres.

**Table 1**

**Number of respondents in BPC, BRCT, CRCC, special educators and specialist teachers**

Category	No. of Respondent	Percentage of Respondent
Block Programme Coordinator(BPC)	8	4%
Block Resource Centre Trainees (BRCT)	17	8.5%
Cluster Resource Centre Coordinator (CRCC)	29	14.5%
Special Educators	126	63%
Specialist Teachers	20	10%
Total	200	100%

Based on the number of schools under each block, the number of faculties in BRCs are different. The investigator collected

data from 8 Block Resource Centre. The number of faculties are different in each BRC. The details are given in table 2.

**Table 2****Number of faculties in each Block Resource Centre**

Sl.No.	Name of BRC	BPC	BRCT	CRCC	Special Educators	Specialist teachers
1	Ettumanoor	1	2	3	17	3
2	Kottayam (E)	1	3	3	20	4
3	Kottayam (w)	1	3	3	20	6
4	Kuravilangad	1	2	6	19	2
5	Karukachal	1	1	4	11	1
6	Kozhuvanal	1	2	2	6	2
7	Changanassery	1	1	5	19	2
8	Pampady	1	3	3	14	0

Table 2 shows that the number of BPC, BRCT, CRCC, special educators and specialist teachers in each Block Resource Centre. Based on the number of schools BRC teachers were divided Cluster Resource Centre Coordinators (CRCC), special educators and specialist teachers were conduct visit on the schools. Cluster coordinator should visit the schools in his cluster at least twice a month. Special educators are assigned to schools where more than 5 children were eligible for special consideration. Specialist teachers were responsible for giving practices to students in art, drawing, music and physical education. From the table it is clear that the Block Resource Centres were provided more importance to the education of Children With Special Needs (CWSN). Learning problems and other defects (autism, speech impediments) may identified in the elementary level itself. So, Block Resource Centres provide great importance to the education of elementary school students.

The categorization of number of faculties in each Block Resource Centres are diagrammatically given below.

**Results and Discussion**

The purpose of the present study is to find out the academic support of Block Resource Centres (BRC) in elementary education. In this study, 4% of the respondents are Block Programme Coordinator (BPC), 14.5% of the respondents are Cluster Resource Centre Coordinators (CRCC) and 8.5 % of the respondents are Block Resource Centre Trainees (BRCT). The data revealed that BRC provide more importance to the education of Children with Special Needs (CWSN), that means 63% of the respondents are special educators. Only 10% of the respondents are worked as specialist teachers.

Each Block Resource Centres (BRC) have only one Block Programme Coordinator (BPC). BPC is the key official at the block level who has the academic and administrative

responsibilities for the empowerment of schools under Block Resource Centre. BRCTs were responsible for the various interventions of Samagra Shiksha Kerala (SSK). In the absence of BPC, BRCT is responsible for controlling the BRC activities.

Better learning environment is important. It increases student's level of achievement. Improving student's physical conditions, ensuring an effective learning environment. The construction of additional classroom, reconstruction of school building, rest room for boys and girls, handrail, ramp and special toilet facilities for children with disabilities are the some of the programmers or initiatives taken by Samagra Shiksha Kerala for the development of both elementary and secondary level. Through these infra structural developments, BRC can also provide support to the development to the elementary schools.

BRC also ensure that all students get free and compulsory education. For this purpose, BRC should effectively implement many activities for supporting the children. All girls from one to eight standard will get free uniforms. This benefit is available to all boys who is below the poverty line. As a part of free and compulsory education in primary schools, Samagra Shiksha Kerala distribute free textbooks for the students in the classes one to eight. The distribution of text books is done through the BRCs level.

BRC activities are beneficial for the both teachers and students. In service training programmers are provided for the teachers for the better learning of the students. Training programs are conducted at respective BRC for the teachers of schools under one

block. Teachers are offered subject based as well as vacation training classes. Ullasaganitham, Ganitha vijayam, Hallo English etc. are some of the classes provided for the teachers based on their subject. These training programmes may help the teachers for improving their teaching skills and as a result the teaching learning process becomes more effective.

CRCC Coordinators are the officers in charge of CRCC. The task of CRCC Coordinators include providing constant support to teachers, monitoring their performance, identifying their needs both in formal schools and alternative education centres liaising with the SDMC (School Development and Monitoring Committee), the community and NGOs working in the area of education. Monthly meeting at cluster level is held and periodic visits to schools are made by CRC Coordinators to monitor teachers' performance and to provide them to on-site support.

Different activities are done at CRC level. Each CRC should calculate the total number of students, number of CWSN students, and the total number of teachers. Cluster Resource Centres observe the academic problems faced by the schools and suggest remedial measures and also conduct teacher training programmes for elementary and secondary school teachers. Block Resource Centre and Cluster Resource Centre are working together to support the academic activities of both Government and aided schools.

Cluster Coordinators conduct visit in their schools in his /her cluster area at least twice in a month. School visits are conducted

on a unified manner. The cluster coordinator should clarify the purpose of his visit and then seek permission to meet with other teachers to provide necessary information. Such visit should be made to inquire the quality of assistance provided to the teachers. In addition, investigations are conducted to identify their progress.

The Government introduced Learning Enhancement Programmes for helping the students to learn joyfully at their own pace. Different training programmes may provide for the teachers to improve students learning interest in different subjects like English (Hallo English) Mathematics ( Ullasaganitham for class 1 & 2, Ganitha vijayam for class 3 & 4) Hindi (Sureeli Hindi for class 5 to 12) Science (Sasthra Park for class 5 to 12) and Social Science (Bhoumam).

Block Resource were also interested in enhancing the reading habits of students. In this context, Samagra Shiksha Kerala is preparing story books for primary and upper primary children. The distribution of these textbooks is done through BRCs.

There are different publications to enhance the reading habits of students. 'Kalippattam' is a resource book for pre-school teachers and 'Kalithoni' is an activity book for pre-primary students. Kalithoni book is mainly used for standard 3d and 4<sup>th</sup>. For enhancing the reading habits of the students, Malayalam reading cards is provided for the students in standard 1 and 2. This enhances the communication skills of the students at the elementary level. Reading skills in the children make other subject easier. Tender Mangoes is an English book for enhancing the reading habits of the students for standard

1 and 2. Pavizhamalli, Poonthoni, Kunnimanikal, Rasathullikal are other books introduced by Samagra Shiksha Kerala for enhancing the reading habits of the students. Rasathulli, Kunnimani are the reading books for standard 4. These books are given to the children during the last academic year. Such books were given to each child on his own. Before that reading cards were provided to the students and this include stories, poems etc. The reading cards were not given to the children on their own. Such cards are kept in schools.

Specialist teachers are responsible for giving practices to students in art, drawing, music and physical education. Specialist teachers are employed in four areas. Special educators/ resource teachers are another category of teachers who are appointed for the education of children who deserve special consideration. Special educators are responsible for providing the name of students who are eligible for assistive devices (specs, hearing aid, wheelchair etc.), therapy and other allowances of Samagra Shiksha Kerala. Special educators should be at schools for 2 days in a week, except Wednesday. They provide home-based education on Wednesday for sick children, who are unable to attend the normal classes in schools on a regular basis due to the physical disabilities. Medical camp is also provided for the students to find out the special needy students. Each Block Resource Centre under Samagra Shiksha Kerala focuses on the care, education and awareness of parents of children with autism spectrum disorder. That means BRCs provide adequate care and support for the education of children deserving



special consideration. Therefore, Block Resource Centres provide equal importance to the education of normal students and the education of Children with Special Needs.

### Major Findings

- ◆ The study revealed that BRCs give much importance to the education of Children with Special Needs (CWSN)
- ◆ BRCs were responsible for the various interventions of Samagra Shiksha Abhiyan.
- ◆ BRCs ensure that all students of targeted age receive free and compulsory education.

### Conclusion

As a conclusion, we can say that, the involvement of BRC at primary and secondary level is very essential for the overall quality improvement. BRC provide adequate support for empowering the CRCC Coordinators, Coordination of Panchayat Education Committee (PEC), support to the teachers, Education of Children with Special Needs, Effective implementation of Learning Enhancement Programme (LEP) and strengthening of teacher association. BRC is also responsible for solving the problems faced by the teachers in the classroom. It is the responsibility of the BRC to develop a variety of support methods that are acceptable to teachers.

Block Resource Centres provide equal importance to the education of normal students also. For the better learning of the students, curricular and co-curricular activities may include in the syllabus. All schools conduct various training programmes to enhance the skills of children in art, literature, physical education and painting.

Children creative abilities are grown at elementary level. In all these areas they provide guidance and help.

Block Resource provide effective academic support to the entire education system. Physical, mental, emotional development of the students are taken place in the elementary level itself. Proper support from the parents and teachers may help the students to attain their goal. As a supporter, Block Resource provide effective academic support to both teachers and students at the elementary level.

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## Work Culture of Teacher Educators

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### **Abstract**

*This piece of writing discusses the work culture of teacher educators in terms of their Team work, Obligation, Leadership and Role clarity and to find whether there is any significance difference among teacher educators in their work culture in terms of gender and type of institution. The investigator employed simple random sampling technique to select 120 teacher educators who are working in 13 Colleges of education affiliated to TamilNadu Teachers Education University, Chennai. The investigator has used Work Culture Inventory (WCI) developed and validated by Michael J Leo, Shaiju Francis (2018), which contains 32 statements with five alternatives against each statement. The findings of the study are (a) The male and female teacher educators do not differ in their team work, obligation, leadership, role clarity and work culture in total; (b) The teacher educators from aided and self-financed colleges of education do not differ in their team work, obligation, role clarity and work culture in total, but the teacher educators from aided colleges showed better performance in their leadership than the self-financed colleges of education as one of the dimensions of work culture.*

**Key Words** : *Work Culture, Teacher Educator, Team Work, Obligation, Leadership, Role Clarity etc.*

### **Background of the Study**

Every teacher education institution has its own culture. Culture is a part of our life. It may be stated about culture, Indian Culture or Foreign Culture, tribal culture, and religious culture. Schein, a long time leading expert in the field of organizational culture, describes culture as a relatively stable pattern of organizational behaviour that lies outside the immediate awareness of the organization's members and reflects the shared behavioural, emotional, and cognitive learning the group

has undergone over time. As an organization evolves, the behaviours of the organization develop a consistent pattern based upon the shared assumptions of the organization (Schein, 1992). Espoused values, group norms, habits of thinking and acting, personnel behaviour are among the more readily understood elements that Schein (1992) believes represent the organization's culture.

The teacher educators need to maintain a healthy, pattern and formula in

the teacher education college so that the prospective teachers will get a health ambience in the institution to study. The mushroom growth of teacher education institutions in Tamilnadu, conversion of teacher education courses into two years and draft level policy of converting teacher education into integrated course made drastic change and showed an inconsistency in the work pattern among the teacher educators which directly and indirectly affects the formation of teachers by the teacher education institutions. The teacher educators are not able to follow a consistent pattern of work due to number of policy, curriculum and administrative changes in the field of teacher education. So this study aims to assess the work culture of teacher educators. The present study is **Work Culture of Teacher Educators.**

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

By the term work culture, the investigator means that beliefs, thought processes and attitude of the teacher educators, ideologies and principles of the educational organization. It is the work culture which decides the way how the teacher educators interact with each other in the educational organizational functions. In the present study, it includes the dimensions namely team work, obligation, leadership and role clarity of the teacher educators working in the teacher education institutions.

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

- a. To find the level of the work culture of the teacher educators in terms of
  - a. Team work
  - b. Obligation
  - c. Leadership and
  - d. Role clarity
- b. To find out whether there is any significance difference among teacher

educators in their work culture in terms of gender.

- c. To find out whether there is no significant difference between the teacher educators from aided and self-financed colleges of education in their work culture.

#### **Null Hypotheses**

- a. There is no significant difference between the male and female teacher educators in their work culture.
- b. There is no significant difference between the teacher educators from aided and self-financed colleges of education in their work culture.

#### **Methodology**

The investigator employed simple random sampling technique to select 120 teacher educators who are working in 13 Colleges of education affiliated to TamilNadu Teachers Education University, Chennai in Tirunelveli, Tuticorin and Kanyakumari District. The sample consists of 31.7% of male and 68.3% of female teacher educators. As this study aims at measuring the Work Culture of teacher educators, the investigator has used Work Culture Inventory (WCI) developed and validated by Michael J Leo (2018), which contains 32 statements with five alternatives against each statement representing the five possible ways such as strongly agree, agree, neutral, disagree and strongly disagree. The four dimensions of work culture are namely, team work, obligation, leadership and role clarity. To ensure the suitability, the content validity was ensured for WCI and the reliability was established by adopting test re-test method which was found to be 0.785. After the collection of data, the data were analysed based on the objectives as follows:

**Objective 1**

Level of Work Culture and its dimensions of Teacher Educators

**Table 1****Level of work culture and its dimensions of teacher educators**

Work Culture and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Team Work	27	22.5	76	63.3	17	14.2
Obligation	20	16.7	85	70.8	15	12.5
Leadership	28	23.3	77	64.2	15	12.5
Role Clarity	23	19.2	82	68.3	15	12.5
Work Culture	21	17.5	83	69.2	16	13.3

It is inferred from above table that among the teacher educators, 22.5% of them have low, 63.3% of them have moderate and 14.2% of them have high level of Team work.

Among the teacher educators, 16.7% of them have low, 70.8% of them have moderate and 12.5% of them have high of Obligation.

Among the teacher educators, 23.3% of them have low, 64.2% of them have moderate and 12.5% of them have high level of Leadership.

Among the teacher educators, 19.2% of them have low, 68.3% of them have moderate and 12.5% have high level of Role clarity.

Among the teacher educators, 17.5% of them have low, 69.2% of them have moderate and 13.3% have high level of work culture.

**Null Hypothesis 1**

There is no significant difference between male and female teacher educators in their work culture.

**Table 2****Difference between male and female teacher educators in their work culture**

Work Culture and its dimensions	Male (N=38)		Female (N=82)		Calculated 't' value at	Remark 5% level
	Mean	SD	Mean	SD		
Team Work	21.24	2.295	21.15	1.976	0.222	NS
Obligation	47.26	4.144	47.20	5.394	0.076	NS
Leadership	25.76	3.017	25.82	3.403	0.087	NS
Role clarity	37.68	4.765	37.35	5.073	0.346	NS
Work Culture	131.95	10.201	131.51	11.279	0.210	NS

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

It is inferred from the above table that there is no significant difference between the male and female teacher educators in their team work, obligation, leadership, role clarity and work culture in total.

**Null Hypothesis 2**

There is no significant difference between the teacher educators from aided and self-financed colleges of education in their work culture.

**Table 3**

**Difference between the teacher educators from aided and self-financed colleges of education in their work culture**

Work Culture and its dimensions	Aided (N=50)		Self-Financed (N=70)		Calculated 't' value	Remark at 5% level
	Mean	SD	Mean	SD		
Team Work	21.16	2.044	21.19	2.108	0.067	NS
Obligation	46.82	5.302	47.50	4.818	0.731	NS
Leadership	26.39	3.411	24.98	2.910	2.363	S
Role clarity	37.56	5.361	37.39	4.691	0.189	NS
Work Culture	130.52	12.392	132.46	9.725	0.959	NS

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

It is inferred from the above table that there is no significant difference between the teacher educators from aided and self-financed colleges of education in their team work, obligation, role clarity and work culture in total. But there is significant difference between the teacher educators from aided and self-financed colleges of education in their leadership as one of the dimensions of work culture.

While comparing the mean scores of teacher educators from aided (M=26.39) and self-financed (M=24.98) colleges of education in their leadership, the teacher educators from aided colleges of education are better than their counter parts.

**Interpretations**

The 't' test results reveals that the male and female teacher educators does not

differ in their team work, obligation, leadership, role clarity and work culture in total. This may be due to the fact that the gender differences are nullified by the magnificent efforts taken by a lot women teacher educator who are extremely competent in the field of teacher education like men, even more than that. So there may not be gender differences in their work culture and its dimensions.

The 't' test results reveals that the teacher educators from aided colleges of education showed better leadership quality compared to the teacher educators from self-financed colleges of education. This may be due to the fact that the teacher educators from aided colleges may be clear in their role to be executed and the field of interest in a specific domain of teacher education. So they might have identified their area of

strength in which they may guide the youngsters and prospective teachers properly. S they may express better leadership quality.

### **Recommendations and Educational Implications**

The following are the recommendations as educational implications which are derived from the findings

- ◆ As the gender gap is minimised in the work culture of teacher educators, the universal standard teacher education curriculum could be reached through faculty exchange, research aboard, MOU with foreign universities and comparative studies at international levels.
- ◆ The visit of Indian teacher educators to other International Universities, Colleges of Education and Research institutes could be made mandatory for their Career Advancement Schemes.
- ◆ The linkages among the agencies of teacher education may create better clarity on the work culture among the teacher educators.
- ◆ The orientation and refresher courses need to be specific on the issues of the components of teacher education such as

Internship, Professional Development, pre-service Skill development for teachers and curriculum transaction.

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# Environmental Awareness and Eco-Friendly Behaviour of Students at Higher Secondary Level

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## Abstract

*Knowledge acquired, if not put into action is of no use and will go waste. If the awareness to protect environment manifests in the form of execution, then the world will be a better place to live in. Today, the whole world faces the problem of pollution. Our environment and all its elements have been polluted in objectionable measure. We are facing various global problems like global warming, greenhouse effect, acid rain, deforestation, overpopulation and different types of pollutions. In this situation, Environmental Awareness and Eco-friendly behaviour are greatly needed. Environmental awareness is the combination of Environmental Literacy, Environmental Education, Environmental Issues and Environmental Programmes. Eco-friendly behaviour is the application of one's knowledge into practice such that after a certain amount of guidance and practice one develops all the needful qualities in his behaviour. These include consumer's willingness to buy organic products, products which are certified 'environmentally-safe'. The present study aimed at finding the Environmental awareness and Eco-Friendly Behaviour of Students at Higher Secondary school level. It was carried out on a sample of 100 students including both Science and Commerce Groups. Questionnaire on Eco-friendly Behaviour and Questionnaire on Environmental Awarenessware tools used to collect data. The statistical techniques adopted were 't' test and Karl Pearson's Product - Moment correlation. The study revealed that there is a positive correlation between Environmental awareness and Eco-friendly behaviour of higher secondary school students.*

**Key Words** : *Environmental Awareness, Eco-friendly Behaviour, Environmental Literacy, Environmental Education etc.*

## Introduction

Today most of the human activities on the planet is harmful to nature. We are quickly using up natural resources such as trees, fossil fuels, and clean water while we poison the ground with chemical fertilizers, garbage's, herbicides, and factory waste. We tend to think of ourselves as just living on the planet, as separate from our environment

rather than integral to it. But in actual fact we are intimately connected to the world around us. When we harm our environment, we eventually harm ourselves.

The term "eco-friendly" is used to describe activities which are good for the environment. It is a shortening of "ecologically friendly," and also terms like "environmentally friendly" or "green" are used to describe similar

activities. An Eco- friendly person will have love, affection, sensitivity and a sense of responsibility towards all living beings. He is aware of and sensitive to the environment and environmental challenges. He will seek to obtain knowledge and understanding about the environment and environmental challenges. He will have an attitude of concern for the environment and help to maintain environmental quality. He will actively contribute for preservation and conservation of environment and will work for environmental sustainability. Environmental awareness is the combination of Environmental Literacy, Environmental Education, Environmental Issues and Environmental Programmes.

### **Significance of the Study**

In India, the environmental action formally started with the participation of Mrs. Indira Gandhi in the United Nations Conference on human environment in Stockholm in 1972. A national committee on environmental planning and co-ordination was established to be the apex body in the department of science and technology. The term environment was figured for the first time in the fourth five-year plan (1969 – 74) which recorded that “harmonious development is possible only on the basis of a comprehensive appraisal of environmental issues”. The school education can significantly promote environmental awareness. Environmental education became the integral component of the National Policy on Education 1986 (Sharma, & Jain (2007). It was declared that there is a need to create consciousness of the environment which must permeate all the ages and all sections of the society. As a result of directions issued by Supreme Court, environmental science was made mandatory

for undergraduates and Environmental Science was introduced as a subject in Class I to V. The curriculum on environmental education was prepared by NCERT in accordance with the guidelines laid down by the NCF (National curriculum framework) 2005 and as per the directives of the honourable Supreme court of India, and adopted by the CBSE (Central Board of Secondary Education), CISCE and various state boards. The syllabus encourages the learner to observe their surrounding critically and understand the importance of a healthy environment. Review of related research reveals that few isolated studies has been done on various environmental issues by Hausebeck K.W., Milbrath L.W., & Enright S.M.(1992), Bradley J.C., Walichek T.M. & Zajichek J.M.(1999), Kuhlemeier H., Bergh H.V.D., & Lagerweij N. (1999), Abdul W. S.A.(2008).

The students at higher secondary school level are at the cross roads of determining their career and hence an orientation towards possibilities of engaging themselves in productive ways of caring for the earth is essential. Environmental awareness would inspire them to pursue studies in it and to think of ways of pollution prevention and design environmentally sustainable manufacture of product. Hence the investigator decided to study the eco-friendliness and Environmental awareness of the students at Higher Secondary school level.

### **Title of the Study**

The present study is entitled as :  
**Environmental Awareness and Eco-Friendly Behaviour of Students at Higher Secondary Level**



## Definition of Key Terms

### Environmental Awareness

Environmental Awareness means having an understanding of the environment, the impacts of human behaviours on it, and the importance of its protection.

### Eco-friendly

According to the Cambridge Dictionary, being Eco-friendly means being designed to have little or no damaging effect on environment.

### Objectives of the Study

1. To find the level of Environmental awareness and Eco-friendly behaviour among the students at higher secondary level.
2. To find whether the students at Higher secondary level differ in their Eco- friendly behaviour based on:
  - a. Stream of study
  - b. Locale
3. To find whether the students at Higher secondary school level differ in their Environmental awareness based on:
  - a. Stream of study
  - b. Locale
4. To find out the relationship between Eco-friendly behaviour and Environmental awareness of students at Higher Secondary level.

### Hypotheses

- ◆ There exists significant difference in Environmental awareness of students at

Higher secondary level based on Stream of Study and Locale.

- ◆ There exists significant difference in Eco-friendly behaviour of students at Higher secondary level based on Stream of Study and Locale.
- ◆ There exists significant relationship between Eco-friendly behaviour and Environmental awareness of students at Higher Secondary level.

### Methodology

Normative survey method was adopted for the study. The population comprised of the students at higher secondary level and the sample consisted of 100 students at Higher secondary school. 'Questionnaire on Eco-friendly Behaviour' and 'Questionnaire on Environmental Awareness' were the main tools used to collect data. The data was analysed using mean, standard deviation, percentage, 't' test and Karl Pearson's Product - Moment correlation.

### Discussion and Results

1. To find the level of Environmental awareness and Eco-friendly behaviour of students at Higher secondary level

To find the level of Environmental awareness and Eco-friendly Behaviour of students at Higher secondary school level, the students were classified based on the scores as High, Average and Low in Eco-friendly Behaviour and High, Average and Below Average in Environmental awareness as shown in the Table1.

**Table 1****Classification of students based on ecofriendly behaviour and environmental awareness**

	Group	Scores	%of students
Eco-Friendly Behaviour	High	M+SD=20 &above	16
	Average	Between M+SD and M-SD=13 to19	69
	Low	M-Sd=below 13	15
Environmental Awareness	High	M+SD=15	8
	Average	Between M+SD and M-SD=5to14	67
	Below Average	M-SD=below5	25

From Table 1 it is clear that only 16%of students have high Eco-friendly behaviour. Majority of them (69%) are average and 15% are low in Eco- friendly behaviour. Only 8%of students have high Environmental awareness. Majority of them (67%) have average awareness and 25% have below average Environmental awareness.

2. To find out whether the students at Higher secondary level differ in their Eco-friendly behaviour based on
  - a. Stream of study
  - b. Locale

The Mean and SD of Eco-friendly behaviour of students and the t- value were calculated and the same are given in Table 2.

**Table2****Comparison of mean scores of eco-friendly behaviour**

Sub-groups		N	M	SD	't' value
Stream of study	Science	50	16.84	3.68	0.67
	Commerce	50	16.57	2.76	
Locale	Rural	45	16.76	4.91	0.66
	Urban	55	16.45	3.81	

From the mean score value in Eco-friendly behaviour, it can be seen that the Science students are more Eco- Friendly than the Commerce students and the Rural students have greater score than the Urban students. But the two sub groups do not vary significantly as the calculated t-values (0.67 and 0.66) are less than the table value.

3. To find out whether the students at Higher secondary level differ in their Environmental Awareness based on:
  - a. Stream of study
  - b. Locale

Mean and SD of Environmental awareness of the sub groups and the t- values were calculated for finding whether the

students at Higher secondary level differ in their Environmental awareness based on

a. Stream of study      b. Locale and the same are given below in Table 3.

**Table 3**  
**Comparison of mean scores of environmental awareness**

Sub-groups		N	M	SD	't' value
Stream of study	Science	50	8.07	6.03	0.00089
	Commerce	50	11.42	3.33	
Locale	Rural	45	8.92	5.48	0.153805
	Urban	55	10.4	4.83	

The mean score of Environmental awareness of the Commerce Students is found to be higher than that of the science students and the Urban students are found to have greater Environmental awareness than the Rural Students which shows that the commerce and Urban students have greater knowledge of general concepts. But the Science and Commerce group of students do not vary significantly at .05 level of significance as the calculated t-value (0.00089) is below the table value and the Urban and Rural students do not vary significantly in their mean scores as the calculated t- value is much lower than the table value for df=98 at .05 level of significance.

4. To find the relationship between Environmental awareness and Eco-friendly behaviour of students at Higher Secondary level

The correlation between Environmental awareness and Eco-friendly behaviour was calculated and the result thus obtained is shown in Table 4.

**Table 4**  
**Relationship between environmental awareness and eco-friendly behaviour of higher secondary students**

Variable	N	Correlation 'r'
Environmental awareness	100	0.26
Eco-friendly Behaviour		

From Table 4, it is clear that there is a positive correlation between Environmental awareness and Eco-friendly behaviour. It means that corresponding to an increase (decrease) in the variable Environmental Awareness there is an increase (decrease) in the Eco-friendly behaviour also.

**Major Findings**

- ◆ Only 16% of Higher Secondary Students have high Eco-friendly behaviour. Majority (69%) are average and 15% are low in Eco-friendly behaviour.
- ◆ There is no significant difference in the Eco-friendly behaviour of science and commerce stream students. It is also found that there is no significant difference in the Eco-friendly behaviour of rural and urban students at secondary level.

- ◆ There is no significant difference between the environmental awareness of science and commerce stream students and between the rural and urban students.

### Conclusions and Suggestions

Based on the findings of the present study the following conclusions are drawn. Very few students of Higher secondary school are found to be highly Eco- friendly and have good Environmental awareness. Majority of them fall in the average category. Hence it is necessary to take appropriate steps in this direction to build Eco-friendly behaviour and Environmental awareness of the students.

The National Policy on Education-1986, renewed in 1992, states- "There is a paramount need to create a consciousness of the environment and it must permeate all ages and all sections of society, beginning with the child." It has also been highlighted in the National Curriculum Framework for School Education, that the Environmental Education needs to be included at all levels of schooling. Article 51 A of Part IV A of the Indian Constitution has laid down the Fundamental Duties to "protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for the living creatures." In view of emerging environmental problems at regional, national and international levels, it is felt that sustenance of environment and building of a vigilant eco-friendly society are the most important jobs that are to be done in the current situation. These jobs can be done by the development of healthy eco-friendly attitudes in student- community. The commerce students must be made aware of the green products and must be encouraged

to promote marketing and production of Eco-Friendly products. This is expected to bring about a 'think green' culture at an early stage of learning.

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# Values and Gender Concerns in School Education

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## Abstract

*To face the present-day challenges, we have to envision a progressive and comprehensive education system. The curriculum restructuring programme in Kerala is launched as a part of an endeavor to strengthen the primary, secondary and higher secondary education in Kerala. The SCERT has started the developmental activity for revising the curriculum for the Department of General Education. It has been planned by the Govt of Kerala to hold public discussions to get the opinion as well as the suggestions of the common people regarding curriculum. The present study describes the education for values in schools, and high lights different types of values and different strategies to adopt in order to inculcate values in school atmosphere. It also describes how teachers adopt equal participatory approaches in the teaching learning process. Lastly, trying to give a glimpse of current issues in gender discrimination and suggestions for curriculum formation.*

**Key Words :** *Introspection, Superpower, Achievements, Constitutional Directives, Curriculum, Gender Concerns etc.*

## Introduction

Kerala's effort to develop a curriculum frame work is a turning point in the history of the state. Kerala views education as a crucial path for shaping our future. After the formation of NCERT in 1961, Kerala has been following all the curriculum efforts initiated at the national level. Kerala State initiated the process for reforming its curriculum following the National Curriculum Framework- 1975. The state also took steps to implement NPE-1986 and the Programme of Action (1992). However, the state's curriculum reform effort

gained further impetus with the formulation of the NCF-2005. NCF – 2005 provided grounds for introspection and formulation of Kerala curriculum Frame work (KCF) 2007.

NEP 2020 replaces the thirty-four-year-old National Policy on Education (NPE), 1986. Its aim is to transform India into a "vibrant knowledge society" and "global knowledge superpower" by making both school and college education more "holistic, flexible and multidisciplinary", suited to 21st century needs and bring out the "unique capabilities of each student". The National Education

Policy 2020 was expected to objectively review the achievements and failures of the previous National Policies on Education, assess the new challenges that have emerged in the intervening years, and articulate a vision that can robustly connect ground realities and democratic aspirations to Constitutional directives.

### **Curriculum Restructuring Activities**

The SCERT has started the developmental activity for revising the curriculum for the Department of General Education. It has been planned by the Govt of Kerala to hold public discussions to get the opinion as well as the suggestions of the common people regarding curriculum. Curriculum is a social document on the approach, exchange of ideas and communication, content, assessment and teaching and learning methods. It is our responsibility to ensure quality education to all our children. Reforms will be implemented taking into consideration the developments in different fields of knowledge over the past few years. As part of this, state School curriculum steering committee and curriculum core committee are formed and the follow up activities are going on as per the decision of the committee. It has been planned by the Government of Kerala to hold public discussions to get the opinion as well as the suggestions of the common people regarding curriculum.

Value education and gender concerns are the most prominent factors in the present-day education scenario. Whatever we have to inculcate societal values and gender equality through education. To face the present-day challenges, we have to envision

a progressive and comprehensive education system. The curriculum restructuring programme in Kerala is launched as a part of an endeavor to strengthen the primary, secondary and higher secondary education in Kerala.

### **Need and Significance of Curriculum Reforms**

Reforms in curriculum need to be formulated in tune with the vision of our society. We need to create a future society that ensures creative and collective involvement of all people. Old class room practices were promoted the culture of passive listening. They were dominated by the voice of the teacher and the learners didn't have an opportunity to raise questions or enquire. KCF – 2007 gives the learner for more space for cooperative and collaborative learning. This paved the way for creating democratic atmosphere in classrooms. Education should help the learner in imbibing democratic values like; Equality, justice, freedom concern for others' well-being, secularism and respect for human dignity and rights. Kerala school curriculum envisages education system should be capable for promoting a social order based on equality and justice. More over KCF have a vision to do the educational system should prepare the learners to shift from the position of passive listeners to active constructors of knowledge. There is a need for empowering each child to grow up and develop as a responsible citizen of the society. Besides we need to ensure an education system that helps to build a society which upholds gender equality.

To a great extent we the pupil of Kerala experiencing gender equality and value

education through our education culture. However, in the modern changing world we want to achieve more educational values and gender equality through education. In this paper, the authors attempt to focus on the following objectives:

- ◆ To mention about the education for values in schools.
- ◆ To encourage teachers to adopt equal participatory approaches in the teaching learning process.
- ◆ To mention about the current issues in gender discrimination and suggestions for curriculum formation

#### **Education for Values in Schools**

Value education means inculcating in the children a sense of humanism, a deep concern for the wellbeing of others and nation. Value education does not mean value imposition or value indoctrination. Value education teaches us to preserve what is good and worthwhile in what we have inherited from our culture. Value education has capacity to transform a diseased mind into a fresh, young, innocent healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception.

The National Curriculum Framework NCF (2005) echoed the vision of education where values are inherent in every aspect of schooling. Whenever there is a discussion about values and value education there is generally skepticism about the relevance of values. One reason is because our general conception about value education has been mainly expressed in terms of development of values and virtues like honesty, self-control, respect and responsibilities.

Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world. The very important nature of value education implies empowering the students with certain attitudes and skills as well as giving them the critical ability to use them in the contemporary everyday world and full of challenges.

An eminent scientist and educationist, Dr. D.S. Kothari (1990) said, "If the social, moral values are not respected, cultivated and enriched in educational institutions, where else can there be a place for them?" (pg 17-21) School is the first formal educational institution in the life of the child. School curriculum itself is a manifestation of values.

The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact of media, misuse of information technology, globalization, consumerism, etc. are putting immense pressure on children, families and schools leading to distortion of values. It points out the need for schools to come up with new ways of educating students and the role of value education in meeting the challenges of the present times. It emphasizes that value education is not a separate domain. No education is value-free and goals of education include the goals of value education itself. Therefore, value education is not to be taken as burden or as an add on programme/activity. It does not have to be perceived as yet another task by schools already busy with the hard work of improving retention and academic achievement of students. No doubt,

value education is the responsibility of both parents and public but schools' as organized institutions ought to take the major responsibility in fostering values in students.

### **Different Types of Values and its Nature**

Dr Gawande (2004) tried to investigate types of values and their areas. He noticed the following types of value and their areas:

**Table 1**  
**Types of values and their areas**

Type of value	Area of value
Human value	Human behaviour
National or constitutional value	Constitutional rule
Social value	Rules about society
Vocational Value	Ideals in various professions
Religious value	Ideals related to religious
Aesthetic Value	Value in arts and literature

### **Different Strategies Used for Inculcating Values**

1. Classroom Learning Activity: Through reading biography, reading stories, poem, proverbs... etc.
2. Practical Activity Method: Community development activity, yoga, meditation, prayer section, awareness programmes ...etc.
3. Socialized Techniques and Activities: Role play, drama, community linked programme, old age home visit...etc.
4. Incidental Learning Method: Sudden incident, sudden experience in life ...etc.

Values education help students find their place in the world and build their self-confidence. Values in a school curriculum add a dimension to that promote holistic development of the students and benefits their academic achievement.

### **To Encourage Teachers to Adopt Equal Participatory Approaches in the Teaching Learning Process:**

Gender concerns in education have also been reflected in curriculum frameworks developed by apex national organization like National Council of Educational Research and Training (NCERT). In this regard curriculum frameworks of 1975, 1988, 2000 and 2005 have made specific efforts to focus attention on gender disparities in education. The journey has been from concern to substantial inclusion. While a lot of efforts have been made on integrating gender concerns in education; globalization, liberalization and expansion in information technology have once again made it mandatory for revisiting g Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Gender relations vary from society to society. Ender concerns in



education in a proactive manner as an important developmental agenda.

Classroom transactions have an important bearing on the personality of children. The methodology followed in delivering the content, related to various domains of knowledge, not only promotes learning and understanding but also overall personality of children.

In the context of gender, engaging children in discussions, problem solving, multifarious activities and voicing their doubts and experiences are ways of breaking gender barriers related to caste, class, region and location. In the teaching and learning of different subjects offered to student at the secondary stage of education you may consider some suggested gender inclusive activities.

While delivering the content related to different disciplines at this stage, you may adopt the following methods with a focus on gender concerns:

- ◆ Explain different concepts with clarity and give examples from the children's real life.
- ◆ Use teaching aids as readily as possible.
- ◆ Use thoughts of eminent thinkers on gender sensitivity.
- ◆ Make your teaching dialogical
- ◆ Use project methods
- ◆ Encourage team work
- ◆ Use quiz, debates and other techniques for better participation and understanding
- ◆ Give opportunities to children for voicing their opinions
- ◆ Discuss their doubts and difficulties
- ◆ Address social issues through theatre, folk songs and drama.

### Gender Inclusive Terms that can be Used

Srivastava Gouri, (2012) investigated gender inclusive terms instead of gender bias terms.

**Table 2**

#### **Gender bias and gender- inclusive terms**

Gender Bias Terms	Gender- Inclusive Terms
Mankind	Human kind
Policeman	Police Officer
Fireman	Firefighter
Chairman	Chairperson
Manpower	Workforce
Brotherhood	Kinship
Miss, Mrs.	MS
Man made	Human constructed
The story of man	The story of humans

### To mention about the current issues in gender discrimination and suggestions for curriculum formation: (KCF-2007)

Equality of gender is a constitutional right. After the education bill 1957, the changes that have taken place in the field of education of girl child. It was the Kothari commission that made suggestions on education for woman and their empowerment. Any development indexes would indicate that the status of the woman in Kerala is much higher than the national average. But at the same time, social interaction and involvement in the public sphere is not satisfactory when compared to that of woman in other states.

#### A. Current issues pointed out by KCF-2007.

- ◆ Imposing stereotype roles on the girl child by the society.
- ◆ Low literacy rate among girls in the tribal, slum, and coastal areas.
- ◆ Gender discrimination inside the classroom.
- ◆ Assigning domestic work to girls.

- ◆ Lack of opportunity to pursue studies according to choose.
  - ◆ Low representation of woman in decision making bodies
  - ◆ Lack of opportunity to grow and develop with self-esteem.
  - ◆ Lack of awareness about such discrimination.
  - ◆ Disparity in wages and exploitation in work place.
  - ◆ Dowry system and its consequences.
- B. Suggestions for curriculum formation. (KCF-2007):
- ◆ Content organization, language and presentation of the text in a way that ensures gender equality.
  - ◆ Building awareness that all type of employment can be taken up by both men and woman
  - ◆ Addressing social issues such as dowry, gender discrimination and the rights of the girl child in subjects like social science.
  - ◆ Placing stress on the constitutional rights of woman and the legal protection accorded to them.
  - ◆ Making adolescent education a part of the curriculum by giving attention to adolescent's problem.
  - ◆ Introducing counselling as a part of the school system. Providing vocational education to both boys and girls.
  - ◆ Organizing club activities and designing projects that help girls to nurture their leadership qualities
  - ◆ Encouraging co-education at all stages of schooling and ensuring gender equality within the school system
  - ◆ Organizing physical exercise programme at school with focusing on physical, mental and emotional health of the students

- ◆ Providing opportunity for girls for developing their personality • providing girl-friendly toilet facilities
- ◆ Sensitizing parents on gender equality
- ◆ Highlighting gender equality in both preservice and in-service teacher training programs

**SCERT Kerala high lights the drawbacks of NEP 2020:**

Absence of gender related themes: Gender-related themes and provisions across curriculum and the need to recognize gender as a cross-cutting concept is missing in the document. The policy fails to recognize that gender is not just a women and girls' issue, it also pertains to boys, men, and the LGBT community, and hence the document is inherently discriminatory both in policy and implementation. The fact that there is a gap in representation in academic positions across genders and that the number of women in Science, Technology, Engineering and Mathematics research and higher education is abysmally low has not been considered anywhere in the policy. (KCF-2007)

**Results of National Achievement Survey published by MHRD (2016-2017)**

**Gross Enrolment Ratio:** Elementary Level (2016 -2017)

National (Girls/Boys)	Kerala (Girls/ Boys)
95.94/ 91.94	95.65/95.25

**Gross Enrolment Ratio:** Secondary Level (2016 -2017)

National (Girls/Boys)	Kerala (Girls/ Boys)
80.29/78.51	101.74/102.84

Data collected by National Achievement Survey published by Ministry of Human Resource Development (MHRD),

details provided by The Department of Public Instruction, Govt of Kerala and the 2011.

Participation in education Over the period, the gender gap in participation of education has narrowed and during 2016-17, in Kerala, girls (95.65) tend to perform better than boys (95.25) at the elementary level. But at the secondary level, during 2016-17, girl's enrolment (101.74) is lesser than that of boys (102.83). Whereas at the national level for secondary, during 2016-17, enrolment for girls (80.29) has exceeded that of boys (78.51).

#### **Gender Parity in Education: (NAS-2016-17)**

Gender Parity Index (GPI) is commonly used to measure progress towards gender parity in education. For a given indicator, the GPI is calculated as the ratio of value for female to that for males. A GPI value equal to one indicates parity. This signifies that there is no difference in the indicator for female and males. The GPI based on Gross Enrolment Ratio (GER) during 2016-2017, in primary education was 1 for Kerala and 1.05 at the national level. These imply that, boys and girls are equally likely to participate in primary education. But at the secondary level, in Kerala, during 2016-17, GPI was less than 1 (0.99).

#### **Conclusion:**

Value and gender concerns in education need to be addressed seriously in the context of globalization, liberalization, and explosion in the field of information technology. These changes have impacted the lives and conditions of people from all sections of the society. Value education help students find their place in the world and build their self-confidence. Values in a school curriculum add a dimension to that promote

holistic development of the students and benefits their academic achievement.

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# Relationship Between Life Skills and Socio-Economic Status of Secondary School Students

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## **Abstract**

Life skills are abilities which will help us to face the day-to-day complex situations successfully and adjust with them efficiently. Life Skills are needed to lead a happy and successful social life. Such skills are essential to handle inter personal relations, to take appropriate decisions, to communicate effectively, to manage our emotions and to gain professional development. The teacher has to plan and provide learning experiences in their respective subjects in such a way that life skills are directly or indirectly developed among the students. The purpose of the present study was to find out the level of life-skills and the level of socio-economic status of secondary school students. It also aimed to find out the relationship between the life skills and socio-economic status of students. The study revealed that 68.9% of secondary school students have average level of life skills, 16.5% have high level of life skills and 14.6% have low level of life skills. It was also found that 80.50% secondary school students have average level of SES, 11.40% have high level of SES and 8.10% have low level of SES. The study showed that there is no significant relationship between life skills and SES ( $r=0.082$ ) of secondary school students.

**Key Words :** Humanising, Competences, Humanity, Problem-solving, Optimum, etc.

## **Introduction**

Education is a never ending process of inner growth and development and its period stretches from cradle to grave. It is the process of humanising humanity, maturing life progressive, cultured and civilized. It is a dynamic and continuous process by which human beings develop thinking, reasoning and problem-solving abilities, creativity, intelligence, positive sentiments, life coping skills and attitudes.

Life skills are abilities which will help us to face the day-to-day complex situations successfully and adjust with them efficiently. Life skills are needed to lead a happy and successful social life. Through education, an individual should develop essential competences needed for the successful life.

Every teacher has to keep the Life Skills in his mind while creating the optimum environment and challenging learning atmosphere in the classroom situation. The

teacher has to plan and provide learning experiences in their respective subjects in such a way that life skills are directly or indirectly developed among the students. For this every teacher should know the relevance of Life Skills and the ways and means to achieve them.

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

Children of today are the citizens of tomorrow. So we have to train them to acquire different skills to live in the society with satisfaction. The society demands more efficient people. That is, people with different Life Skills are needed. Personality development is an important aspect in the modern society. The personality of an individual has a positive co-ordination with the Life Skills acquired by them. Life Skills are essential to handle inter personal relations, to take appropriate decisions, to communicate effectively, to manage our emotions and to gain professional development.

### **Research Questions**

Following are the important research questions:

1. Will there be a relationship between the life skills and socio-economic status of secondary school students?
2. Will there be a relationship between the life skills and socio-economic status of urban and rural students?
3. Will there be a relationship between the life skills and socio-economic status of boys and girls?
4. Will there be a relationship between the life skills and socio-economic status of students in government, aided and unaided schools?

### **Statement of the Problem**

The present study is to assess the relationship between the Life Skills and Socio-Economic Status of Secondary School Students. Hence the study is entitled **Relationship Between Life Skills and Socio-Economic Status of Secondary School Students.**

### **Definition of Key Terms**

Following are the operational definitions of the key terms used in the study.

#### **1. Life Skills**

Life skills are defined as abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 2001).

In the present study life skills is taken to mean the ability of a student for communication, interaction with others, problem solving, decision making, critical thinking, creative thinking, empathy, self-awareness and to adjust with stress and emotion

#### **2. Socio-Economic Status (SES)**

According to Chapin, socio-economic status is the position that an individual or family occupies with reference to the prevailing average standard of cultural possessions and participation in group activity of the community.

In the present study, socio-economic status is taken to mean the present social and economic conditions of students in the family that contributes to their development.

#### **3. Secondary School Students**

It includes the students of standard VIII, IX and X. In the present study only IXth standard students are taken into consideration.

### Objectives of the Study

1. To find out the level of life-skills of secondary school students.
2. To find out the level of socio-economic status of secondary school students.
3. To find out the relationship between the life skills and socio-economic status of
  - ◆ Students in the total sample
  - ◆ Urban students
  - ◆ Rural students
  - ◆ Boys
  - ◆ Girls
  - ◆ Students in government schools
  - ◆ Students in sided Schools
  - ◆ Students in un-aided schools

### Hypotheses of the Study

There is a significant relationship between the means of scores of the Life Skills and Socio-Economic Status of

- ◆ Students in the Total Sample.
- ◆ Urban students.
- ◆ Rural students.
- ◆ Boys.
- ◆ Girls.
- ◆ Students in Government schools.
- ◆ Students in Aided schools.
- ◆ Students in Unaided schools.

### Methodology in Brief

The present study intends to study the relationship between the Life Skills and Socio-Economic Status of Secondary School Students. Hence the investigator adopted descriptive survey method. where a survey is conducted on a sample of 405 Secondary School Students in Idukki District.

### Variables of the Study

The important variables of the present study are Life Skills and Socio-Economic status.

The components of Life skills are:

- ◆ Communication and Interpersonal Skills;
- ◆ Problem Solving and Decision Making Skills;
- ◆ Critical and Creative Thinking Skills;
- ◆ Empathy and Self Awareness Skills;
- ◆ Skills to Cope with Emotions and Stress.

The components of Socio-Economic status are:

- ◆ Education
- ◆ Occupation
- ◆ Income

### Population and Sample

The population of the present study consists of all the Secondary School Students in Idukki District. The study is conducted on a representative sample of 405 Secondary School students. The investigator used the Stratified Random sampling technique to select the sample.

### Tools

For the present study the following tools are used by the investigator

1. Life Skills Scale (prepared by the Investigator)
2. Socio-Economic Status (SES) Scale (modified version of the SES-Scale developed by Dr. A Sukumaran Nair)

### Statistical Techniques

The descriptive statistics mean, standard deviation and percentage and inferential

statistics Karal Pearsons Product Moment Correlation are used for the analysis and interpretation of the data.

### Analysis and Interpretation

The level of life skills and socio-economic status were assessed and the relation between these two variables were found out.

### Life Skills Level of Students in the Total Sample

The first objective was to find out the level of Life-Skills of secondary school students. For this the total 405 sample students were categorized into three groups - Low, Average and High based on the statistical formula ( $M \pm 1\sigma$ ). The number and percentage of students in each group is given in Table 1.

**Table 1**

#### *Distribution of students based on level of life skills in the total sample*

Level of Life Skills	No.	%
Low	59	14.60
Average	279	68.90
High	67	16.50
Total	405	100

It is obvious from the table that of the total 405 sample, majority (279, 68.9%) have Average level of Life Skills, only 67 (16.5%) have High level of Life Skills and 59 (14.6%) have Low level of Life Skills.

### SES Level of Students in the Total Sample

The second objective was to find out the level of Socio-Economic status of secondary school students. For this the total 405 sample students were categorized into three groups according to the level of SES- Low, Average and High based on the statistical formula ( $M \pm 1\sigma$ ).

The number and percentage of students in each group is given in table 2.

**Table 2**

#### *Distribution of students based on level of ses in the total sample*

Level of SES	No.	%
Low	33	8.10
Average	326	80.50
High	46	11.40
Total	405	100

It is obvious from the table that of the total 405 sample students majority, 326 (80.50%) have Average level of SES, only 46 (11.40%) have High level of SES and 33 (8.10%) have Low level of SES.

### Relationship Between Life Skills and Socio Economic Status (SES) of the Secondary School Students

The third objective of the study was to find out the relationship between the Life Skills and SES of students. The relationship between the Life Skills and SES of students for the total sample and for the sub samples based on Locality (Rural and Urban), Gender (Boys and Girls) and Type of Management of school (Government, Aided and Unaided) were found out. The correlation coefficients were found out using Karl Pearson's Product Moment Coefficient of Correlation (r). The results of the analysis are given below.

### Life Skills and SES of Students in the Total Sample

The relationship between Life Skills and SES in the Total Sample was analysed using the Karl Pearson's co-efficient of correlation 'r'. The 'r' value was set as 0.09 at 0.05 level and 0.12 at 0.01 level of significance with degrees

of freedom 402 (N = 405). For this the investigator formulated the null hypothesis (H<sub>0</sub>).

H<sub>0</sub>: “There is no significant relationship between the means of scores of Life Skills and SES of students in the total sample”.

The data has been analysed and interpreted using Karl Pearson’s coefficient of correlation ‘r’. The number and the product moment correlation ‘r’ value between the means of scores of the Life Skills and SES of students in the total sample is given in table 3.

**Table 3**  
**Results of the product moment co-efficient of correlation between life skills and ses of students in the total sample**

Variable	No.	‘r’ Value
Life Skills	405	0.082
Socio-Economic Status	405	

From the table it is observed that the ‘r’ value 0.082 is not significant at 0.05 level with degrees of freedom 402 (N: 405). It is less than the table value 0.09. This indicates that there is no significant relationship at 0.05 level with degree of freedom 402 (N: 405). This is interpreted that there is no significant relationship between the means of scores of Life Skills and SES. Therefore the null hypothesis titled “There is no significant relationship between the means of scores Life Skills and Socio-Economic status of Students”, is accepted. It can be concluded that the Life Skills and SES of students is not influenced by their SES.

**Life Skills and SES of Urban Students**

The relationship between the Life Skills and SES of Urban students was analysed using the Karl Pearson’s co-efficient of correlation ‘r’.

The ‘r’ value was set as .138 at 0.05 level and .181 at 0.01 level of significance with degrees of freedom 190 (N = 192). For this the investigator formulated the null hypothesis (H<sub>0</sub>).

H<sub>0</sub>: “There is no significant relationship between the means of scores of Life Skills and SES of the Urban students”.

The data has been analysed and interpreted using Karl Pearson’s coefficient of correlation ‘r’. The number and the product moment correlation ‘r’ value between the means of scores of Life Skills and SES of Urban students is given in table 4.

**Table 4**  
**Results of the product moment co-efficient of correlation between life skills and ses of urban students**

Variable	No.	‘r’ Value
Life Skills	192	0.087
Socio-Economic Status	192	

From the table it is observed that the ‘r’ value .087 is not significant at 0.05 level with degrees of freedom 190 [N = 192]. It is less than the table value .138. This indicates that there is no significant relationship at 0.05 level with degrees of freedom 190 [N=192]. This is interpreted that there is not significant relationship between the means of scores of Life Skills and Socio-Economic status of Urban Students. Therefore the null hypothesis titled. “There is no significant relationship between the means of scores of Life Skills and Socio-Economic status of Urban Students” is accepted. It can be concluded that the Life Skills of Urban students in not influenced by their Socio-Economic status.



**Life Skills and SES of Rural Students**

The relationship between the Life Skills and Socio-Economic status of Rural Students was analysed using the Karl Pearson’s Co-efficient of Correlation ‘r’. The ‘r’ value was set as .138 at 0.05 level and 0.181 at 0.01 level of significance with degrees of freedom 211 [N = 213]. For this the investigator formulated the null hypothesis (HO).

Ho: “There is no significant relationship between the means of scores of Life Skills and SES of Rural Students”.

The data has been analysed and interpreted using Karl Pearson’s coefficient of correlation ‘r’. The number and the product moment correlation ‘r’ value between the means of scores of Life Skills and Socio-Economic Status of Rural Students is given in table 5.

**Table 5**  
**Results of the product moment co-efficient of correlation between life skills and SES of rural students**

Variable	No.	‘r’ Value
Life Skills	213	.062
Socio-Economic Status	213	

From the table it is observed that the ‘r’ value .062 is not significant at 0.05 level with degrees of freedom 211 (N = 213). This indicates that there is no significant relationship at 0.05 level with degrees of freedom 211 (N: 213). This is interpreted that there is no significant relationship between the means of scores of Life Skills and Socio-Economic Status of Rural students. Therefore, the null hypothesis titled “There is no significant relationship between the means of sores of Life Skills and Socio-Economic status of Rural Students” is accepted.

It can be concluded that the Life Skill of Rural students is not influenced by their SES.

**Life Skills and SES of Boys**

The relationship between the Life Skills and Socio-Economic Status of Boys was analysed using the Karl Pearson’s co-efficient of correlation ‘r’. The ‘r’ value was set as 0.159at 0.05 level and 0.208 at 0.01 level of significance with degrees of freedom 166 [N = 168]. For this the investigator formulated the null hypothesis (HO). ‘HO’ “There is no significant relationship between the means of scores of the Life Skills and SES of Boys’.

The number and the product moment correlation ‘r’ value between the means of scores of Life Skills and SES of Boys is given in table 6

**Table 6**  
**Results of the product moment co-efficient of correlation between life skills and SES of boys**

Variable	No.	‘r’ Value
Life Skills	168	.004
Socio-Economic Status	168	

From the table it is observed that the ‘r’ value .004 is not significant at 0.05 level with degrees of freedom 166 (N = 168). It is less than the table value .159. This indicates that there is no significant relationship at 0.05 level with degrees of freedom 166 [N = 168]. This is interpreted that there is no significant relationship between the means of scores of Life Skills and SES of Boys. Therefore, the null hypothesis titled “There is no significant relationship between the Life Skills and SES of Boys” is accepted. It can be concluded that the Socio-Economic

status of Boys has no influence on their Life Skills.

### Life Skills and SES of Girls

The relationship between the Life Skills and SES of Girls was analysed using the Karl Pearson's co-efficient of correlation 'r'. The 'r' value was set as .138 at 0.05 level and .181 at 0.01 level of significance with degrees of freedom 234 (N=236). For this the investigator formulated the null hypothesis (H<sub>0</sub>).

H<sub>0</sub>: "There is no significant relationship between the me Life Skill and SES of Girls". of scores of Life Skill and SES of Girls.

The number and the product moment correlation 'r' value between the scores of the Life Skills and Socio-Economic status of Girls is given in table 7.

**Table 7**

#### **Results of the product moment co-efficient of correlation between life skills and SES of girls**

Variable	No.	'r' Value
Life Skills	236	.178*
Socio-Economic Status	236	

\* Significant of 0.05 level.

From the table it is observed that the 'r' .178 is significant at 0.05 level with degrees of freedom 234 (N = 236). It is less than the table value 0.138. This indicates that there is significant relationship of 0.05 level with degrees of freedom 234 (N = 236). This is interpreted that there is a significant relationship between the Life Skills and SES of Girls. Therefore, the null hypothesis titled "There is no significant relationship between the Life Skill and Socio-

Economic status of Girls is rejected. It can be concluded that the Socio-Economic status of Girls has an influence on their Life Skills.

### Life Skills and SES of Students in Government Schools

The relationship between the Life Skills and SES of students in Government schools was analysed using the Karl Pearson's co-efficient of correlation 'r'. The 'r' value was set as .195 at 0.05 level and 0.254 at 0.01 level of significance with degrees of freedom 96 (N=98). The investigator formulated the null hypothesis is [H<sub>0</sub>] for the analysis of the objective.

H<sub>0</sub>: "There is no significant relationship between the means of scores of Life Skills and SES of students in Government schools".

The number and the product moment correlation 'r' value between the scores of the Life Skill and SES of students in Government Schools is given in table 8.

**Table 8**

#### **Result of the product moment co-efficient of correlation between life skill and ses of students in government schools**

Variable	No.	'r' Value
Life Skills	98	.003
Socio-Economic Status	98	

From the table it is observed that the 'r' value .003 is not significant at 0.05 level with degrees of freedom 96 (N = 98). It is less than the table value 0.195. This indicates that there is no significant relationship at 0.05 level with degrees of freedom 96 (N 98). This is interpreted that there is no significant relationship between the Life Skills and SES of students in Government Schools.

Therefore, the null hypothesis titled “There is no significant relationship between means of scores of the Life Skills and SES of students in Government schools” is accepted. It can be concluded that the SES of students in Government Schools has no influence on their Life Skills.

**Life Skills and SES of Students in Aided Schools**

The relationship between the Life Skills and SES of students in Aided Schools was analysed using the Karl Pearson’s co-efficient of correlation ‘r’. The ‘r’ value was set as .159 at 0.05 level and 0.208 at 0.01 level of significance with degrees of freedom 146 (N = 148). The investigator formulated the null hypothesis [HO] for the analysis of the objective.

HO: “There is no significant relationship between the means of scores of Life Skills and SES of students in Aided Schools”.

The number and the product moment correlation ‘r’ value between the scores of the Life Skills and SES of students in Aided School is given in table 9.

**Table 9**  
**Result of the product moment co-efficient of correlation between life skills and ses of students in aided schools**

Variable	No.	‘r’ Value
Life Skills	148	.236**
Socio-Economic Status	148	

\*\*Significant at 0.01 level.

From the table it is observed that the ‘r’ value .236 is significant at 0.01 level with degrees of freedom 146 (N = 148). It is greater than the table value 0.208. This indicates that there is significant relationship at 0.01 level with degrees of freedom 146 (N=148). This is

interpreted that there is a significant relationship between the Life Skills and SES of Aided schools. Therefore, the null hypothesis titled “There is no significant relationship between the means of scores of Life Skills and SES of students in Aided schools” it rejected. It can be concluded that the Life Skill and Socio-Economic status of students in Aided schools has influence on their Life Skills.

**Life Skills and SES of Students in Unaided Schools**

The relationship between the Life Skills and Socio-Economic Status of students in Unaided schools was analysed using the Karl Pearson’s co-efficient of correlation ‘r’. The ‘r’ value was set as .159 at 0.05 level and .208 at 0.01 level of significance with degrees of freedom 157 [N 159]. The investigator had formulated the null hypothesis [HO] for the analysis of the objective. H

HO: “There is no significant relationship between means of scores of the Life Skills and Socio-Economic Status of students in Unaided schools”.

The number and the product moment correlation ‘r’ value between the scores of the Life Skills and Socio-Economic Status of students in Unaided schools is given in table 10.

**Table 10**  
**Results of the product moment co-efficient of correlation between life skills and SES of students in unaided schools**

Variable	No.	‘r’ Value
Life Skills	159	.067
Socio-Economic Status	159	

From the table it is observed that the ‘r’ value .067 is not significant at 0.05 level with degrees of freedom 157 (N = 159). It is less than

the table value .159. This indicates that there is no significant relationship at 0.05 level with degrees of freedom 157 [N = 159]. This is interpreted that there is no significant relationship between the Life Skills and Socio-Economic status of students in Unaided schools. Therefore, the null hypothesis titled 'There is no significant relationship between the means of scores of Life Skills and SES of students in Unaided schools' is accepted. It can be concluded that the Socio-Economic Status of students in Unaided Schools has no influence on their Life Skills.

### Major Findings of the Study

- ◆ 68.9% of secondary school students have average level of Life Skills, only 16.5% have high level of Life Skills and 14.6% have low level of Life Skills.
- ◆ 80.50% secondary school students have average level of SES, only 11.40% have high level of SES and 8.10% have Low level of SES.
- ◆ There is no significant relationship between Life Skills and SES ( $r=0.082$ ) of secondary school students.
- ◆ There is no significant relationship between the Life Skills and SES ( $r=0.087$ ) of urban students.
- ◆ There is no significant relationship between the Life Skills and SES ( $r=0.062$ ) of Rural students.
- ◆ There is no significant relationship between the Life Skills and SES ( $-0.004$ ) of Boys.
- ◆ There is a significant relationship between the Life Skills and SES ( $r=0.178$ ) of Girls.
- ◆ There is no significant relationship between the Life Skills and SES ( $r=0.003$ ) of students in Government schools.
- ◆ There is a significant relationship between the Life Skills and SES ( $r=0.236$ ) of students in Aided schools.
- ◆ There is no significant relationship between the Life Skills and SES ( $r=0.067$ ) of students in Unaided schools.

### Educational Implications

The investigator has listed below a few educational implications based on the research findings.

- ◆ The curriculum must include the content and activities that helps to improve the Life Skills of students.
- ◆ Teachers should give emphasis to activity-oriented techniques to develop the Life Skills among students.
- ◆ Students who are identified Low level of Life Skills should give special assistance to improve their Life Skills.
- ◆ A special subject can be introduced in the school curriculum to develop Life Skills.
- ◆ Parents should take special care for their children to improve the Life Skills'.
- ◆ A Students in Government and Unaided schools have Low level of Life Skills. So the authorities can take special measures to improve Life Skills of students in government and unaided schools.
- ◆ Rural students are found having low Life Skill than the Urban students. Hence special programs can be organized in Rural Students.
- ◆ It is found that the Socio-Economic Status of students in Aided schools is lower than students in Unaided Schools. Hence financial assistance should be given for the improvement of the family environment of these students.

- ◆ Since there is no relationship between Life Skills and Socio Economic Status of students, schools programs should be given importance in promoting Life Skills than activities at home.
- ◆ As the roles of schools are important in developing Life Skill, teachers should be given individual attention to the students in the development of Life Skills.
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### Conclusion

As mentioned earlier many times the present study is to find out the Life Skills and Socio -Economic Status of secondary school students in Idukki Districts. The study revealed the Life Skills of students differ according to Locality and Type of Management of school. It is also revealed that Socio Economic Status is not a significant factor determining the Life Skill of students. This study is an earnest attempt of the investigator to study in detail the topic under consideration with all his limitations. The investigator would feel gratified if the findings of the present study would lead to a better understanding of the importance of Life Skills.

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# Attitude Towards Performing Arts of Student Teachers at Secondary Level

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## Abstract

Performing arts being an integral part of education, it provide students with the opportunity to engage in the mind, body, and their emotions. Students can explore and express great themes and ideas through their performance. The NCF-2005 recommends Arts Education as a subject as well as a pedagogical tool to make teaching and learning of other subjects more meaningful. In the bachelor of education programme, students teachers will be exposed to different art forms. Listening/viewing and exploring performing arts such as regional music, dance, theatre and puppetry will help student teachers in contextualizing different art forms. The purpose of the present study is to find out the level of attitude towards performing arts of student teachers at secondary level. The study also aims to find out the difference in the attitude towards performing arts of student teachers at secondary level based on locale and option. Normative survey method was used for the study. The sample consisted of 222 student teachers at secondary level in Kottayam district. The findings revealed that majority of the prospective teachers (72.52%) have average level of attitude towards performing arts, 17.11% of prospective teachers have low level of attitude towards performing arts and 10.36% of prospective teachers have high level of attitude. The study showed that there is a significant difference in the mean scores of attitude towards performing arts of student teachers based on locale and no significant difference based on optionals.

**Key Words :** Multiple Intelligence, Kinaesthetic, Pedagogy etc.

## Introduction

The performing arts in education play a significant role in helping children develop their creative skills and overall personality but are often overshadowed by academic subjects leaving a little time for children to pursue what they love. Performing arts being an integral part of education, it provide students with the opportunity to engage in the mind, body, and

their emotions. Students can explore and express great themes and ideas through their performance. Involvement with the liberal and performing arts allows students' multiple intelligence to be acknowledged, developed, and appreciated. Children who learn and think differently may well possess verbal, physical and interpersonal skills, logical and intuitive thinking and spatial and kinaesthetic intelligence.

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

The NCF-2005 recommends Arts Education as a subject as well as a pedagogical tool to make teaching and learning of other subjects more meaningful. The course on Arts in Education has been designed keeping in view the development of the self through arts for every student teacher and for the development of student in school. In the Bachelor of Education programme, students teachers will be exposed to different art forms where they will develop basic skills of the art forms through hands on experience and integration of arts as pedagogy in different subject areas.

Listening/viewing and exploring Performing Arts such as regional music, dance, theatre and puppetry will help student teachers in contextualizing different art forms and relating them with various concepts across the curriculum. Learning is enhanced through drama in Education and it enhances communication skills and develops personality and self. Drama and arts can be extremely helpful in the all-round development of the student teachers and in turn students whom they teach. Including the music, Dance, drama and fine arts in teacher education enhances the horizon of student –teachers, which ultimately helps to have a balanced & enriched life, worth to look forward.

In this context, the investigator intended to study the Attitude towards Performing Arts of Student Teachers at Secondary Level'

### **Statement of the Problem**

#### **Attitude towards Performing Arts of Student Teachers at Secondary Level**

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

#### **Attitude**

Attitude can be defined as 'A relatively enduring organization of beliefs, feelings and

behavioural tendencies towards socially significant objects, groups, events or symbols (Hogg & Vaughan , 2015).

In the present study, Attitude means, student teacher's beliefs, feelings, interests and behavioural tendencies towards performing arts.

### **Performing arts**

Performing arts is a theatrical presentation that includes various art forms such as dance, music, painting and sculpture (Collin's online Dictionary)

In the present study, Performing art are the type of arts such as music, dance and drama that performed for an audience.

### **Objectives of the Study**

1. To find out the level of attitude towards performing arts of student teachers at secondary level.
2. To find out the difference in the attitude towards performing arts of student teachers at secondary level based on locale and option

### **Hypotheses of the Study**

1. There is no significant difference in the attitude towards performing arts of student teachers at secondary level based on locale.
2. There is no significant difference in the attitude towards performing arts of student teachers at secondary level based on option

### **Methodology in Brief**

The method selected should always be appropriate to the nature of the problem under investigation and the kinds of data that the problem demands. Since the present study is aimed to find out the attitude towards performing arts among student teachers at secondary level, normative survey method was found to be more

appropriate. In the present study the investigator selected as the variable Attitude towards performing arts

#### Population and sample of the study

In this study population composed of all the student teachers at secondary level. The sample consisted of 222 student teachers at secondary level in Kottayam district. The samples were selected from 6 colleges of teacher education from Kottayam district. Random sampling technique was adopted in the sample selection and care was given to select sample based on locale, option and type of institution

#### Tools and Techniques Used for the Study

Attitude scale towards Performing Arts prepared and standardized was used for collecting the data.

#### Statistical Techniques Used for the Study

Following statistical techniques were employed in the analysis of the study: Mean, Standard deviation, t-test, one way ANOVA

#### Analysis and Interpretation

The level of attitude towards performing arts of student teachers at secondary level

Total sample is classified into 3 groups, namely high, average, and low. For the classification, the conventional procedures of  $\sigma$  distance from mean (M) is used.

Considering the base line of the normal curve representing the distribution extending from  $-3\sigma$  to  $3\sigma$ , that is over a range of  $6\sigma$ , student teachers were classified into 3 groups. The mean and standard deviation of the scores of attitude are 190.41 and 18.48 respectively. Students with high attitude obtained scores greater than  $M+\sigma$  (208.9) and those with low attitude obtained scores below  $M-\sigma$  (171.9) and those with average attitude obtained scores between  $M-\sigma$  to  $M+\sigma$  (in between 171.9 to 208.9). The details are given in the table 1.

**Table 1**

#### Levels of attitude towards performing arts

Levels of Attitude	High	Average	Low
Norms	$>M+\sigma$	$M-\sigma$ to $M+\sigma$	$<M-\sigma$
Scores	$>208.9$	171.9 to 208.9	$<171.9$
No. of students	38	161	23
Percentage	17.11%	72.52%	10.36%

Table 1 shows the levels of attitude towards performing arts of student teachers at secondary level. From the table it is clear that 17.11% student teachers show high attitude, whereas 10.36 % student teachers show low

attitude towards performing arts. Therefore it can be tentatively concluded that most of the prospective teachers 72.52% have an average level of attitude towards performing arts.



**Comparison of the Mean Score of Attitude Towards Performing Arts Based on Locale**

This section is intended to analyze the significance of difference in the Attitude towards performing arts among student teachers at secondary level based on locale. The investigator formulated the following hypothesis.

H0 - There is no significant difference in Attitude towards performing arts of student teachers at secondary level based on Locale.

In order to test the significance of difference, the mean and standard deviation of the scores were calculated, and the t-test was employed and the result is given in table 2.

**Table 2**

**Result of t-test of mean difference of attitude towards performing arts of student teachers at secondary level based on Locale**

Variable	Locality	N	Mean	Std. Deviation	't' Value	Level of sig.
Attitude towards performing arts	Rural	106	185.72	17.39	3.73	0.05
	Urban	116	194.69	18.48		

Table 2 reveals that the obtained t value (3.73) for the Attitude towards performing arts of student teachers at secondary level based on Locale is greater than the table value of 1.96 at 0.05 level of significance. So the null hypothesis is rejected. Therefore it can be tentatively concluded that there is significant difference in the mean scores of Attitude towards performing arts of student teachers based on locale.

Moreover the mean score (M=194.69) of the urban student teachers is higher than that of the rural student teachers (M=185.72). As such, we can infer that student teachers from urban area have a more Attitude towards performing arts compared to that of rural area.

**Comparison of the Mean Score of Attitude Towards Performing Arts Based on Optional Subjects**

This section is intended to analyze the test of significance of difference in the Attitude towards performing arts among student teachers at secondary level based on option.

The investigator formulated the following hypothesis.

H0- There is no significant difference in Attitude towards performing arts of student teachers at secondary level based on option.

In order to test the significance of difference, the mean and standard deviation of the scores were calculated. For testing this hypothesis, the investigator used analysis of variance (one way ANOVA). The details of the test are given in table 3.

**Table 3**

**The result of one-way ANOVA of Attitude towards performing arts of student teachers at secondary level based on option.**

Variable		Sum of Squares	df	Mean	Square F	Sig.
Attitude regarding performing arts	Between Groups	1163.63	5	232.73	0.676	.642
	Within Groups	74366.25	216	344.29		
	Total	75529.87	221			

The obtained F- ratio in the Table 3 for Attitude towards performing arts of student teachers at secondary level based on option F (5,216) = 0.676 is less than the table value of F (5,216) = 2.26 at 0.05 level of significance. This indicates that there is no significant difference in the Attitude towards performing arts among the student teachers at secondary level based on option.

The mean score were analysed to find out the Attitude towards performing arts among the student teachers at secondary level based on option and given in the table 4.

**Table 4.**

***The mean scores of Attitude towards performing arts of student teachers at secondary level based on option.***

Option	N	Mean
English	45	186.76
Natural science	34	189.79
Physical science	42	190.14
Mathematics	47	191.02
Social science	35	193.43
Malayalam	19	193.74

Table 4, it is clear that the mean score (193.74) of Attitude towards performing arts of student teachers of Malayalam option is greater than that of Social science, Mathematics, Physical Science, Natural science, and English. So it can be concluded that student teachers of Malayalam option have high Attitude towards performing arts compare to student teachers of other options and student teachers of English option have low Attitude towards performing arts (186.76) compare to student teachers of other options.

### **Major Findings of the Study**

1. Majority of the prospective teachers (72.52%) have average level of attitude towards performing arts, 17.11% of prospective teachers have low level of attitude towards performing arts and 10.36% of prospective teachers have high level of attitude.
2. There is significant difference in the mean scores of Attitude towards performing arts of student teachers based on locale.
3. There is no significant difference in the Attitude towards performing arts among the student teachers at secondary level based on option.

### **Discussion of the Result**

The study revealed that most of the prospective teachers (72.52%) have average level of attitude towards performing arts. The findings are in line with study of Macdonald, Stodel, & Farres (2001) which revealed that Student teachers felt more comfortable about teaching creative dance following their participation in this workshop series. Indeed, they reported that their change in attitude toward teaching creative dance was due to their participation in the creative dance workshops. Participating in the workshops led the student teachers to realize how simple it was to integrate creative dance into the curriculum. Moreover, they allowed the student teachers to see how capable they were of teaching it. But these factors appeared to influence the student teachers' attitudes towards teaching creative dance. Gokyurek's (2016) study on 'An Analysis of Leisure Attitudes of the Individuals Participating in Dance Activities and the Relationship between Leisure Attitude and Life

Satisfaction' also support this view. The studies supports this study reflects that curricular experience during the teacher training programme at secondary level lead to the finding that most of the students having average level of attitude on performing arts. If the teacher training institutions give more importance in training visual arts it will improve their attitude towards performing arts.

### **Educational and Implication of the Study**

1. The findings of the study also highlight the need of Teacher education to become more sensitive to the emerging demands from the school system. For this, it must prepare the student teacher to fulfil their roles and enable students to discover their talents, realise their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to function as responsible citizens; and develop an artistic and aesthetic sense in children through art education.
2. The findings also show light into the need for more resource material on arts education should be made available in Teacher education institutions and make art education more effective.
3. Teacher educators can change student teachers' attitudes toward performing arts by identifying needs and then addressing these through a series of workshops.
4. The Educational policy also 2020 gives emphasizes on the performing arts and developing creativity among students and student teachers at all level. Therefore, teachers Educators should provide ample opportunity to student teachers for self-expression in as many ways as possible.

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# A Glimpse on Pedagogical Perceptive of Massive Open Online Courses (MOOCs)

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## Abstract

Over the last few years, online learning has been recognized at par with traditional classroom learning and has opened new windows of opportunities for everyone. MOOC are recently and widely researchable development in distance learning which were first introduced in the year 2008. Massive Open Online Courses (commonly MOOCs) is a path breaking and hopefully the most discussed sector in the digital era of distance education. Just a few years ago, MOOCs were an idea. Today millions of students from around the globe have enrolled; thousands of courses have been offered; hundreds of universities have lined up to participate. An open-source platform built on the Open edX platform, SWAYAM is an Indian MOOC that stands for Study Webs of Active-learning for Young Aspiring Minds. The SWAYAM will be a blessing for Indians and Indian students. With the aid of SWAYAM, a MOOC created by the Indian government, the skill India dream can become a reality. One of the primary features of SWAYAM is it enable professors and faculties of centralised institute like IIT, IIM, IISERs etc to teach the students. One stop web and mobile based interactive e-content for all courses, high quality learning experience using multimedia on anytime anywhere basis some of the features of SWAYAM. The courses offered by SWAYAM are divided into four sections: a video lecture, specially created reading material that can be downloaded or printed, tests and quizzes for self-assessment, and an online discussion board for questions and answers. In the present article the authors are trying to discuss the pedagogical perspective of MOOCs.

**Key Words :** Disseminate, Quality Education, Workforce, Sustainable, Advancement, Combating etc.

## Introduction

Education is undoubtedly a process of living. It cherishes and inculcate moral values, disseminate knowledge, spread information relevant to its institutions and keep a like the creative and sustaining part of life.

Education today is the most important investment that government of different state and countries make. Developed, developing as well as under developed countries in the modern era need to stress on the quality education process for improvising the creative and productive capacity of their workforce.

A drastic change is happening in the social context in all dimensions and making influence in all spheres of society including education. The ability to alter the world with education is the most potent weapon available, but it is terrible that not everyone has access to this crucial resource. The success of any nation is greatly hinged on the quality and effectiveness of its educational sector. In order to influence national growth and development for a sustainable economy, education has always been viewed as an instrument par excellence. It is viewed as the solution to all of the political, social, and economic woes that plague emerging countries. A country may improve its citizens' quality of life and the growth and development of its society by investing in education. It is the best tool for change and societal advancement. The main tool for uplifting and integrating young and other people of a country into the social, economic, and political fabric of the society is now widely acknowledged to be education.

Education is crucial to combating poverty, raising income, advancing gender equality, lowering child mortality, improving maternal health, preventing various diseases, promoting environmental sustainability, and facilitating global development, according to United Nations Resources for Speakers on Global Issues (United Nations Organization, 2000).

### **Transformation of Education Landscape**

The educational landscape has transformed as a result of information and communication technology. With the advent of information and communication technology,

such as computers, the internet, mobile devices, and cloud technology, education is now accessible to everyone without worrying about timetables and schedules. The traditional educational system was characterized by books and classrooms with fixed curriculum, timing, locations, and well-organized ways of teaching. ICT plays a critical role in enhancing the effectiveness, efficiency, and enjoyment of learning. The government of India has envisioned change through the digital India programme.

Learning using technology is known as digital learning, or e-Learning. It goes beyond what is typically taught in a classroom. It gives teachers and students the opportunity to select the locations and times that work best for them in this era of digital education.

### **Significance of MOOCs**

Massive Open Online Courses (commonly MOOCs) is a path-breaking and hopefully the most discussed sector in the digital era of distance education. They have taken higher education by storm. Just a few years ago, MOOCs were an idea. Today they are an industry. Millions of students from around the globe have enrolled; thousands of courses have been offered; hundreds of universities have lined up to participate.

The first MOOCs emerged from the open educational resources (OER) movement. The term MOOC was coined in 2008 by Dave Cormier of the University of Prince Edward Island in response to a course called Connectivism and Connective Knowledge.

MOOCs are recently and widely researched development in distance learning

which were first introduced in the year 2008. It became popularised mode of learning from 2012. MOOC is the model of delivering learning content outline to any person who want to take a course with no limit on attendance. It is a free web-based distance learning program that is designed for the participation of large number of geographically dispersed students. The course maybe pattern on a college or university model. Participation facilitated through various venues like model block post second life and real time online meeting. The first large collection of book resource made available by MIT open courseware in 2011.

**Massive** - Enrolment are unlimited

**Open** - anyone can enrol

**Online** - delivered through internet

**Course** - goal is the teach specific subjects

Coursera, edX, Khan academy, future learn, Canvas are some of the most popular MOOC platforms. Most popular University's like Oxford University, MIT, American University of Beirut, Stanford University, Howard University are offering the courses. The courses in this platform are free and anyone can participate at any time are the benefit of this course. It offers a variety of subject classes and also it provides certificate after completion of the course. Courses offered by professors at the top universities are one of the main features related with this platform.

### **SWAYAM and Its Features**

An open-source platform built on the Open edX platform, SWAYAM is an Indian MOOC that stands for Study Webs of Active-learning for Young Aspiring Minds. The SWAYAM is a government of India project

with the three guiding principles of access, equity, and excellence in education. In a nation like India, it is quite challenging to offer the general public a high-quality education for the least amount of money and effort. The SWAYAM will be a blessing for Indians and Indian students. With the aid of SWAYAM, a MOOC created by the Indian government, the skill India dream can become a reality.

The President of India Mr Pranab Mukherjee launched the study web of active learning for young aspiring nights program on 9th July 2017. SWAYAM offers excellent, interactive and curriculum-based hosting of 2000 online courses from class 9 to postgraduate level with access, equity and quality as the basic principles. Ministry of human resource development and all India council of technical education have developed SWAYAM with the help of Microsoft. SWAYAM is offered to bridge the digital divide among the students and faculty members for improving the knowledge and creating knowledge economy. The course content developed on portal follows for quadrant approaches.

- ◆ E-Tutorial
- ◆ E-Content
- ◆ Web Resources
- ◆ Self-Assessment

One of the primary features of SWAYAM is it enable professors and faculties of centralised institute like IIT, IIM, IISERs etc to teach the students. One stop web and mobile based interactive e-content for all courses, high quality learning experience using multimedia on anytime anywhere basis some

of the features of SWAYAM. State of the art system that allow easy access, monitoring and certification is another characteristic of this platform. Peer group interaction and discussion for also available on SWAYAM. Hybrid model of delivery that ads to the quality of classroom teaching is also available here.

**Table 1**

**Details of 9 national coordinators of SWAYAM**

1. AICTE	Self-paced and international courses
2. NDTTEL	Engineering
3. UGC	Post-graduation education
4. CEC	Under-graduate education
5. NCERT	School education
6. NIOS	For out-of-school students
7. IGNOU	Management studies
8. IIMB	Teacher training programme
9. NITTR	School education ‘

Study Webs of Active Learning for Young Aspiring Minds’ (SWAYAM) is an initiative by Ministry of Human Resource Development (MHRD), Government of India to provide an integral teaching learning platform in online mode.

SWAYAM is web and mobile based interactive open education interface where courses are available from high school to university level and skill development purposes (GOI, 2015). SWAYAM involves development of MOOCs compliant learning resources in different form and formats. Learning in SAWYAM has four quadrant approaches. SWAYAM is a government-sponsored initiative

that aims to uphold the three guiding principles of Indian education policy-access, equity, and excellence. The goal of this initiative is to make the best teaching and learning tools available to everyone, even the most disadvantaged. SWAYAM aims to close the digital gap for students who have so far been left out of the digital revolution and are unable to participate in the knowledge economy.

This is accomplished by using a platform that enables hosting of all classroom-taught courses from Class 9 through Post-Graduation, allowing access by anybody, anywhere, at any time. Every course is interactive, created by the top instructors in the nation, and offered to all students without charge. These courses have been prepared by more than 1,000 faculty members and instructors who were carefully selected from across the nation.

The courses offered by SWAYAM are divided into four sections: a video lecture, specially created reading material that can be downloaded or printed, tests and quizzes for self-assessment, and an online discussion board for questions and answers. Efforts have been made to improve the educational experience through the use of audio-video, multi-media, and cutting-edge.

The UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 has already been published by the UGC, recommending the universities to choose courses for which credits can be applied to students’ academic records for courses taken on SWAYAM. Additionally, AICTE published a gazette notice in 2016 and later for the adoption of these courses for credit transfer.

But education is a combination of all perceptive including philosophical, psychological and sociological dimensions of life and surroundings. MOOC is an important tool to achieve 'Goal 4' of the 2030 agenda of sustainable development (UN). In our country we know the population is increasing day by day. But the infrastructure for this coming generation for higher studies are not enough. So one of the major way that government is visualizing to provide education through SWAYAM. Because this is the only platform available now for providing quality education without the barriers of infrastructure, time and place. But how much an online platform especially SWAYAM can meet the psychological, philosophical and sociological need is an existing question.

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# Effectiveness of LINCS Strategy for Enriching English Vocabulary among Secondary School Students

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## Abstract

*It is well recognized that English-speaking persons can be traced in all the continents of the world and is the reason for its importance in the compulsory education of many countries across the globe. It is not only used in public and private offices but also in education institutions, media, sports and business. English became an official language of India, for all diplomatic and administrative conveniences, and thereby came to be widely used in both spoken and literary contexts. Since its introduction to India, English as a language has played an important role in media and education. Though English is a foreign language it occupies a unique position in India. It is widely accepted that one must acquire a significant portion of the lexicon in order to master English as a second language. The LINCS strategy actively involves students in generating their own meanings and images of new vocabulary words. LINCS learning Strategy is a starter strategy used as a memory device for vocabulary which acts as a basic for reading, learning phonics, spelling and generalizations. The present study intends to find out the effectiveness of LINCS Strategy for enriching Vocabulary among Secondary School Students. In this study the researcher used Quasi Experimental method with Pre-test Post-test non-equalent group design. The sample of the study consists of 100 pupils of standard IX from a Secondary School following Kerala state syllabus. The study proved that LINCS Strategy is effective for English Vocabulary Enrichment among secondary school students*

**Key Words :** *Communities, Continents, Compulsory, Organizations, Foreigners, Constitution etc.*

## Background of the Problem

Many writers across world agree that English is the 'queen of languages'. The United Nations Organization (UNO) has given English the status of an official language. It is not just because it is one of the most widely spoken languages, but also because

the use of English has made the social and economic exchange between people of different communities and cultures practically possible. It is well recognized that English-speaking persons can be traced in all the continents of the world and is the reason for its importance in the compulsory education

of many countries across the globe. It is not only used in public and private offices but also in education institutions, media, sports and business. If it were not for English, we would not have seen India's heading large corporate or occupying key positions in organizations across the globe.

India is a country with diverse regions and people with diverse languages are its citizens. People are so attached, and naturally so, with their local languages, that they sometimes end up treating people speaking other languages as foreigners or strangers. As India was a British Colony, English became an official language of India, for all diplomatic and administrative conveniences, and thereby came to be widely used in both spoken and literary contexts. But the reason that English remained an official language after 1947 is attributed to the fact that as a language it played an important role in unifying regions with different people under one flag and constitution. So, English could be rightly termed as the Lingua Franca of India. In a country where Individual mother tongues number several hundred, and where over 30 languages are spoken by more than a million native speakers, English is one common language that is used by people from diverse backgrounds in India as an acceptable vehicular language with high levels of adoption over decades. Historically, since its introduction to India, English as a language has played an important role in media and education. A large number of books are published in English in India. India is the third largest English book producing country after the United States and the U.K. Indian writers and poets such as Tara Dutta, Raja Ram Mohan Roy, Sarojini Naidu, Vikram Seth

and Arundhati Roy have contributed to the rich literary tradition of India. Mahatma Gandhi had said, "English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasure; it gives us an introduction to western thought and culture."

English has taken deep roots in India. It is no more a typical English spoken in England or in the United States but has acquired an Indian character. Indians have achieved a great proficiency in it and have Indianized it. Such evolution is not limited to the urban population base, but it is happening across the semi-urban and rural India as well. In reciprocation, several words from Indian languages have officially been added to the English dictionaries over the years!

### **English as a Window to the World**

English is an international language. It is the window to the world. It has become a 'must have' to remain in touch with the outside world. It is a language of opportunity. With the advent of Telecommunication Industry and the Information Technology Enabled Services Industry, along with the big role Indians have played in the development of computers and software industry globally, the opportunities are galore for the English-speaking Indians. French observes that it is only through this language that we have "distilled essence of modern knowledge in all fields of human activity. Anyone who can read English can keep in touch with the world without leaving his own house."

Any language is as wide as the world and as deep as the mind because it has to contain the world and the mind. The myriad thoughts and experiences of man are expressed through language. The importance

of language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel and what we desire. We communicate effectively with our words, gestures and tone of voice in a multitude of situation. "Language is a mirror of mind in a deep and significant sense. It is a product of human intelligence created a new in each individual by operations that lie far beyond the reach of will or consciousness" (Chomsky, 1975).

English language is an easy means of communication in the international arena of life. It places an important role in the mental, emotional and social development of a person. "To give up English would mean cutting ourselves from the rest of the world and destroying the many links which have already been forged" (Munshi, 1938). "We are driven to English principally because we know it is a great deal, we have people who can teach it, and because it is the most important language in the world, today" (Nehru 1957). English is an important foreign language that has attained the status of link language in various countries of the world. Though English is a foreign language it occupies a unique position in India and it is used by a large number of people for a variety of purpose and functions. English is the language of trade, industry and admiration. English language is the gift of Goddess Saraswathy to India (Rajagopalcharya Sharma, 2005).

Language is the sophisticated and creative instrument invented by human mind. Language is more than the apparently simple stream of sound that flows from the tongue of native speaker. It is a complex system of communication with various level of complexity

involving intricate selection and ordering of meanings, sound and larger units and arrangements. As there is no language without sounds, there is no language without words. English belongs to the Indo-European family. Within this family, English is a member of the Germanic branch. English language developed a tendency and respect for correctness in the seventeenth Century. English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language. English is the associate official language of India which has over 1000 million people. Pakistan, Bangladesh and many other nations which were ruled by Britain continue to use English both as an optional medium of instruction in their schools and as one of their official languages. English one among the international language is selected in India as the second language. In order to benefit from English language, proper ways, means, techniques, methods and practices have to be provided. The important fact to be considered is the learner and the factors that influence the learner in second language learning.

### **Importance of Vocabulary**

Vocabulary plays an important role in using a language. The selection of appropriate word in the appropriate situation with proper stress and intonation is very essential for effective use of language. The growth of performing an increasing variety of language experiences is paralleled by growth in the

component abilities and skill and development of vocabulary and in the use of sentences. As a significant building is erected by laying the brick over the previous one, words are the units of language that gain paramount importance. Why is vocabulary development such an important aspect of a student's academic life? Think about the relationship of vocabulary to overall literacy development. A number of studies have shown that vocabulary size in young children is a strong predictor for success in later grades: The larger the children's vocabularies in the primary grades, the greater their academic achievement in the upper grades. The National Reading Panel (NRP; National Institute of Child Health and Human Development, 2000) analyzed scientific studies that led them to conclude that readers' vocabulary is strongly related to their understanding of text. The NRP explained that when students are taught key words before reading text, they have greater comprehension than students who do not receive such instruction. Clearly, the preponderance of such evidence led the NRP to emphasize vocabulary instruction as an essential element of the literacy program. Changes are quick and inevitable. The need to teach in general and teach to English language effectively in particular is the challenge before all the teachers in India. Today, it has become mandatory for the academicians to rethink and revamp their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary teaching methods and techniques need desirable and

radical changes in a view of the demanding job market in the globalized world.

Vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Wilkins rightly says, "**Without grammar very little can be conveyed... but without vocabulary nothing can be conveyed**" (Lewis, 2000). Therefore, the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way.

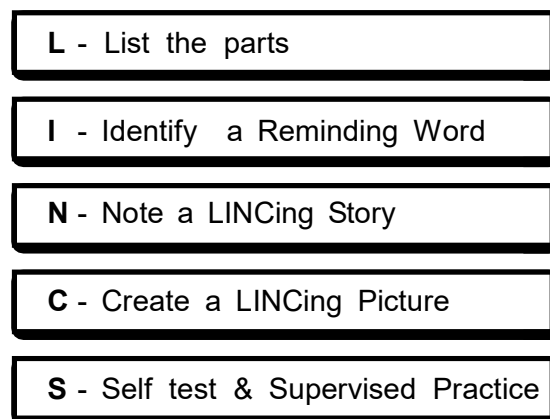
Learning words does not occur in a vacuum; that is, children do not acquire meanings of words in isolation. All learning—both personal and academic—occurs within the socio-cultural environment of the home, community, and classroom. "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community" (Scott, Nagy & Flinspach, 2008). Knowing vocabulary is the key to reading comprehension. The more words a child knows, the better he or she will understand the text. Teachers can teach vocabulary directly or indirectly. Using a variety of effective methods will increase the student's ability to learn new words. It is important to encourage children's vocabulary development so that they develop the language and literacy skills necessary to succeed in school. Children with lower vocabulary skills tend to be the students who struggle to understand the meaning of a story or article as a whole because vocabulary is a building block in learning to read.

## Vocabulary Enrichment Strategies

A good number of vocabulary enrichment strategies are employed in English language classrooms which aid students use words in different contexts. The deliberate teaching of vocabulary is only one part of the language focused learning. (Michael Graves 2006) offers a framework for successful vocabulary pro-grams that supports effective teaching and students' development of word knowledge. "The more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put to the service of words and not the other way round." (Widdowson in Lewis, 1993) Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. According to (Colorado 2007), (Adger, 2002) the average native English speaker enters nursery school knowing at least 5,000 words while the average English language learner may know 5,000 words in his/ her native language but only a few words in English. The reality is that native speakers continue to learn new words while English language learners face the double challenge of building that foundation and closing that language gap.

Figure 1.

### **LINCS Strategy Model**



The LINCS strategy (List the parts, identify a reminding word note a LINCing story, create a LINCing picture, self-test) helps students to learn the meaning of new vocabulary words using powerful memory enhancement techniques. Strategy steps cue students to focus on critical elements of the concept, to use visual imagery, associations with prior knowledge, and keyword mnemonic devices to create a study card and to study the card to enhance comprehension and recall of the concept. In other words, the meaning of the new term is connected to the meaning of a well-known, similar-sounding word in a manner that helps the student recall the meaning of the new term. LINCS are technically referred to as "key-word mnemonics." While these mnemonic devices clearly help students recall definitions for tests, the act of constructing the devices also serve as a powerful instructional activity because the procedures focus students' attention on understanding the critical features of the term and thoroughly understanding its meaning. Visual links provide students with

a kind of mind map that also help students remember the essential features of the meaning of new terms. Critical features of a new term are depicted with pictures or cartoons that help students connect the new meanings to background knowledge via visual images. Pictures provide an alternative to language-based (auditory) means of encoding information, thus reduce, although they do not eliminate, the semantic information processing demands on the learner. This strategy turns productive in memorizing the difficult vocabulary.

The LINC strategy is such a strategy which focuses on retention for vocabulary, complete with "connecting stories" and "pictures". This is a powerful, easy to implement technique that could upgrade any lesson plan. LINC Strategy encourages students to analyze and evaluate information. The LINC strategy is a graphic tool that creates reminders and connections for new vocabulary words. This strategy involves taking a vocabulary word, coming up with a reminding word, writing a sentence using the reminding word to connect to the definition, and drawing a picture. This is a fantastic strategy for both visual and linguistic learners. This strategy can be used in all core content Foreign Language and ESL Classrooms.

This strategy can also be used by Special Educators, Speech Language Pathologists, Paraprofessionals and other people working with students. "Research has demonstrated that the LINC strategy that can be effectively taught in mainstream settings to students with learning disabilities as well as normally achieving students" (LINC, 2003). The research for this strategy

comes from the University of Kansas Center for Research on Learning. This research is also backed by Dr. Marzano. Kansas University studies show that students with LD had an average of 53% on vocabulary pretests, but after applying the LINC strategy improved to 77%. This strategy fits great with Bloom's Taxonomy because students are highly encouraged to analyze and evaluate new information. In terms of multiple intelligence, this is great for Linguistic, Visual, Interpersonal, Intrapersonal, and could definitely be applied to a Musical intelligence.

Teaching vocabulary in the classrooms is as essential as basic words and structures. Vocabulary strategies will develop imagination and improve creativity among learners. Teaching vocabulary strategies will reduce anxiety among learners.

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

It is widely accepted that one must acquire a significant portion of the lexicon in order to master English as a second language. Some second language acquisition researchers also argue that "a solid vocabulary is necessary in every stage of language learning" (Laufer, 1997). Vocabulary and lexis are thus regarded as central in both language learning and teaching. However, researchers have noticed that it is impossible for students to learn all the vocabulary they need in school (Nation & Waring, 1997) (Sokmen, 1997). Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related

words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 2005). In current generation, though there is vast development in the communication of English language in children still they lack in the usage of vocabulary which is the key aspect in the English language. Their knowledge on the vocabulary is very limited and on an average a student uses maximum of only 500 words which will not suffice the competition in the international market. (Stahl 2005) stated, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

Vocabulary is a more complex process than it might appear in the first sight. Words does not stand in isolation; they are part of a complex system that needs to work properly in order to produce the entire communication. It is a process that starts since from the moment of our birth and it develops through time until our last moment. Graves (2000), (Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998), (Herrel, 2004) extends Graves definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental lexicon is that person's knowledge of vocabulary (Krashen, 1998) (Herrel, 2004). (Miller 1999), (Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. According to Gardener (2009) (Adger, 2002) vocabulary is

not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000), (Taylor, 1990).

The LINCS strategy actively involves students in generating their own meanings and images of new vocabulary words. Part of its effectiveness comes from the use of student generated "reminder words" taken from the student's experience. LINCS strategy is one of the strategies that if implemented will enrich the ability of using vocabulary. This strategy has been shown to be effective in previous research (Ellis, 2000). The present narrative method is developed by (Ewin. S. Ellis1992); LINCS learning Strategy is a starter strategy used as a memory device for vocabulary which acts as a basic for reading, learning phonics, spelling and generalizations. Such kind of vocabulary will help the students to gain self confidence in learning. The LINCS Strategy combines summarizing, chunking, non-linguistic representations building and partial vocabulary just to name a few.

Considering the demand of this strategy, it has not been implemented till date in Kerala. The investigator decided to up bring the necessity of LINCS strategy and its importance

### **Statement of the Problem**

The study was organized to enrich the vocabulary among students. So, the experimenter entitled the problem **Effectiveness of LINCS Strategy for Enriching English Vocabulary among Secondary School Students**

### Definition of the Key Terms

The key terms used in the study which need clarification are defined below:

#### Effectiveness:

Effectiveness is the quality of producing the result that is intended or designed (Goldman, 1996). Effectiveness means the use of plan for instruction or presentation which causes a desired change in learners' behavior (Good, 1972). In the present study Effectiveness stands for the outcome of the study which influence of the LINCS strategy on Enriching Vocabulary among students.

#### LINCS Strategy:

LINCS strategy is an Effective memory enhancement technique (Edwin. S. Ellis 1992).

In this study LINCS Strategy stands as a powerful memory enhancement technique. It helps students to remember the essential features of the meaning of new terms. The LINCS strategy (List the parts, identify a reminding word Note a LINCing story, Create a LINCing picture, Self-test).

**L** - List the parts;

**I** - Identify a Reminding Word;

**N** - Note a LINCing Story;

**C** - Create a LINCing Picture

**S** - Self test and Supervised Practice.

#### Vocabulary

Vocabulary is knowledge of words, including explanations of word meaning (Schmitt, 2000). Vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use (Hatch & Brown, 1995)

### Secondary School

The student studying in school comprising classes 8, 9 and 10 (Buch, 2005).

#### Objectives of the Study

- I. To find out the effectiveness of LINCS strategy for enriching English Vocabulary among Secondary School Students.

#### Hypothesis

- I. LINCS Strategy is effective for enriching vocabulary among Secondary School Students compare to Activity Oriented Method.

#### Methodology in Brief

The study intends to find out the effectiveness of LINCS Strategy for enriching Vocabulary among Secondary School Students. In this study the researcher used Quasi Experimental Design with a Pre-test and Post-test non-equalent group design. The sample of the study consists of 100 pupils of standard IX from a Secondary School Kerala state syllabus. For the study one experimental group and another control groups were formulated. The number of students in each group was 50. A test for assessing vocabulary is used this study.

#### Procedure of the Study

In the experimental group 15 classes were taken using Lesson Plans constructed based on LINCS Strategy. In the control group 15 classes were taken using the lesson plan prepared under prevailing method Pre-test and Post-test was administer in both the group.

#### Results and Discussion

Comparison of pre-test scores in enriching vocabulary among secondary school



students in the Experimental and Control groups

The differences between the mean scores of the two groups were tested for

significance by finding the critical ratio. The data and results of the test of significance are given in the table below.

**Table 1**

**Data and results of test of significance of pre-test and post-test scores vocabulary among secondary school students of the experimental and control groups**

Groups	No. of students	Mean	Standard deviation	Critical ratio	Level of significance
Control group	50	21.59	5.32	0.283	Not significant at 0.05 level
Experimental group	50	21.89	5.52		
Control group	50	28.8	8.496	7.39	Significant at 0.01 level
Experimental group	50	38.98	4.762		

The critical ratio obtained for pre-test is 0.283. It is not significant even at 0.05 levels. This shows that there is no significant difference between the means of the pre-test scores of students in the experimental group and control group. Therefore, the two groups do not differ significantly in their Vocabulary in English. So, it is inferred that before the experiment the two groups were more or less the same of the ability. Hence the hypothesis there exist significant difference in the Pre-Test mean score of Experimental and Control group is rejected.

The mean scores of the experimental group (38.98) is greater than that of the control group (28.8). The critical ratio obtained is 7.39, which is highly significant even at 0.01 level. Since the mean of experimental group is greater than that of the control group, it is inferred that experimental group is better than the control group. Hence the hypothesis there exist significant difference in the Post-Test mean score of Experimental and Control group is accepted.

**Table 2**

**Summary of analysis of covariance of pre-test and post-test scores in enriching vocabulary among of students in the experimental and control groups.**

Sources of variation	df	SS <sub>x</sub>	SS <sub>y</sub>	SS <sub>x,y</sub>	SS <sub>y,x</sub>	MS <sub>y,x</sub> (V <sub>y,x</sub> )	Sd <sub>y,x</sub>
Among means	1.00	2.25	2590.8	76.35	2467.24	2467.24	5.44
Within groups	97.00	2738.99	4648.5	2206.29	2871.29	29.60	
Total	98.00	2741.24	7239.3	2282.64	5338.53		

The obtained  $F_{y,x}$  ratio was tested for significance. Since the table value of F ratio for df 1/77 is 6.90 at 0.01 level the obtained  $F_{y,x}$  ratio is highly significant even at 0.01 level ( $F_{y,x} = 83.35$ ;  $p < 0.01$ ). It is clear from the significant  $F_{y,x}$  ratio that the two final means which depend upon the experimental and control variables differ significantly after they have been adjusted for initial difference

on x. The adjusted means of post-test scores (xy means) of students in the experimental and control groups were calculated. The difference between the adjusted y means was tested for significance. The data for adjusted y means of post-test scores of students in experimental and control groups are given in the following table.

**Table 3**

**Data for adjusted means of post-test scores in enriching vocabulary in the experimental and control groups**

Groups	N	$M_x$	$M_y$	$M_{y,x}$ (Adjusted)
Experimental	50.00	21.89	39.0	38.86
Control	50.00	21.59	28.8	28.92
General means	100.00	21.74	33.89	

Adjusted y means for pre-test scores are tested for significance for df 1/77. The obtained t value is 9.13 and the table value for significant difference for df 77 is 2.58 at 0.01 level ( $t = 9.13$ ;  $p < 0.01$ ). The significant difference between the adjusted y means indicates that the students of the experimental and control groups differ significantly in their vocabulary in the post-test. So the mean of the post-test scores of experimental and control groups clearly show that the experimental group is superior in the Enriching Vocabulary Among secondary school students. It may therefore be tentatively interpreted that the Enriching Vocabulary Among students taught through LINCS Strategy is better than those of students taught.

### Findings of the Study

From the statistical inference it is clear that LINCS Strategy is effective for

English Vocabulary Enrichment among secondary school students compare to Activity Oriented Method (AOM). So, the hypothesis that the LINCS Strategy is effective for enriching vocabulary among secondary school students compare to Activity Oriented Method is accepted.

### Educational Implication

The present investigation was basically intended to study the effectiveness of LINCS Strategy for Enriching English Vocabulary among Secondary School level. The findings of the study have certain implications which are expected to help the teachers, parents and many others concerned with the educational field to know the extent of Effectiveness of LINCS Strategy in Enriching English Vocabulary among Secondary School Level. The important implications are given below:

1. The present study brings to light the fact that the LINCS Strategy promotes vocabulary enrichment among secondary school level in English classrooms. The study has shown that English vocabulary among secondary school level is enhanced when the students are exposed to LINCS Strategy of teaching. The students taught using LINCS Strategy came up with more innovative ideas than those taught using prevailing method.
  2. The authorities concerned with secondary Education system should take adequate steps in framing a curriculum that should be appropriately flexible to students' abilities, interest and learning styles. In addition, new strategies should include in their curriculum. This encourages students to engage in all kinds of thinking, feeling and doing that characterize the work of practicing professional.
  3. The study has shown that LINCS strategy is superior to prevailing method. Hence teacher must be encouraged to apply this strategy while teaching English Vocabulary.
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# Socio-Emotional Competence of Teachers in Relation to their Job Satisfaction

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## Abstract

The role of the teacher goes beyond mere teaching. They serve as a student's external guardians, mentors, counsellors, and other roles in addition to being educators. A strong and healthy relationship based on trust, mutual respect, and civility will be developed in the future generation when teachers provide children with the emotional security they require and are welcomed, valued, and appreciated. Teachers who are socio-emotionally competent may be able to employ productive, cognitive-based behaviour management and teaching strategies during classroom interactions thereby providing timely assistance. The main purpose of the study is to find out the relationship between socio-emotional competence and job satisfaction of teachers. Data were collected using descriptive survey method. A sample of 142 teachers, 27 persons (19.01%) male and 115 persons (80.98%) female, randomly chosen from different schools of Thrissur, Malappuram and Palakkad districts, teaching at various levels were selected for the study. Major findings of the study : There exists significant correlation between socio-emotional competence and job satisfaction of teachers ( $r = 0.316, p < .001$ ). There exists significant positive relationship between job satisfaction and relationship skills of teachers ( $r = 0.489, p < .001$ ). There exists more than 9% predictive ability of socio-emotional competence on job satisfaction of teachers.

**Key Words** : Socio-emotional Competence, Job Satisfaction, Pandemic etc.

## Introduction

The role of teachers has significantly changed throughout time in the modern era with the introduction of new teaching approaches and the manner that digital and smart learning has penetrated in the area of education. A proverb from Indian philosophy that dates back to the Sanskrit language, "Gurustu dipavanmargadarsakah," which means

"The Teacher is like a lamp which lights up the path," effectively illustrates the importance of the teacher in a person's life. Teaching is an emotional practice (Hargreaves, 2000). The role of the teacher goes beyond mere teaching. They serve as a student's external guardians, mentors, counsellors, and other roles in addition to being educators. A teacher's job is extremely important since it

is their duty to provide students with the knowledge and expertise they need to practise in facing the unexpected life experiences. Teachers enable learners to evaluate what is significant and what to do in life to create a better tomorrow. Children will take the necessary risks to explore and learn new things when they feel safe and comfortable in their immediate surroundings. The feeling of security and safety comes from nourishing environment where teachers consistently demonstrate consideration and care for the children's social and emotional needs. A strong and healthy relationship based on trust, mutual respect, and civility will be developed in the future generation when teachers provide children with the emotional security they require and are welcomed, valued, and appreciated.

Even during the pandemic and subsequent lockdown of educational institutions, teachers discharged their roles and responsibilities diligently to balance the educational progression and wellness of the learners. Post-Covid Research studies at the national and international levels revealed the pandemic's social and emotional impacts on teachers' wellbeing. Numerous observational studies have shown that educators are frequently affected by psychological symptoms such depression, stress, anxiety and discomfort nowadays. The pandemic outbreak has had a significant impact on teachers' mental, social, and physical health. To retain internal balance when facing such challenging situations, teachers need to respond with assertiveness, awareness, and emotional expression. Teachers must be able to exhibit empathy and social sensitivity toward every

student, regardless of how well they perform in class, while treating any issues in the classroom as normal. Social upheavals brought on by the pandemic and excessive use of digital gadgets have replaced typical childhood activities and increased psychological anguish, which has a negative effect on the quality of relationships between parents and children. Teachers who are socio-emotionally competent may be able to employ productive, cognitive-based behaviour management and teaching strategies during classroom interactions thereby providing timely assistance. The interactions that are built in the classroom and the pedagogical skills both heavily depend on a teacher's socio-emotional competence. Education will be more effective if teachers develop these skills because they will be in a better position to interact favourably with other educators and fellow students. Accordingly, socio-emotional competence is a key area of concentration in teacher preparation courses too.

### **Significance of the Study**

Research in the neurosciences demonstrates that humans and other primates have mirror neurons that mimic other people's actions and emotions and give them the motivation to feel and act in the same way. The "ability to mirror" is fundamental for understanding and empathising with others and is an essential component of human social behaviour, according to supporting evidence from evolutionary biology and social cognition (Gallese & Goldman, 1998). Milkie & Warner (2011) outlined the impact of teacher-student interactions on both classroom learning and student wellbeing. The study also discovered that teachers with greater levels

of stress had more students with mental health issues in their classes. These results strongly imply that teachers transmit their stress to their students, impairing their socio-emotional development and adversely affecting their academic growth. Teachers ought to be equipped with both skills and expertise that can assist them to filter their anxiety and stress and calm them in points of time. The best learning occurs when teachers could really model socio-emotional skills in the classroom. Leading researchers in the field of social-emotional learning claim that teachers who have social-emotional competences (SEC) are less prone to burn out because they can deal with challenging situations more successfully. Teachers' affective reactions to their job or to their teaching position are referred to as "teachers' job satisfaction" in the field of work psychology (Skaalvik & Skaalvik, 2011). Numerous studies have demonstrated a negative correlation between job satisfaction and level of experienced stress and that instructors are more likely to be dissatisfied when they are stressed out. Although occupational stress and satisfaction are often experienced on an individual basis, they are thought to have communal effects on the entire society. This highlights the significance of teachers' socio-emotional competence and job satisfaction in students' academic and emotional wellbeing. Considering these facts a study to reveal the relationship between socio-emotional competence and job satisfaction of teachers in Kerala was conducted. The title of the study is **Socio-Emotional Competence of Teachers in Relation to their Job Satisfaction.**

## Definition of Key Terms

### Socio-Emotional Competence

Socio-Emotional Competence encompasses an array of skills, such as successfully forming and maintaining social relationship, achieving appropriately in social situations, being sensitive to the emotions of others and effectively managing one's own emotion.

### Job Satisfaction

Job Satisfaction is defined as the level of contentment employees feel with their job. This goes beyond their daily duties to cover satisfaction with team members / managers, satisfaction with organisational policies and the impact of their job on employees' personal lives.

### Objectives of the Study

- ◆ To find out the relationship between socio-emotional competence and job satisfaction of teachers.
- ◆ To find out the relationship between job-satisfaction and dimensions of socio-emotional competence such as,
  - ◆ Self-awareness
  - ◆ Self-regulation
  - ◆ Social-awareness
  - ◆ Relationship Skills
  - ◆ Decision Making
- ◆ To find out the predictive ability of socio-emotional competence on job satisfaction of teachers.

### Hypotheses of the Study

- ◆ There exists significant relationship between socio-emotional competence and job satisfaction of teachers.

- ◆ There exists significant relationship between job-satisfaction and dimensions of socio-emotional competence such as,
  - ◆ Self-awareness
  - ◆ Self-regulation
  - ◆ Social-awareness
  - ◆ Relationship Skills
  - ◆ Decision Making
- ◆ There exists predictive ability of socio-emotional competence on job satisfaction of teachers.

**Methodology of the Study**

**Method**

Survey method was used for the study. The main purpose of the study is to find out the relationship between socio-emotional competence and job satisfaction of teachers. Data were collected using descriptive survey method while taking into account the nature of the problem under research. To gather data on gender, age, schools/institutions, and category of teaching, as well as to understand the teachers’ socioemotional competency and job satisfaction, an online survey with an adapted questionnaire was used. The participants were asked to answer truthfully, and their identities were treated confidentially.

**Table 1**

**Data and result of the significance of relationship between socio-emotional competence and job satisfaction of teachers.**

Variable	N	R	P
Socio emotional competence	142	0.316***	<.001
Job Satisfaction			

**Sample**

A sample of 142 teachers, 27 persons (19.01%) male and 115 persons (80.98%) female, randomly chosen from different schools of Thrissur, Malappuram and Palakkad districts, teaching at various levels were selected for the study.

**Tools Used**

Two major tools were employed in the study for data collection. An adapted version of the Forcina Survey Instrument developed by Leslie Carole Forcina was used to test socio-emotional competence and Job Satisfaction scale to measure job satisfaction. The google form used consists of 24 items, each of which is graded on a 5-point Likert scale that ranged from strongly disagree to strongly agree. Reverse-scored items were also employed in order to prevent respondents from giving generalised responses.

**Statistical Analysis**

The data were analysed using inferential statistical methods such as linear regression and Karl Pearson’s product moment correlation. JAMOVI software was used for data analysis.

**Data Analysis and Interpretation**

Analysis of significant relationship between socio-emotional competence and job satisfaction of teachers.

Table 1 indicates that the r value is 0.316 and p value is  $< 0.001$ . The results reveal that there exists significant positive correlation between socio-emotional competence and job satisfaction of teachers.

The relationship can be verbally interpreted as weak positive correlation.

Analysis of the relationship between job-satisfaction and dimensions of socio-emotional competence of teachers.

**Table 2**

**Data and result of relationship between job-satisfaction and dimensions of socioemotional competence of teachers.**

Dimensions of Socio-emotional competence	Job Satisfaction		
	N	r	P
Self-Awareness	142	0.093	0.271
Self-Regulation	142	0.164	0.051
Social Awareness	142	0.104	0.220
Relationship Skills	142	0.489***	$< .001$
Decision Making	142	0.041	0.630

Table 2 indicates that the coefficient of correlation between job satisfaction and the dimensions of socio-emotional competence of teachers such as self-awareness, self-regulation, social awareness, relationship skills and decision making are 0.093, 0.164, 0.104, 0.489 and 0.041 respectively. The correlation between job satisfaction and relationship skill

is highly significant ( $p < .001$ ). This shows that there exists significant positive relationship between job satisfaction and relationship skills of teachers.

Analysis of the predictive ability of socio-emotional competence on job satisfaction of teachers.

**Table 3**

**Result of simple linear regression analysis to predict job satisfaction from socio-emotional competence.**

Model	R	$r^2$	Adjusted $r^2$	Std. error of estimate
1	0.316	0.0996	0.0931	0.316

Table 3 indicates that the value of r shows a low level of prediction. Adjusted  $r^2$  value shows that more than 9% of job satisfaction can be predicted with socio-emotional competence. It shows that socio-emotional competence alone cannot account for 90% of the difference in job satisfaction among teachers. Therefore, there must be

more factors that have an impact on job satisfaction of teachers.

### Major Findings of the Study

- ◆ There exists significant correlation between socio-emotional competence and job satisfaction of teachers ( $r = 0.316$ ,  $p < .001$ ).



- ◆ There exists significant positive relationship between job satisfaction and relationship skills of teachers ( $r = 0.489$ ,  $p < .001$ ).
- ◆ There exists more than 9% predictive ability of socio-emotional competence on job satisfaction of teachers.

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

Teaching is an emotional practice (Hargreaves, 2000). In order to properly manage their emotions and the stress that comes with it, teachers need assistance in building their own social and emotional competence. This would indeed be helpful in enhancing the job satisfaction level of teachers which is a highly influential factor on teachers' performance and effectiveness. Social upheavals caused by the pandemic and over use of digital devices have increased psychological distress among all human beings in the world. Socio-emotionally competent teachers could only be to manage these unprecedented challenges effectively making use of cognitive-based behaviour management techniques in the classroom. The effectiveness of education will increase if teachers enhance their socio-emotional competence since they will be better able to engage positively with other teachers and pupils. Intervention tools like Emotion Coaching enable teachers to assist in reducing disruptive behaviours in the classroom. The requirement for socio-emotional competence in teacher training programmes is therefore essential. Teacher education programmes that typically lacks such training should figure out ways in infusing strategies for teacher trainees to understand how emotions and emotion-related behaviour impact teaching and learning.

### **Conclusion**

The present study reveals significant correlation between teachers' socio-emotional

competence and job satisfaction. Therefore, in order to improve teaching performance and to build skills that will enable them appropriately manage the classroom, it is essential to strengthen the socio-emotional competences of prospective teachers. This will help create a setting that is secure, equitable, and trustworthy and encourages self-confidence, assertiveness, empathy, and the use of effective teaching and learning techniques to improve student performance. The implementation of training programmes in emotional competencies ought to be viewed as a crucial component of providing a quality education.

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# Effectiveness of Selected Graphic Organizers in the Achievement of Economics at Higher Secondary Level

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## **Abstract**

*Students are required to think in multiple directions when graphic organizers make learning an active and meaningful process. Graphic organizers help the students to generate mental images to go along with information and create graphic representation for information. They help to make a curriculum more supportive to students and teachers. It is an instructional tool to illustrate a student or class prior knowledge about a topic or section of a text. It provides a face-to-face interaction within the classroom, which helps the students to learn without any difficulty. The objective of the present experimental study was to find out the effectiveness of selected graphic organizers on the achievement in economics among higher secondary students. It also aimed to find out whether there is any significant difference in the means of the post-test scores of control group and experimental group. It also aimed to find out whether there is any significant difference in the means of the post-test scores of control group and experimental group with reference to the objective-comprehension. The investigator used Quasi Experimental method with Non-Equivalent Pre-test Post-test Design. The study was conducted on a sample of 90 students of standard eleven. The study proved that graphic organizers is more effective than the prevailing method on achievement in economics.*

**Key Words :** *Graphic Representation, Cognitive Organizers, Advance Organizers, Effectiveness, Relationships etc.*

## **Introduction**

Many students are visual learners. So visual approach to brain storming or organizing information is essential. Graphic Organizers appear to be a valid approach in this direction to utilize in teaching and learning. Students are required to think in multiple directions when Graphic Organizers make learning an active and

meaningful process. Organizers help the students to generate mental images to go along with information and create graphic representation for information. Graphic Organizers are called in varieties of names, including knowledge maps, story maps, concept maps, mind maps, cognitive organizers, advance organizers or concept diagram.

Graphic Organizers help to make a curriculum more supportive to students and teachers. It is an instructional tool to illustrate a student or class prior knowledge about a topic or section of a text. Graphic Organizers convey relationships and content structures in a pictorial fashion.

Through the Graphic Organizer students find very easy to learn their subject. At the same time, it provides a face-to-face interaction within the classroom, which helps the students to learn without any difficulty.

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

Considering these facts, with a view to assess the effectiveness of certain graphic organizers the present study was carried out. The study was entitled as **Effectiveness of Selected Graphic Organizers in the Achievement of Economics at Higher Secondary Level.**

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

##### ◆ **Effectiveness**

It is the use of plan for instructions of presentation, which causes a desired change in the learner's behavior (Good, 1972). Effectiveness has the meaning of outcome.

##### ◆ **Graphic Organizers**

A Graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task.

##### ◆ **Achievement in Economics**

For the present study, Achievement in Economics is considered to be the total score obtained by an individual as measured in the achievement test

conducted by the investigator in Economics of the selected unit.

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

1. To find out whether there is significant difference in the means of the post-test scores of control group and experimental group.
2. To find out whether there is significant difference in the means of the post-test scores of control group and experimental group with reference to the objective-comprehension
3. To find out whether there is significant difference in the means of the post-test scores of control group and experimental group with reference to the objective-Application.
4. To find out whether there is significant difference in the means of the post-test scores of control group and experimental group with reference to the objective-Analysis.
5. To find out whether there is significant difference in the means of the post- test scores of control group and experimental group with reference to the objective-Synthesis.
6. To find out whether there is significant difference in the means of the post-test scores of control group and experimental group with reference to the objective-Evaluation.

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

1. There is significant difference in the means of the post-test scores of control group and the experimental group.
2. There is significant difference in the means of the post- test scores of control group and

- experimental group with reference to the objective comprehension.
3. There is significant difference in the means of the post- test scores of control group and experimental group with reference to the objective Application.
  4. There is significant difference in the means of the post- test scores of control group and experimental group with reference to the objective-Analysis.
  5. There is significant difference in the means of the post- test scores of control group and experimental group with reference to the objective Synthesis.
  6. There is significant difference in the means of the post- test scores of control group and experimental group with reference to the objective Evaluation.

#### **Methodology in Brief**

The investigator used Quasi Experimental method with Non-Equivalent Pre-test Post-test Design.

#### **Sample and Population**

The study was conducted on a sample of 90 students of standard eleven.

#### **Tools Used**

The tools used were:

- a. Lesson transcripts developed by the investigator based on Graphic Organizers strategy.
- b. Achievement test prepared by the investigator.

#### **Procedure of the Study**

The procedure adopted for conducting the experiment was as follows:

1. Administration of Pre-test
2. Providing Learning Experiences to the Experimental group

3. Providing Learning Experiences to the control group
4. Administration of the post test.

#### **Scope of the Study**

It is expected that the findings of the study will help curriculum planners and those who are connected with the educational field to understand the effectiveness and necessity of the application of this new technique in the teaching of economics.

It will help the teachers to understand effectiveness and necessity of the application of Graphic Organizers in the teaching of economics.

It is hoped that the findings of the present study will help to find new frontiers of educational practice.

#### **Limitation of the Study**

The study was confined to only one school and the sample was reduced to 90 students.

Due to Practical reasons the investigator selected only eleventh standard students as sample.

Due to paucity of time, the content of the Graphic Organizers was limited to one unit in economics of XI standard.

Due to limited time and resources, the investigator could not evaluate the nurturing effects specifically.

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

The independent variables used in the present study were:

- ◆ Graphic organizer strategy; and
- ◆ Conventional method

The dependent variable used was:

- ◆ Student's achievement in Economics, which was measured by administering an achievement test at the end of the experiment.

#### **Brief Explanation of Activities**

- ◆ Administration of pre-test

The researcher administered a pre-test to both the experimental group and control group before conducting the experiment. Proper instructions related to answering the questions were given before the administration of the test. The good rapport of the teacher and pupil really motivated the students to respond naturally. Their score was collected through the evaluation of the answer sheets.

- ◆ Providing learning experiences to the experimental group

After conducting the pre-test, the experimental group was taught the unit "Indian Economy 1950-1990" using Graphic Organizer strategy. The teaching was based on the lesson transcripts already prepared in accordance with the Graphic Organizer strategy. The investigator herself was the teacher in the experimental class. Ten periods of 45 minutes duration were required to complete the unit for the experimental group.

- ◆ Providing learning experiences to the control group

The control group was taught the same unit "Indian Economy 1950-1990" using the conventional method which is according to the regular classroom procedure. The topic was taught by the researcher herself. The

investigator took ten periods each of 45 minutes duration to complete the unit.

- ◆ Administration of the post test

After taking the classes in both the experimental and control groups the achievement of the students in both the groups were assessed by taking a post-test. Information regarding the post-test was given to the students before the completion of teaching for both the group 'A' and 'B'. The post-test was administered in the same day for both the groups; the answer sheets were collected and scored.

#### **Statistical Techniques Employed**

The pre-test scores and post-test scores of the experimental and control groups were consolidated for statistical analysis. Since the aim of the study was to determine the effectiveness of Graphic Organisers over the Conventional Method, it was necessary to find out whether there is any significant difference between means scores of post-test of both experimental and control group.

#### **Hypotheses Testing**

Corresponding to objectives of the study appropriate hypotheses were formulated and they were tested.

#### **Hypothesis - 1**

1. There is significant difference in the mean of the post test scores of control group and experimental group.

To test this hypothesis, the 't' value was calculated and its details are presented in table 1

**Table 1****Post-test scores of experimental and control groups and 't' value**

Group	No. of Students	Mean	SD	't' value	Level of Significance
Experimental	45	18.5	13.72	5.32	Significant at 0.05 level
Control	45	14.29	4.23		

From table 1, it is observed that obtained 't'- value for post-test is 5.32 which is greater than the table value 1.99 at 0.05 level. Hence the hypothesis is accepted. This shows that there is significant difference between the experimental and control groups with regard to their achievement in Economics for post-test.

The mean post-test scores of the groups helped to state that through the treatment the experimental group achieved more than the control group. Thus, it can be inferred from the

interpretation of the findings that the Graphic Organizers helped the experimental group to achieve better than the control group. So, it can be concluded that the Graphic Organizers is more effective than the conventional method on achievement in Economics.

**Hypothesis 2**

2. There is significant difference in the mean of the post-test scores of control group and experimental group with reference to the objective - comprehension.

**Table 2****Post-test scores in economics of experimental and control groups under the objective-comprehension.**

Group	No. of Students	Mean	SD	't' value	Level of Significance
Experimental	45	4.5	1.023	2.007	Significant at 0.05 level
Control	45	4.02	1.237		

From the table 2 it is observed that obtained 't'- value for post-test is 2.007 which is greater than the table value 1.99 at 0.05 level. Hence the hypothesis is accepted. From this result we can understand that the two groups differ significantly in their academic ability at comprehension level in the Post-test.

Since the mean score of the experimental group is greater than of the control group for post-test, the experimental group is superior to the control group in achievement in Economics at comprehension level. So it can

be concluded that the performance of the experimental group taught through Graphic Organizers is better than that of control group taught through conventional method with regard to achievement in Economics under the category of objective-Comprehension.

**Hypothesis - 3**

3. There is significant difference in the mean of the post-test scores of control group and experimental group with references to objective - Application.

**Table 3****Post-test scores in economics of experimental and control groups under the objective-Application**

Group	No. of Students	Mean	SD	't' value	Level of Significance
Experimental	45	10.27	3.25	4.339	Significant at 0.05 level
Control	45	7.38	3.07		

From table 3 it is observed that obtained 't'- value for post-test is 4.339 which is greater than the table value 1.99 at 0.05 level. Hence the hypothesis is accepted. From this we can understand that the two groups differ significantly in their achievement for post-test at Application level.

Since the mean post-test score of experimental group is greater than that of control group, the experimental group is superior to the control group in achievement in Economics at

**Table 4****Post-test scores in economics of experimental and control groups under the objective-analysis**

Group	No. of Students	Mean	SD	't' value	Level of Significance
Experimental	45	2.72	1.17	4.67	Significant at 0.05 level
Control	45	1.67	0.9495		

From the table 4 it is observed that obtained 't'- value for post-test is 4.67 which is greater than the table value 1.99 at 0.05 level. Hence the hypothesis is accepted. From this we understand that the two groups differ significantly in their achievement for post-test at analysis level.

Since the mean score of experimental group is greater than that of control group for post-test, the experimental group is superior to the control group in achievement in Economics

Application level. Hence it can be concluded that the performance of the experimental group taught through Graphic Organizers is better than that of control group taught through conventional method with regard to achievement in Economics at Application level.

**Hypothesis - 4**

- There is significant difference in the mean of the post-test scores of control group and experimental group with references to the objective Analysis.

at analysis level. Hence it can be concluded that the performances of the experimental group taught through Graphic Organizers is better than that of control group taught through conventional method with regard to achievement in Economics at analysis level.

**Hypothesis 5**

- There is significant difference in the mean of the post-test scores of control group and experimental group with references to the objective Synthesis.

**Table 5**  
**Post-test Score in economics of experimental and control groups under the objective-synthesis.**

Group	No. of Students	Mean	SD	't' value	Level of Significance
Experimental	45	2.1	1.14	3.23	Significant at 0.05 level
Control	45	1.411	0.864		

From table 5 it is observed that obtained 't'- value for post-test is 3.23 which is greater than the table value 1.99 at 0.05 level. Hence the hypothesis is accepted. From this we understand that the two groups differ significantly in their achievement for post-test at synthesis level.

Since the mean score of experimental group is greater than that of control group for post-test, the experimental group is superior to the control group in achievement in Economics

**Table 6**  
**Post-test scores in economics of experimental and control groups under the objective-evaluation**

Group	No. of Students	Mean	SD	't' value	Level of Significance
Experimental	45	2.34	1.11	3.23	Significant at 0.05 level
Control	45	1.412	0.8		

From table 6 it is observed that obtained 't'- value for post-test is 3.23 which is greater than the table value 1.99 at 0.05 level. Hence the hypothesis is accepted. From this we can understand that that the two groups differ significantly in their achievement for post-test at Evaluation level.

Since the mean score of experimental group is greater than that of control group for post-test, the experimental group is superior to the control group in achievement in Economics at Evaluation level. Hence it can be concluded

at synthesis level. Hence it can be concluded that the performance of the experimental group taught through Graphic Organizers is better than that of control group taught through conventional method with regard to achievement in Economics at synthesis level.

#### Hypothesis 6

- There is significant difference in the mean scores of post-test of control group and experimental group with reference to the objective - Evaluation.

that the performance of the experimental group taught through Graphic Organizers is better than that of control group taught through conventional method with regard to achievement in Economics at Evaluation level.

#### Findings of the Study

- Graphic Organizers is more effective than the prevailing method on achievement in Economics.
- The performance of the experimental group taught through Graphic Organizers is better



than that of the control group taught through conventional method, with regard to achievement in Economics under the objective-comprehension.

- ◆ The performance of the experimental group taught through Graphic Organizers is better than that of control group taught through conventional method, with regard to achievement in Economics under the objective Application.
- ◆ The performance of the experimental group taught through Graphic Organizers is better than that of control group taught through conventional method with regard to achievement in Economics under the objective Analysis.
- ◆ The performance of the experimental group taught through Graphic Organizers is better than that of control group taught through conventional method with regard to achievement in Economics under the objective Synthesis.
- ◆ The performance of the experimental group taught through Graphic Organizers is better than that of control group taught through Conventional method with regard to achievement in Economics under the objective Evaluation.

### **Educational Implications**

On the basis of the findings of the study the following suggestions are made.

1. The application of Graphic Organizers on teaching should be encouraged among teachers since it is proved itself to be more effective than the Conventional method.
2. Before implementing the Graphic Organizers, the teachers should be aware with

the theory and practice related to Graphic Organizers. For this it is better to include Graphic Organizers in the syllabus for teacher training courses.

3. Orientation to the Graphic Organizers in the form of in-service training should be provided to teachers so that they can apply it effectively in classroom.
4. Graphic Organizers strategy should be introduced in schools especially at higher secondary level because it found to be very effective in teaching learning process.
5. Graphic Organizers should be introduced in schools because it facilitates better learning and retention.
6. Graphic Organizers should be used to teach the students with learning disabilities.
7. Use of Graphic Organizers is a valuable component of students' academic achievements. So, it should be included in curriculum to make supportive to the students.

### **Conclusion**

By studying Economics, students know how to build a nation progressively by using its scarce resources. As the education fashions and moulds the students for the society, it is inevitable for the development of the country. Most of the nations concentrate their attention on the ways and means of maximizing the output of learning in terms of pupils as well as teacher's behaviour. The present experimental study is undertaken with the objective of finding the relationship between the Effectiveness of Graphic Organizers strategy over the conventional method at higher secondary level. It came to conclude that Graphic organizers can contribute to increase

both classroom and achievement test scores among the students. At the same time, it is more interesting and innovative when compared to conventional method. The investigator believes that, this study could bring out certain important step from the part of authorities to make use this study by implementing Graphic organizers among the study materials for the students.

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# Effectiveness of Self-Directed Learning (SDL) Strategy on Achievement in Social Science among Secondary School Students

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## Abstract

*Education tells men how to think, how to work and how to make decisions properly. Through education only, one can establish a separate identity. The true revolution in education will come from the application of modern strategies, so that children can learn at their own pace both within and outside the classroom. Such life related activities of people in the society and their cultural development are the main subject matter of social science. Though group-oriented, the present method of learning social science is not very effective up to the expected level. In this context the investigator felt that SDL strategy would be of great help in arousing the curiosity, analytical and synthetic abilities, and problem-solving ability of backward, gifted and the average children in learning of social science. The present investigation intended to study the effectiveness of SDL strategy among secondary school students on their social science achievement. Experimental method with pre-test post-test non-equivalent group design was used by the investigator. Two intact groups of pupils of standard IX were selected as the sample. The significant difference observed in t-value (3.58) of post-test scores at 0.01 level showed the superiority of experimental group, in which SDL strategy was used, over control group, in which existing method of teaching was used. The significant difference in t-value 3.829 of gain scores showed that experimental group has better achievement than the control group.*

**Key Words :** Globalization, Strategies, Disciplines, Problem-solving, Self-directed etc.

## Introduction

The chief task of education is to make man, or to guide the evolving dynamism through which man forms himself as a man. Human beings are unable to survive properly without education. By means of education only, one's potential can be used to the

maximum extent. Education tells men how to think, how to work, how to make decisions properly. Through education only, one can establish a separate identity.

Globalization has transformed the world into one big village. It is possible for us to know about the different cultures, or

events taking place at the other end of the world today. Students must know how to learn every day, how to adapt to rapidly shifting circumstances, and how to take independent initiative when opportunity disappears. The true revolution in education will come from the application of modern strategies, so that children can learn at their own pace both within and outside the classroom. The aim of effective teaching strategies is to advance student learning.

Social Science is a subject which encompasses diverse concern of society and includes a wide range of content drawn from the disciplines of History, Geography, Political Science, Economics, Sociology, Anthropology and Civics. The life related activities of people in the society and their cultural development are the main subject matter of Social Science. It is the scientific study of people in the society. The various activities of man as a member of society have been organized into different subjects.

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

It is believed that prevailing system of education in Kerala moves through a fixed way classroom learning. And it is focused on the activities by which the learner acquires facts, roles and action sequence. The majority of learners acquire outcomes only at the lower level of behavioural complexity-knowledge, understanding and application. The learning is not effective enough to make pupil develop their abilities to the fullest extent possible.

The group-oriented method of learning Social Science is not very much effective up to the expected level, to train the student to have extension of knowledge throughout the

life, because a heterogeneous group is taught using the same method of instruction. It will not satisfy the needs and interest of the individual child. Here comes the need for Self-directed study. In this context the investigator felt that SDL would be of great help in arousing the curiosity, the analytical and synthetic abilities, and problem-solving ability of backward, gifted and the average children in learning Social Science.

### **Statement of the Problem**

The present study was intended to study the effectiveness of SDL. Hence the study stated as **Effectiveness of Self-Directed Learning (SDL) Strategy on Achievement in Social Science among Secondary School Students.**

### **Definition of Key Terms**

#### **Effectiveness**

The term effectiveness stands for the outcome of the study, when the influence of one fact or condition is dependent on the presence or absence of another factor or condition.

#### **Self-Directed Learning :**

Self-directed learning is a process where individuals take primary charge of planning, continuing and evaluating their learning experiences (Merriam et al., 2007)

#### **Learning Strategies :**

Learning strategy refers to the student's general approaches to a variety of learning tasks or it may refer to their chosen way of tackling a popular task.

#### **Achievement :**

Achievement is the accomplishment of proficiency of performance in a given skill or body of knowledge.

**Secondary School Students :**

The term secondary school students is used to denote students attending standard VIII, IX, & X in one of the recognized schools of Kerala. For the present study standard IX was considered as the representative of the secondary school students.

**Social Science :**

Social Science is one of the school subjects that deals with human relationship in a scientific way. It includes major disciplines like History, Geography, Political Science, Economics, Sociology, Anthropology and Civics.

**Variables Selected for the Study****Independent Variable**

Independent Variables selected for the study are self-directed learning strategy in teaching Social Science and existing method in teaching Social Science.

**Dependent variable**

The dependent variable selected for the study is achievement in Social Science of secondary school students.

**Objectives of the Study**

The present study intends to achieve the following objectives.

1. To compare the mean pre-test scores of the experimental group and control group for the total sample.
2. To compare the mean post-test scores of experimental group and control group for the total sample.
3. To determine the gain scores of experimental and control groups for the total sample.

4. To compare the gain scores of experimental and control groups for the total sample.
5. To study the effectiveness of self-directed learning strategy on achievement in Social Science.

**Hypotheses of the Study**

On the basis of objectives of the study, the following hypotheses were formulated.

1. There is no significant difference between the mean pre-test scores of experimental group and control group for the total sample.
2. There is no significant difference between the mean post-test scores of experimental group and control group for the total sample.
3. There is no gain in experimental and control groups for the total sample.
4. There is no significant difference between the gain scores of experimental and control groups for the total sample.
5. There is no significant difference between the achievements of pupils learned through self-directed learning strategy and existing method of learning Social Science.

**Methodology in Brief**

The true experimental pre-test post-test equivalent group design was used by the investigator. Since the effectiveness of SDL strategy on achievement in Social Science among secondary school students had to be studied in comparison with the prevailing method of teaching, two divisions from standard IX of H.I.H.S. School were taken, as the experimental group and control group.

A pre-test was developed and administered on pupils in both the experimental and control groups. After administering the pre-test, the experimental group was provided with self-directed learning strategy and the control group with prevailing method.

When all classes were over, the same test was administered as post-test. The achievements of pupils in both the groups were subjected to statistical treatment to determine the influence of SDL for learning Social Science.

### **Design for the study**

A research design is a mapping strategy. It is essentially a statement of the object of the enquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the findings.

Realizing the major objectives of the study, the investigator formulated an experimental design in which the experiment involved a comparison of the effectiveness of the SDL with that of existing method of teaching. The study was conducted using the pre-test – post-test equivalent groups design.

### **Sample selected for the study**

As it was an experimental study, the investigator selected two intact groups of pupils of standard IX, studying in two divisions, from H.I.H.S S, Edavanakad. Fifty students were included in control group and other fifty were in the experimental group as a representation of the whole secondary level. The total sample for the study was hundred.

### **Tools**

Tools used in the present study were prepared by the investigator with the help of

supervising guide. The following tools were used by the investigator for the present study.

1. A standardized achievement test in Social Science.
2. Learning-Guide based on self-directed learning strategy.
3. Lesson design based on prevailing activity-oriented approach.

### **Statistical techniques used**

The following statistical techniques have been used for the analysis of data in the present study.

#### **Preliminary Analysis**

For preliminary analysis mean, median, mode, standard deviation, skewness and kurtosis were calculated.

#### **Major Analysis**

1. Test of significance of difference between means.

This test was used to compare the relevant variables between the experimental and control groups

2. Single Factor Analysis of Covariance (ANCOVA)

To study the effectiveness of self-directed learning strategy on the achievement of pupils, single factor ANCOVA was utilized.

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

- ◆ Comparison of mean post-test scores of experimental and control groups for the total sample

Mean and standard deviations of the post-test score were subjected to the test of significance of difference between means. The data and results of the t-test are presented in Table 1.

**Table 1****Test of significance of difference between two means of post-test scores of achievement for total sample**

Group	N	Mean	Standard Deviation	t – value	Level of Significance
Control	50	20.52	4.769	3.58	Significant
Experimental	50	24.58	5.357		

Table 1 reveals that there exists significant difference between the means of post-test scores of achievements of control and experimental groups for total sample as the calculated value of t (3.58) exceeds 2.58 at 0.01 level of significance. The arithmetic mean of post-test score of experimental groups is 24.58 and that of control group is 20.52. So it was concluded that the experimental group possess more mean achievement than that of control group and shows the superiority of experimental group (total sample) over the control group in case of the post-test scores.

♦ Comparison of mean gain scores of experimental and control groups for the total sample

The mean gain scores of the experimental and control groups were studied and compared using the test of significance of difference between means of large independent sample. The comparison was done for the total sample in each of the experimental and control groups.

The mean and standard deviations for the gain scores of both of the groups were found out and subjected to the test of significance of difference between means. The data and results of the t-test are presented in Table 2.

**Table 2****Test of significance of difference between the means of gain scores of achievements for total sample**

Group	N	Mean	Standard Deviation	t – value	Level of Significance
Control	50	13.28	4.828	3.829	Significant
Experimental	50	17.52	5.072		

Table 2 reveals that there exists significant difference between the means of gain scores of achievements of control and experimental groups for total sample as the calculated value of t (3.829) exceeds 2.58 at 0.01 level of significance. The arithmetic mean

of gain score of experimental groups is 17.52 and that of control group is 13.28. So, it was concluded that the experimental group possess more achievement gain than that of control group due to the treatment of self-directed learning strategy.

◆ Summary of the mean comparison

Summary of the mean comparison is given in Table 3

**Table 3**

***The result of the t-test conducted for the comparison of mean pre-test (total) post-test (total) and gain scores (total) for experimental and control groups***

Variable	t-value(total sample)	Level of significance
Pre-test	0.323	Not significant
Post-test	3.58	Significant
Gain score	3.829	Significant

From table 3 summaries of t-values suggests that the t-value obtained for pre-test is not found significant. So, performance of the experimental and control groups for the total sample is similar in case of their pre-experimental status of achievement measured in term of a pre-test.

The t-value obtained for the post-test (total sample) is found significant. It can be inferred from the results that achievement in Social Science (total) differentiate the experimental and control groups (total sample). So, it shows that the experimental groups possess more achievement gain than that of control group due to the treatment of SDL strategy.

The obtained t-values for the gain score for total sample are found significant. It shows that there is a significant difference in the performance of the experimental and control groups on the gain scores.

**Analysis of Co-Variance (ANCOVA)**

Analysis of co-variance is a statistical technique that can remove the effect of confounding variable's influence from a study. It is a method of analysis that enables the researcher to equate the experimental status of the groups in terms of relevant known variables.

In this investigation single factor analysis of covariance (ANCOVA) was used to study the effectiveness of SDL strategy over the existing method of teaching Social Science among secondary school students. For finding the effectiveness of SDL strategy on achievement in Social Science, the investigator used ANCOVA for statistically remove the heterogeneity of the two selected groups. Single factor ANCOVA with one covariate was employed in this study. In ANCOVA two teaching methods (SDL and existing method) were considered as independent variables and achievement in Social Science was considered as the dependent variable.

The scores of experimental and control groups were subjected to analysis of covariance to determine the effectiveness of SDL strategy. Total sum of squares, mean sum of squares and F -ratio of the pre-test and post-test scores of the experimental and control group were computed. Before proceeding to ANCOVA, ANOVA was done. The summary of ANOVA of pre-test and post-test scores of experimental and control groups is given in Table 4.



**Table 4**

**Summary of ANOVA of pre-test and post-test scores of experimental and control groups**

Source of Variation	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 group means	1	0.81	412.1	0.81	412.1	0.13	16.02*
Within group means	98	609.94	2520.7	6.22	25.72		
Total	99	610.75	2932.8				

\* Significant at 0.01 level of significance

The obtained F ratios are tested for significance. The table value of F is 3.9 at 0.05 level of significance and 6.85 at 0.01 level of significance with (1,98) degrees of freedom. The calculated F<sub>x</sub> ratio (0.13) is not significant at 0.05 level (F<sub>x</sub> = 0.13, P>0.05) as it is less than the table value of F (3.9 at 0.05 level) with (1,98) degrees of freedom. It was also observed from Table 4.8 is that the obtained F<sub>y</sub> ratio (16.02) is significant at

0.01 level (F<sub>y</sub> 16.02, P<0.01) as it exceeds the table value of F (6.85) at the specified level of significance.

The means of post-test scores of achievement is adjusted with pre-test mean and ANCOVA is applied to the adjusted mean to determine whether the adjusted means differ significantly. The result of ANCOVA for the experimental and control groups is given in Table 5.

**Table 5**

**Result of ANCOVA of the pre-test and post-test in the experimental and control groups**

Source of Variation	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>	F <sub>yx</sub>
Among group means	1	0.81	412.1	-18.27	433.61	433.61	4.87	18.26*
Within group means	97	609.94	2520.7	364.02	2303.41	23.75		
Total	99	610.75	2932.8	345.75	2737.02			

\* Significant at 0.01 level of significance

The obtained F<sub>yx</sub> -ratio is tested for significance and table 5 reveals that the calculated value of F (F<sub>yx</sub> 18.26, P<0.01) is significant at 0.01 level of significance as it is exceeding the table value of F (6.9) with (1,97) degrees of freedom at 0.01 level of

significance. For testing the significance of difference between the adjusted post-test scores of achievement of experimental and control groups, the test of significance of difference between two means is applied and the result is given in table 6.

**Table 6**

**Result of test of significance of difference between adjusted post-test scores of experimental and control groups**

Group	N	$M_x$	$M_y$	$M_{yx}$	$SE_D$	t-value
Experimental	50	7.06	24.6	24.63	0.97	4.28**
Control	50	7.24	20.5	20.47		

\*\*Significant at 0.01 level of significance

Table 6 shows that calculated t (4.28) is greater than 2.58 at 0.01 level of significance and hence it is concluded that the difference is significant. That means the difference between the adjusted post-test scores using the pre-test scores on achievement of experimental and control groups is significant. The adjusted post-test score of experimental group is 24.63 and that of control group is 20.47. The significantly greater adjusted Y mean of the experimental group than the control group indicates that experimental group is superior to the control group. Finally, it is evident that the SDL strategy is more effective than existing method of teaching Social Science.

### Major Findings

The major findings of the present study are given briefly under the following heads.

- ◆ Comparison of the mean pre-test, post-test and gain scores of experimental and control groups for the total sample

Pre-test t-value obtained was 0.323 is not significant at 0.05 level or 0.01 level.

The significant difference observed in t-value 3.58 of post-test scores at 0.05 and 0.01 level shows that the superiority of experimental group in total sample of SDL

method over control group of existing method of teaching. And the significant difference in t-value 3.829 of gain score shows that experimental group has better achievement than the control group.

- ◆ Effectiveness of SDL strategy on achievement in Social Science over existing method

Experimental group and control group were considered for analysis of covariance. Pre-test scores were considered as covariates and achievement scores (post-test) were considered as dependent variable. The effect of the covariate on dependent variable was removed by using ANCOVA.

In all the covariance analysis SDL strategy showed significant F-value. The F-value obtained from the analysis of covariance of post-test scores of students in the experimental group was significant ( $F_{yx} = 18.26$ ,  $P < 0.01$  for df 1/97)

The difference between adjusted mean of post-test scores of the experimental and control group were tested for significance for the df 97 and t-value obtained was significant.

The possession of significance F-value in the ANCOVA and the t-value showed the superiority of SDL strategy over existing method of teaching.

### Educational Implications

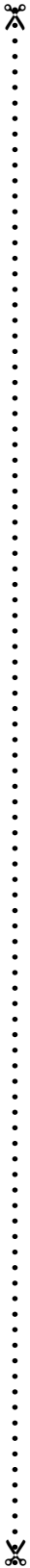
The analysis of data reveals that SDL strategy is more effective than existing method of teaching Social Science. On the basis of these, the following suggestions are made.

- ◆ SDL strategy is superior to the existing learning method. Hence the teachers must be encouraged to apply this strategy while teaching.
- ◆ Create and maintain a classroom atmosphere conducive to SDL; it benefits both students and teachers.
- ◆ Careful consideration must be given to the age, maturity, and competence of the students before designing or initiating SDL activities.
- ◆ Since SDL emphasizes the importance of allowing the learners to pursue their own interests more topics should be presented following SDL.
- ◆ Provision may be given to SDL strategy with the help of facilities used in ICT education.
- ◆ SDL should be encouraged in schools and to form part of the continuous assessment in Social Science as a way of emphasizing SDL skills rather than content coverage and tests. School authorities should encourage teachers to use SDL by rescheduling of standard timetable to promote pupil efficiency.
- ◆ Promote learning networks, study circles, and learning exchanges to help learning through SDL.
- ◆ Staff training may be provided on SDL and broaden the opportunities for its implementation at school level.

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