

Special Issue - Feast of St. Francis Xavier

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PERCEPTUAL PROBLEMS
RELATED TO
PRESUPPOSITIONS

SOCIO-ECONOMIC
STATUS AND ACADEMIC
INTEREST

SOCIAL COMPETENCIES
OF SCHOOL
STUDENTS

JOB SATISFACTION
OF SCHOOL
TEACHERS

CYBER-CRIME
AWARENESS AMONG
B.Ed. TRAINEES

CONSTRUCTIVIST
APPROACH AND
INTEREST IN
MATHEMATICS

BRINGING GLOBAL
COMPETENCE TO THE
CLASSROOM

TAGORE'S PHILOSOPHICAL
THOUGHT ON HOLISTIC
APPROACH IN EDUCATION

EMPOWERING TEACHERS
IN PRESENT ERA

WHY DO STUDENTS
PROCRASTINATE?

PRACTICING
ALTERNATIVE
EDUCATION

WEB 2.0 TOOLS FOR
LEARNERS AT THE
HIGHER EDUCATION



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Dear Readers!

Yet another special issue emanates from the portals of St. Xavier's College of Education, Palayamkottai, Tamilnadu in order to celebrate the feast day of St. Francis Xavier SJ, the patron of our College. Francis Xavier, a Jesuit missionary from Spain reached at Goa, India in 1542 where he drove home the importance of Collegiate Education including literature, Philosophy and Theology through a seminary which catered to mainly seminarians and later to all from other sections. Known for his zeal, passion, sincerity and selflessness in his service to least in the society, he established himself among the Indians as the best teacher in communicating the 'Good News'. In fact he was considered to be an icon of an innovation and child-centred thoughts as he followed a unique way of attracting the children and elders for his sharing of his 'good news'. Reading the situation, he was able to transcend his academic superiority and became incarnated in the lives of the ordinary people of India.

In the context of today's educational scenario, one of the major impediments for a quality education is identified as the unwillingness of the teacher to reach the level of the students; this is because of the lack of in-depth reading of the profile of the students. Sometimes, even after knowing the background, teacher shirks his or her responsibility to modify the pedagogical strategy so that the students are motivated and attracted to learning. Leave alone the use of technology in the classroom transaction, the element of constantly accompanying the students in his or her academic search through the right pedagogy, appropriate reinforcement and comprehensive evaluation does not occur on the part of the teacher; this hinders the classroom climate and consequently the eagerness and attitude of the learners.

What do we have to do? A constant refreshment of the teaching fraternity in the techniques and pedagogy which would suit the needs and expectations of the learners becomes essential and indispensable. A low percentage of teachers seems to be exercising enthusiasm in updating themselves with modern trends whereas the maximum depend upon and wait for the initiatives of the Government education authorities to impose upon or organise the in-service programmes. A wonderful scheme titled as 'Samakra Shikshan' by Central Government is gaining momentum and able to collect the teachers across the table for a critical and evaluative thinking that leads to innovation and creative communication of content among the learners. Apart from the efforts of the Government, the teaching community has to be continually enthused for personal efforts of reading and reflecting on recent developments in their subjects which will enhance the teacher personality. With the advent of ICT, the student community has become well-informed and therefore teaching community too must be well-prepared in meeting the challenges from the classroom.

Dear Readers, we have good number of research papers and articles in this special issue; enjoy the reading and enhance your professional efficiency. I am sure, we will be able to mould a wonderful and fruitful younger generation with all our comprehensive efforts. Kindly send us your feedback and we will be grateful to you.

Thanking you in anticipation
Editorial Team



RESEARCH AND REFLECTIONS ON EDUCATION

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CONTENT

A Study on the Perceptual Problems related to Presuppositions among Secondary School Students of Paniya and Kurichiya Communities of Kerala, India

Dr. Mariamma Mathew

Impact of Socio-economic Status on Academic Interest of the Secondary School Students in Meghalaya

Toba Lamare, Dr. Euodia B. Myrthong

A Study of Social Competencies of Secondary School Students

Dr. Viquar Unnisa

A Study on Job Satisfaction of Secondary School Teachers

Ms. Reema Rai, Dr T.j.m.s Raju

A Study of Cyber-crime Awareness Among B.Ed. Teacher Trainees

Dr. Harpreet Kaur, Ms. Arshdeep Kaur

Effect of Constructivist Approach on Interest in Mathematics

Dr. Sheena Thomas, Dr. Hemant Khandai

Bringing Global Competence to the Classroom: Competency-based Curriculum Approach

Cheptoo Ruth, Dr. Ramadas, V.

Reflection of Rabindranath Tagore's Philosophical thought on Holistic Approach in Education

Cheptoo Ruth, Dr. Ramadas, V.

Empowering the Teacher in Present Era: A Visionary Approach to make them more Efficient in Indian Context

Lovish Raheja

Why do Students Procrastinate? Empirical Derivate from the relation between procrastination and learning resistance

Jijo Varghese, Dr.M.N.Mohamedunni Alias Musthafa

Practicing Alternative Education Policy through Swayam

Mohini Tripathi

A Study of Web 2.0 Tools for Learners at the Higher Education

Dr. Anita Chaware

A STUDY ON THE PERCEPTUAL PROBLEMS RELATED TO PRESUPPOSITIONS AMONG SECONDARY SCHOOL STUDENTS OF PANIYA AND KURICHIYA COMMUNITIES OF KERALA, INDIA

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ABSTRACT

In India, the exclusion is linked with social relationships and institutions that exclude, isolate, deprive and eliminate some groups on the basis of their group identities, caste, and ethnicity. Tribal people are the most marginalized or excluded population everywhere in the world. It leads to a refusal to accept the participation of members in the social group. Today, in India it has become a major concern for tribal people. Social exclusion is happening through the process and outcome of keeping social groups outside power centers and resources. The important thing is that as long as excluded individuals and social groups remain silent there occurs no conflict. It is observed that exclusion and discrimination take place in different forms in excluded societies. These people adapt and change themselves according to changing social reality. This study is intended to find out the Perceptual problem related to Presuppositions among secondary school students of Paniya and Kurichiya communities of Wayanad and compare the Perceptual problem related to Presupposition. The study adopted Purposive random sampling and adopted the 'Survey' method. By employing different statistical techniques, the investigator found out the nature of data and the level of significance at 0.01 level.

Kew Words : Social Exclusion, Deprivation, Motivation, Aspiration

Introduction

In India, the exclusion is linked with social relationships and institutions that exclude, isolate, deprive and eliminate some groups on the basis of their group identities, caste and ethnicity. Tribal people are the most marginalized or excluded population everywhere in the world. It leads to a refusal to accept the participation of members in the social group. Today, in India it is a major concern for tribal people. Social exclusion is happening through the process and outcome —of keeping social groups outside power centers and resources. The important thing is that as long as excluded individuals and social groups remain silent and there occurs no conflict, exclusion and discrimination take place in different forms in excluded societies. These people adapt and change themselves according to changing social reality.

Social exclusion prevents human dignity, and denies fundamental human rights to the marginalized session and thereby results in socioeconomic deprivation, instability and inequality. The socially excluded groups are affected by all forms of social discrimination. It compels them to live in segregated settlements. Social exclusion is about domination, discrimination and deprivation, those who are discriminated,

will be supposed to be inferior, incapable, less meritorious and are not in a position to mobilize and alter the existing social system. The absolute thing is that they do not want to remain in the dehumanizing social order but they are afraid to resist exclusion and discrimination. There are wider differences seen among the dominant castes and deprived groups about their identity. The tribal people say that they are capable of doing anything but they do not get any chance or opportunity, they work hard but do not get the fruits of their labor, they are culturally talented, sensitive and emotional. Any individual may be isolated at any juncture but no provision is made for inclusion. As a man who loses his position in the community, so a community may lose its position in society.

Need and Significance of the Study

Tribes are marginalized, undernourished and underdeveloped everywhere. The basic necessities of a huge section of the people remain unfulfilled. It is noted

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that when the basic needs are not fulfilled, the fulfillment of the needs of the next level of the hierarchy is impossible. Under the condition of extreme poverty and ignorance, it is found that they are exploited by others. Their fundamental rights of decency and dignified life are violated. Exploitations of the tribes take many forms and they are not even aware of these exploitations. To overcome all these problems in tribes, education is the one and only tool for change.

Though all tribes are considered socially deprived, there are huge differences deeply rooted within the tribal groups in the name of maximum superiority over the social organization, cultural heritage and practices in terms of land and livelihood. Paniya and Kurichiya are the two dominant tribal communities in Kerala, South India but they are widely distinct in socio-cultural, economic and political status. Kurichiyas in the Wayanad district of Kerala is considered to be the upper section group of people, and think that people except for Brahmins (upper caste) are untouchables. This superiority hinders them to make the right interaction with other tribal communities (Syam, 2016). The Panchayath level statistics (2011) showed that the socio-economic condition of Kurichiya is very high; with respect to education, income, occupation and they keep a good index. In the case of Paniya, though the majority of the tribal people are belonging to this community, this vulnerable group is facing a situation of second slavery as they are still socially deprived. Greenberg et.al. (1965) studied 'Achievement and low socio-economic status of socially deprived students. The study found that the low socio-economic status index is very sensitive to success or failure of achievement as compared to the high socio-economic index.

This lower-class status group follows the system of status quo and passive compliance to rules as unquestionable and appropriate. Status orientation underlies them to follow a restrictive mode of dealing with the world. In contrast to this middle class or in the upper section families they are hypothesized to be person-oriented because this approach emphasizes attention to individual feelings and roles and it leads to consideration of alternatives and variations rather than simple rule obedience. There are some differences in language use between the middle-class family and those of the other groups when they interact with their youngsters.

It is considered to be that the socially deprived group of the Paniya community has a low level of motivation and aspiration, they do not get appreciation from the members of the society for the achievements that the child deserves. As mentioned earlier, if a child does not get affection, love and belongingness from his/her parents especially from their mother, he/she is unable to develop a loveable and dependable relationship with adults. Deprivation of parental love may affect the intellectual, social, and physical development of a child's all-around development. Parents of the Paniya community are mostly uneducated, have less time or ability to develop the necessary language skills among their children through conversation, creative discussion, to solve their curiosity, which results in serious limited verbal communication among children. Knowledge always grows out of experience but parents of such children are unable to provide a variety of materials, which may enrich their experiences and help to develop their cognitive ability. It results in serious cognitive retardation in such children. The personality traits that are generally associated with them are, they have fear in facing all challenges and they develop negative attitudes towards adults, teachers and schools. They blame for their poor performance on the world as a whole rather than blame themselves and sometimes blame for their unsuccessful performance as fate. Atkinson (1964) conducted a study on 'The need for achievement and aspirations in socially disadvantaged groups'. The study reported that most of the disadvantaged groups are pessimistic and indifferent in their future thoughts.

Statement of the Problem

The area selected for the present study is to collect necessary details regarding the perceptual problem related to presuppositions among secondary school students of Paniya and Kurichiya communities of Wayanad district in Kerala, South India., so the study entitled "A Study on the Perceptual Problem Related to Presuppositions among Secondary School Students of Paniya and Kurichiya Communities of Wayanad".

Objectives of the Study

- 1) To find out the Perceptual problem related to Presuppositions among secondary school students of Paniya and Kurichiya communities of Wayanad.



2) To compare the Perceptual problem related to Presupposition among secondary school students of Paniya and Kurichiya communities of Wayanad.

Methodology

For the present study, the investigator adopted Survey Method, and the sample for the study is 600 secondary school students from the Paniya community and another 600 from the Kurichiya community.

Perceptual problem inventory of presupposition was the tool used and the statistical techniques used are mean, range, standard deviation, skewness, kurtosis and independent sample t-test.

Analysis and Interpretation of Data

Analysis 1 : The Perceptual problem related to Presuppositions among secondary school students of Paniya and Kurichiya communities of Wayanad.

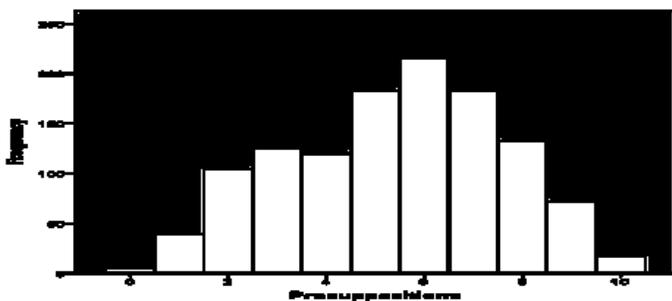
Table 1
Descriptive statistics related to Presuppositions of students (Range of scores : 0-10)

Variable	N	AM	Md	SD	R	S _k	Ku
Presup positions	1200	5.4	6	2.22	10	-0.176	-0.718

From Table 1 it is found that the value of the arithmetic mean for Presuppositions of students is 5.40 and the standard deviation is 2.22. This shows that students' perceptual problem - related to presuppositions are above average. The value of the median obtained is 6, which shows that 50 percent of the student's obtained scores above 6. The range of the Presuppositions distribution is 10.

The distribution is negatively skewed since the value of skewness is -0.176. This shows that the number of students who got high scores was comparatively higher than those who got low scores in the group. It indicates that the scores are massed at the high end. Kurtosis is -0.718, which is less than the normal value 0.263. Therefore the distribution is leptokurtic.

Figure 1 : Histogram of Presuppositions of students



Presuppositions scores are graphically represented in Figure 1.

Analysis 2 : Comparison of Presuppositions Scores of Secondary School Students of Paniya and Kurichiya Communities of Wayanad

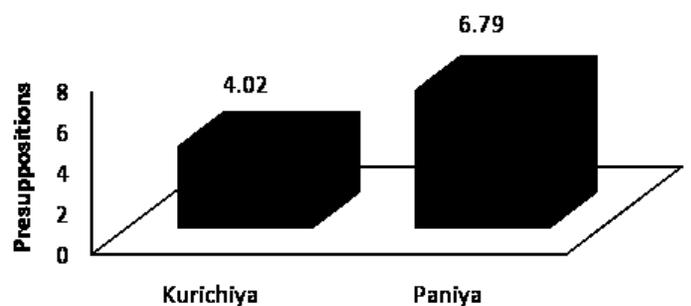


Table 2
Data and result of the test of significance of the difference between the mean Presuppositions scores of Paniya and Kurichiya students

Group	N	Mean	SD	Calculated 't' value	Remark
Paniya	600	6.79	1.63	27.818**	P < 0.01
Kurichiya	600	4.02	1.82		

The mean and standard deviation of the Presuppositions scores of Paniya is 6.79 and 1.63 and Kurichiya have mean Presuppositions Scores of 4.02 and a standard deviation 1.82. **The difference in their mean was tested for significance using t-test. The t ratio obtained is 27.818, which is higher than the value set of significance. i.e. 2.58 at 0.01 level. That means, the perceptual problem related to Presuppositions is significantly higher for Paniya students as compared to Kurichiya students at 0.01 level. The comparison can be graphically represented as given below in Figure (2).

Figure 2: Comparison of Presuppositions mean scores of Paniya and Kurichiya Students



Findings of the Study

Based on the objectives of the study, the following conclusions were made after the data analysis. They are summarised under the following heads.

1) The Perceptual Problem related to Presuppositions among Secondary school students of Paniya and Kurichiya communities of Wayanad

The number of students who got high scores were comparatively higher than those who got low scores in the

Continued on Page 21

IMPACT OF SOCIO-ECONOMIC STATUS ON ACADEMIC INTEREST OF THE SECONDARY SCHOOL STUDENTS IN MEGHALAYA



ABSTRACT

Socio-economic Status is regarded as the position of a person in the society based on his educational attainment, occupation level and income earned which can be assessed as an attribute in relation with others. Socio-economic Status occupies a significant role in determining the student's interest towards education and their aspiration for the future career. The Academic Interest of the students is probably depending on the social status, economic status and home environment. This is because the students who come from an adequate socio-economic background are more accessible to various opportunities availing in the field of education. Therefore, social and economic status acts as a strong motivator of academic performance which creates and develops an interest in learning. The present study aims to explore the impact of socio-economic status on academic interest of the secondary school students. A descriptive survey method was employed and accordingly the samples of 720 secondary school students were drawn using stratified random sampling technique. The investigator collected the information with the help of self-made tools viz. Socio-economic Status Scale (SESS) and Students Academic Interest Scale (SAIS). The results of the study indicated that the majority of the secondary school students belong to average socio-economic status and were having average academic interest. It was also revealed that there was a significant difference in academic interest between male and female secondary school students and between rural and urban secondary school students.

Keywords : Socio-economic Status, Interest, Academic Interest, Secondary School Students

Introduction

Interest plays a very important role in one's life. The success of an individual depends on one's interest in a particular area. Technically speaking a person has his own interest towards a particular thing; even identical twins have different kinds of interest. This distinctiveness of a person makes him to attend to an activity of his own curiosity. It is sensible to say that everyone who went through formal education experienced some study subjects or disciplines as being less interesting than others. Although this seems to apply to most people, it constitutes a problem if there are too many subjects in the curriculum for which one lacks interest. In such cases it can lead to adverse outcomes (Rotgans & Schmidt, 2014). Interest has a very broad area. An individual may have an interest towards sports, music, reading, education, travelling, dancing, singing, studying, painting, teaching and so on.

One important area of interest is academic interest or educational interest, where a person gives importance to educational activities and this includes everything related to the life of a student right from the time he enters a formal school programme and ends till he leaves a college life. Schools have a considerable impact on the life of every student and early recognition of a student's academic interest helps in realizing and achieving his goals and desires. However, academic interest does not entail only to a student's interest in the academic activities but covers all those activities experienced by a student in the school

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besides his desire to achieve and accomplish his goal. The financial support of the parents has an immense role in achieving the goals and desires of a child. In order to fulfil all the needs and desires of the students, it takes into account the involvement of parents academically, financially and occupationally.

Review of Related Literature

The success of students in life depends on their academic interest in education and learning. Sharma and Pooja (2015) stated that to make the students learn more autonomously and effectively, it is necessary to make them be interested in learning.

It is important to look into at an early stage of one's educational interests so as to provide proper advice to him or her. Thus, parent's educational and socio-economic backgrounds influenced the education of their children (Kainuwa & Yusuf, 2013). Narang and Narang (2015) stated that a person's educational interests are related to his general intelligence and special aptitudes and is determined in part by his environment, parental qualification and his opportunity to explore different kinds of activities.

Families with high socio-economic status often have more success in preparing their young children for school because they have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high quality care, amenities and facilities (Chandra & Azimuddin, 2013). Further, Khajehpour and Ghazvini (2011) observed that parents were involved in more home-type involvement such as checking child's programming, talking with child at home about classroom, lessons and friend topics, or engaging in educational activities outside of school setting.

Objectives

The objectives of the present study are:

- 1) To study the Socio-economic Status and Academic Interest of the secondary school students.
- 2) To find out the difference in Academic interest of secondary school students in terms of Sex, Locale and Socio-economic Status.

- 3) To study the significant relationship between Socio-economic Status and Academic Interest of the secondary school students.

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Hypotheses

The hypotheses formulated as follows :

1. There is no significant difference in Academic Interest of Male and Female Secondary School Students.
2. There is no significant difference in Academic Interest of Rural and Urban Secondary School Students.
3. There is no significant difference in Academic Interest based on the different Socio-economic Status of the Secondary School Students.
4. There is no significant relationship between Socio-economic Status and Academic Interest of the Secondary School Students.

Delimitation

The present study was delimited only to the students of Class X studying under Meghalaya Board of School Education (MBOSE) in East Jaintia Hills District and West Jaintia Hills District of Meghalaya. The reason after this delimitation was to study the academic interest of students within this region of diverse socio-economic background.

Methodology

In carrying out the study the investigator adopted a descriptive survey method. This study consisted of 6126 subjects, 2570 male and 3556 female students from East Jaintia Hills and West Jaintia Hills Districts of Meghalaya. From this population the sample of 720 was drawn which included 317 male and 403 female secondary school students. In order to bring about the systematic collection of information, Stratified Random Sampling Technique was used. The investigator also used the self-constructed and standardized tools viz., (i) Socio-economic Status Scale (SESS) and (ii) Students Academic Interest Scale (SAIS) for data collection.

Analysis of the data

The investigator used various descriptive statistics like percentage, mean and standard deviation (SD) and inferential statistics such as 't' test, 'F' test (ANOVA) and Pearson coefficient of correlation (γ) in the present study.

Therefore, the data was analyzed and interpreted under the following objectives.

Objective 1 : To study the Socio-economic Status and Academic Interest of the Secondary School Students

Table 1
Percentage of Socio-economic Status of Secondary School Students

Raw Scores	Frequency	Percentage (%)	Description
160 and above	2	0.28%	High SES
140-159	18	2.50%	Above Average SES
110-139	294	40.83%	Average SES
100-109	207	28.75%	Below Average SES
99 and Below	199	27.64%	Poor SES
Total	720		

Table 1 shows that 0.28% of the secondary school students fall within the category of high socio-economic status, 2.5% of the secondary school students fall within the category of above average socio-economic status, 40.83% of the secondary school students fall within the category of average socio-economic status, 28.75% of the secondary school students fall within the category of below average socio-economic status and 27.64% of the secondary school students fall within the category of poor socio-economic status. This finding implies that the majority (40.83%) of the secondary school students belong to average Socio-economic Status.

Objective 2 : To study the Academic Interest of the Secondary School Students

Table 2
Percentage of Students Academic Interest

Raw Scores	Percentile Rank (PR)	Frequency	Percentage (%)	Description
156 and Above	P ₉₈ and Above	36	5%	Very High
144-155	P ₉₀ -P ₉₇	258	35.83%	High
104-143	P ₆₅ -P ₈₉	410	56.94%	Average
80-103	P ₅₀ -P ₆₄	12	1.67%	Low
79 and below	P ₄₉ and Below	4	0.56%	Very Low
Total		720		

Table 2 reveals that 5% of the secondary school students fall within the percentile rank of P₉₈ and above indicated that the secondary school students have very high academic interest, 35.83% of the secondary school students fall within the percentile rank of P₉₀-P₉₇ indicated that they have high academic interest. It is also seen that 56.94% of the secondary school students are between the percentile ranks of P₆₅-P₈₉ which showed that they have average academic interest. Further, 1.67% of the secondary school students have a percentile rank of P₅₀-P₆₄ which showed that they have low academic interest and only 0.56% of the secondary school students have a percentile rank of P₄₉ and below indicated that they have very low academic interest. Therefore, it can be concluded that the majority (56.94%) of the secondary school students were having average academic interest and also it is observed that a good number of the secondary school students have high academic interest which is very encouraging for their future prospects.

Hypothesis 1 : There is no significant difference in academic interest of Male and Female Secondary School Students

Table 3
Difference in Academic Interest of Male and Female Secondary School Students

Gender	N	Mean	SD	df	Calculated 't' value	Remark
Male	317	135.67	14.92	718	4.36	S
Female	403	140.08	12.2			

Table 3 shows that the 't' value 4.36 with df, 718, was significant at 0.05 level. Hence, the stated null hypothesis, "There is no significant difference in Academic Interest of Male and Female Secondary School Students" was rejected. This indicated that there is a significant difference in academic interest of male and female secondary school students and implies that sex plays a role in determining the academic interest of secondary school students. It was also observed that the mean difference of 4.41 is in favour of female secondary school students. Thus, it indicated that female secondary school students have high academic interest as compared to the male secondary school students.

Hypothesis 2 : There is no significant difference in Academic Interest of Rural and Urban Secondary School Students

does not play a role in determining the academic interest of the secondary school students.

Table 4

Difference in Academic Interest of Rural and Urban Secondary School Students

Locality	N	Mean	SD	df	Calculated 't' value	Remark
Rural	376	139.08	14.10	718	1.96	S
Urban	344	137.10	13.05			

Table 4 shows that the 't' value 1.96 with df, 718, is significant at 0.05 level. Hence, the stated null hypothesis, "There is no significant difference in Academic Interest of rural and urban secondary school students" was rejected. This indicated that there is a significant difference in academic interest of rural and urban secondary school students and implies that locale plays a role in determining the academic interest of secondary school students. It was also observed that the mean difference of 1.98 is in favour of rural secondary school students. Thus, the finding indicates that students from rural areas have higher academic interest as compared to students from urban areas.

Hypothesis 3 : There is no significant difference in Academic Interest based on the different levels of Socio-economic Status of Secondary School Students

Table 5

Difference in Academic Interest based on the different Socio-economic Status

Source of Variation	Sum of Squares	df	Mean of Square	Calculated 'F' value	Remark
Between	304.84	4	76.210	0.409	NS
Within	133306.55	715	186.44		

Table 5 shows that the 'F' value 0.408 with df, 4, 715, was not significant at 0.05 level. Hence, the stated null hypothesis, "There is no significant difference in Academic Interest based on the different levels of Socio-economic Status of Secondary School Students" was accepted. Therefore, the difference in socio-economic status

Hypothesis 4 : There is no significant relationship between Socio-economic Status and Academic Interest of the Secondary School Students

Table 6

Relationship between Socio-economic Status and Academic Interest of Secondary School Students

Category	N	Mean	SD	df	Calculated 'γ' value	Remark
Socio-economic Status	720	108.36	13.99	718	0.0285	NS
Students Academic Interest	720	138.14	13.63			

Table 6 shows that the 'γ' value=0.0285 with df, 718, was not significant at 0.05 level. Hence, the stated null hypothesis, "There is no relationship between Socio-economic Status and Academic Interest of the Secondary School Students" was accepted. Thus, the finding reveals that an increase in Socio-economic Status does not account for an increase in Academic Interest of secondary school students in Jaintia Hills Districts and vice versa.

Findings and Discussions

1. The study revealed that the majority (40.83%) of the secondary school students belong to average socio-economic status.
2. With regard to academic interest, majority (56.94%) of the secondary school students have average academic interest.
3. There is a significant difference in academic interest with respect to gender. The mean difference reveals that female students have high academic interest when compared to the male counterparts.
4. There is a significant difference in academic interest with respect to locale and students from rural areas have higher academic interest when compared to the students from urban areas.
5. There is no significant relationship between socio-economic status and academic interest of the secondary school students.

Suggestions and Recommendations

1. In view of the development of academic interest among secondary school students, it is suggested that various stakeholders such as the government, parents, administrators, teachers and students as well should prepare remedial steps to improve academic interest levels among students for their successful performance in their studies. It is suggested that the government should look into the livelihood of each family so that their income must be improved and raise their standard of living. This will indirectly boost the quality of education and improve students' interest towards academic purposes.
2. It is the primary responsibility of the students to develop an interest in the field of education and improve their habits without the help of other stakeholders. Hence, it is essential for the administration to supply essential facilities in schools that may attract students' attention. Teachers must help them to encourage and suggest various ways that enhance interest while studying and parents must stimulate interest in them by providing them various studies opportunities. These strategies of enhancement of the academic interest may include attractive classrooms, use of ICT, increase students' classroom participation and providing them sufficient time for studying.
3. This study shows that rural secondary school students have high academic interest in contrast to urban secondary school students. Thus, administration should open space for employment or create job opportunities for those intelligent students, so that it encourages them to work hard in their studies when they see that education has a promise for their better future.
4. Further, it is revealed that there is no significant relationship between socio-economic status and academic interest however, it is emphasized that parents should be accountable towards the education of their children. The improvement in social relationship and economic standards would undoubtedly elevate students' self-esteem and thus indirectly influence their educational interest. Therefore, teachers and parents should guide them properly right from their lower classes in order to help them accomplish their goals.

Conclusion

In brief, it can be stated that there is no significant relationship between socio-economic status and academic interest and revealed that socio-economic status has less impact on academic interest of students. Majority of the secondary school students have average academic interest in spite of their differences in socio-economic status. However, a good number of secondary school students have high academic interest which can be assured that their interest towards education is optimistic and at the same time they consider education as a lifeline towards accomplishing their goals.

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A STUDY OF SOCIAL COMPETENCIES OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The objectives of the study are to find out the Social Competencies of secondary school students and to differentiate the Social Competencies of secondary school students studying in the schools of different managements. Descriptive survey method is used in this present study. The selected population for this study is the secondary school students of Hyderabad, India. The purposive sampling technique is used to select the sample for this research. The sample for this research is 150 secondary school students of Hyderabad including both girls and boys, of Telangana State. A closed-ended questionnaire consisting of 40 items was prepared as a tool for this study. The validity and reliability of the tool are also done. The results revealed that there is no significant difference between government and private school students in their social competencies. Significant difference was found in social competencies of the students studying in schools of different management.

Keywords : Social, Students, Management, Competencies.

Introduction

Social competencies are the abilities of an individual that enables them to handle social interactions, communications, and social behavior effectively in a society. Social competency also deals with having a good relationship with other members of the society and maintaining coordination with others and adaptively responding to others.

Just as the physical well being of an individual is a primary factor in the quality of his / her physical growth, in the same way, the emotional climate, love, hate, good or poor discipline, acceptance or rejection, availability of opportunities psychological strains, fears, anxiety, stress, frustration, satisfaction, dissatisfaction and other psychological factors and social factors will determine the rate and pattern of his intellectual and personality growth. Both physical health and social skills and competencies are important for the well-being of an individual. The students need to have social competencies for success in the future. Social competencies are important for the adjustment and all-around development of the personality of children.

Being at the beginning of a new national education policy and a new situation social competencies are looked upon as an element of psychological and social well-being. Some people face difficulty in coping with difficult situations

in their social life. Such individuals could be considered as having a 'social coping deficit' interfering with their ability to cope and adapt to life stressors.

According to (Adams, 2010) "Social competence is the ability to recognize, interpret, and respond appropriately in social situations". White (1963) "developed the concept of social competence to depict a person's transaction with the social environment, and enable him to acquire successful experiences of others that may produce desirable effects". "The nature of social competence can be described as the development of competencies according to the changes in life" Schoon (2009), Ramsey (1986) "has suggested various ways to foster social competence among adolescents. Those are establishing a reward system, assigning group activities, allowing teaching, focusing on one behavior at a time, encouragement for the adolescents from the family, assisting students to express their feelings, providing adolescents with choice, providing appropriate skills, encouraging relieving stress, providing choices for adolescents when it is required. There are quite a lot of social competencies

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that should be mastered by next-generation secondary school students to be successful and adaptive”.

Research review

In an earlier study it was revealed that “At the secondary level, social and behavioral expectations at school become more rigorous for all students, including those receiving special education services. From middle school on, students are expected to assume increased responsibility for regulating their behavioral and academic performances” (Isakson & Jarvis, 1999). “Secondary students with deficient academic, social, and behavioral skills or whose skill levels differ markedly from normative levels are at risk for short- and long-term negative outcomes. Examples of such outcomes include substandard academic performance, school dropout, impaired social relationships, unemployment or underemployment, substance abuse, unstable and unfulfilling personal lives, and a lack of post-secondary education and training (Edgar, 1992; Thornton & Zigmond, 1986; Wagner, D’Amico, Marder, Newman, & Blackorby, 1992; Walker & Severson, 2002)”.

Sanwal (2013) study reveals that “there is a significant change in the social competence level with regard to their gender”. Meadan, H., & Amaya, “describes specific strategies for promoting social competencies as structuring the classroom community, social support structure, inclusion of students with mild disabilities and providing a creative environment in the classrooms”. Welsh, J., & Bierman, in the earlier study says that “Social competencies deficit and peer rejection effects developmental changes in students and there is a role of family and peers in the development of social competence among students”.

“Children enter school with varying degrees of social competence. While some students are fluent in social skills and therefore able to interact appropriately with peers and teachers, others might not have learned to perform socially appropriate behaviors and, therefore, are at risk of low academic achievement and developing antisocial lifestyles” (Walker et al., 1996). “Although variation exists, general research has shown that approximately 80% of a school’s student population responds to instruction in school-wide behavioral expectations, and approximately 15% of students need additional instruction in the form of targeted situation-specific lessons. Students who are unresponsive to school-

wide and targeted instructions comprise about 5% of a school’s population and present the toughest challenge to the daily operations of a school” (Horner and Sugai, 2002; Sugai et al., 2000; Walker et al., 1996). “Addressing individual students’ persistent antisocial behaviors requires a systematic process of determining why a student repeatedly performs the specific behaviors. “The functional behavioral assessment offers strategies to identify events and conditions triggering a specific behavior and the functions maintaining the behavior (i.e., get/access or escape/avoid). Direct observations, review of archival data, or interviews with students, their teachers, and/or their parents help to define the circumstances under which the problem behavior occurs. Based on this information, individual behavior support plans focusing on teaching and reinforcing socially appropriate replacement behaviors can be designed and implemented to match individual students’ skill deficits (Sugai et al., 2000)”.

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Research Gap

After going through various studies with regard to Social Competencies of secondary school students in India, it is found that most of the studies are with regard to finding the Social Competencies of secondary school students, and no study was found to know the differences in the Social Competencies of secondary school students studying in schools of different managements.

Rationale of the study

The purpose of this paper is to establish that Social Competencies play an important role in everybody’s life and is very significant in shaping up the lives of the students in particular. Social Competencies play a very important role in the social adjustments of individuals. The role of teachers in displaying social skills while teaching and managing classroom situations becomes important. In the classroom situations where everyday interactions occur make a lot of difference. A healthy classroom interaction positively affects the academic achievement of the students. A well-trained teacher will naturally develop a sense of mental understanding, group feeling, a climate of trust by encouraging students. The curriculum framers can include Social Competencies in the curriculum of education programs so that the upcoming students can contribute valued outcomes for societies and individuals.

Objectives of the study

The objectives of the study are as follows:

1. To find out the Social Competencies of secondary school students.
2. To differentiate the Social Competencies of secondary school students studying in the schools of different managements.

Hypothesis

There exists no significant difference in the Social Competencies of secondary school students studying in the schools of different managements.

Methodology and sample

Descriptive survey methods are used in the present study. The population for this study is the secondary school students of Hyderabad. The purposive sampling technique is used to select the sample for this research. The sample for this research is 300 secondary school students of Hyderabad studying under schools of different managements, Telangana State. A closed-ended questionnaire consisting of 30 items based on different dimensions was prepared as a tool for this study. The validity and reliability of the tool are also done.

Limitations of the study

The study is limited to the Secondary School Students of Hyderabad, Telangana state of India.

Analysis and interpretation:

Hypothesis 1 : There exists no significant difference in the Social Competencies of secondary school students studying in the schools of different management.

Table 1

Difference in the Social Competencies of students studying under schools of different management

Type of Management	N	Mean	S.D	Calculated 'F' -value	Re mark
Government	100	55.22	8.23	17.7	S
Private	100	63.56	10.41		
Aided	100	59.5	10.87		

From Table-1 it can be observed that the Mean of Social Competencies for the students of Government

schools is 55.22 and SD for the same is 8.23, for private school students Mean is 63.56 and SD is 10.41 and for aided school students Mean is 59.5 and SD is 10.87. Further, the calculated F-value 17.7 is significant at 0.01 level. Hence it is concluded that there is a significant difference in Social Competencies of the students studying in schools of different managements.

Table 2

Difference in the Social Competencies of government and private school students

Type of Management	N	Mean	S.D.	Calculated 't' value	Re mark
Government	100	55.22	8.23	6.28	S
Private	100	63.56	10.41		

From Table-2 it can be observed that the Mean of Social Competencies for the students of Government schools is 55.22 and SD for the same is 8.23, for private school students the mean is 63.56 and SD is 10.41. The calculated 't' value 6.28 is significant at 0.01 level. Hence it is concluded that there is a significant difference in the Social Competencies of government and private school students. Further, the Mean Social Competencies of private school students is more than that of Government school student's Social Competencies. Further it is found that the private school students' Social Competencies is better than that of the Government school students Social Competencies'.

Table 3

Difference in the Social Competencies of Government and aided school students

Type of Management	N	Mean	S.D.	Calculated 't' value	Re mark
Government	100	55.22	8.23	3.13	S
Aided	100	59.5	10.87		

From Table-3 it can be observed that the Mean of Social Competencies for the students of Government schools is 55.22 and SD for the same is 8.23, for aided school students Mean is 59.50 and SD is 10.87 and the calculated 't' value 3.13 is significant at 0.01 level. Hence it can be concluded that there is a significant difference in Social Competencies of government and aided school

students. Further, the Mean Social Competencies of aided school students reveals that the aided school students' Social Competencies are better than that of the government school students' Social Competencies.

Table – 4
Difference in the Social Competencies between Private and aided school students

Type of Management	N	Mean	S.D.	Calculated 't'- value	Re mark
Private	100	63.56	10.41	2.69	S
Aided	100	59.5	10.87		

From Table-4 it can be observed that the Mean of Social Competencies for the students of Private schools is 63.56 and SD for the same is 10.41, for aided school Mean is 59.50 and SD is 10.87. Calculated 't' value 2.69 is significant at 0.01 level.

Hence it can be concluded that there is a significant difference in Social Competencies of private and aided school students. Further, the Mean for Social Competencies of private and aided school students reveal that the private school students' social competencies are better than the aided school students social competencies.

Conclusion

It was concluded that there is a significant difference in Social Competencies of the students studying in schools of different managements and it can also be concluded that the private school students' Social Competencies are better than that of the Government school students Social Competencies and it can also be concluded that the aided school students' Social Competencies are better than that of the government school students' Social Competencies. It can also be concluded that the private school students' Social Competencies are better than the aided school students' Social Competencies. The management and teachers should work together to focus on the social competencies of students by organizing different co-curricular and extracurricular activities.

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A STUDY ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

The study was designed to examine some of the factors regarding job satisfaction of secondary school teachers working in government and private and urban and rural areas of Darjeeling district of West Bengal. The sample consists of 200 secondary school teachers selected randomly. The tool used for this study was 'Job satisfaction scale, Constructed and Standardized by (Mrs) Meera Dixit, (2013), Agra Research Laboratory Cell, Agra, Uttar Pradesh.

Keywords : Job satisfaction, Government and Private, Gender, Locality.

Introduction

Teaching is one of the noble occupations in the world or the kind contributor towards the society so a teacher has always been the strong spine of the society, his or her contribution towards the society or in an individual's life is forever. In an educational institute, one of the most important human resources is the teachers who not only work as a guide and a facilitator of knowledge but also teach the values and transform the inner being. To generate a worthy individual we also need an excellent teacher too. To be outstanding teacher knowledge isn't enough he or she should be satisfied and happy for what they are doing so they will carry their work forward. By examining their feelings or opinion of teachers, the psychologist has explained the observable fact of the task satisfaction. Teachers' job satisfaction has perhaps been investigated more and more, often in respect to teacher stress, job commitment, professional autonomy, school climate and so on. (Schuler, 1986). A variety of researches conducted in this field proves that it is important to have job satisfaction in the field of teaching so that the teachers can teach the student in-depth from various way as it is said that teachers are the nation builder who makes the normal person to a wise person who contributes to society for a better development.

Job satisfaction

The term "job satisfaction" refers to the feeling or the attitude towards their work, good attitude or positive feelings towards their work always lead to a success at what they do and bring satisfaction as a result whereas

negative and unfavorable attitude towards job lead to job dissatisfaction.

Bavendam (2000) teachers job satisfaction is much important of the hour because effective learning process of the students depends on the attitude of the teachers towards their job, so if they have job satisfaction then they can perform well in the classroom which leads the quality level in a high range and their maintenance rate becomes higher.

Judge, Thoresen, Bono, & Patton (2001) As job satisfaction is one of the most significant elements to quantify the employees feelings and attitude towards their work which can effect on the development of the organization and employees too.

Evans (1997) job satisfaction is an indefinite term because "satisfaction" can be "satisfactory" in some working situations but "satisfying" in other situations, it is difficult to clear or define the term satisfaction.

Need of the study

Teaching is a noble work as we all are aware of that but along with that it is a challenging profession too. As many teachers work at different levels, situations and need to work hard to educate in a best way as it is the

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responsibility of a teacher to develop their student so that they can become individually and socially useful. Apart from teaching they deal with many works in their daily life so to perform all the work smoothly every teacher needs to be emotionally and mentally fit so that they can be satisfied at what they do. As job satisfaction is one of the important factors in every working individual's life so that they can perform their laborious duty effectively so that their working condition should be made satisfactory. Therefore it is very much important of the hour to study about the job satisfaction of the teachers so that we can get wider pictures of the success and failures rates or a reason behind according to the factors.

Method and sampling frame

As the present study is concerned with the Secondary school teachers, survey method was adopted. Teachers from government and private, rural and urban were taken to constitute the population for the present study. The personal data sheet was also prepared to investigate the difference among the gender too. So to continue the investigation a simple random sampling technique was used with the 200 sample size.

Tools

Job satisfaction scale Standardized by Meera Dixit (2013) was used for the study. The scale consisted of 52 items. The score ranges from 52-260 having a 5 point (strongly agree, agree, undecided, disagree, strongly disagree) likert type scale. The scores of all the items were summed up for deriving an individual's job satisfaction score.

Objectives

1. To study the job satisfactiion of secondary school teachers in terms of selected background variables.

Hypotheses

1. There is no significant difference between urban and rural secondary school teachers regarding job satisfaction.
2. There is no significant difference between male and female secondary school teachers regarding job satisfaction.

3. There is no significant difference between government and private school secondary school teachers regarding job satisfaction.

Findings and Data Analysis

The data may be adequate, valid and reliable to any extent, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analysed, intelligently interpreted and nationally concluded.

The details of the analysis of data collected from the selected sample are given in the following tables.

Hypothesis 1 : There is no significant difference between Urban and Rural secondary school teachers regarding Job Satisfaction.

Table1
Job Satisfaction of Secondary School Teachers across locality

Job Satisfac tion	Locality	Mean	SD	Calculated 't' value	Remark
	Urban	222.74	36.21	3.58	Significant at 0.01 level
	Rural	206.43	27.59		

The above table1 reveals that there is a significant difference between urban and rural secondary school teachers regarding job satisfaction at 0.01 level. Therefore the null hypothesis 'There is no significant difference between Urban and Rural secondary school teachers regarding Job Satisfaction is rejected.

Hypothesis 2 : There is no significant difference between male and female secondary school teachers regarding Job Satisfaction.

Table 2
Job Satisfaction of Secondary School Teachers in terms of gender

Job Satisfac tion	Gender	Mean	SD	Calculated 't' value	Remark
	Male	226.83	28.2	5.95	Significant at 0.01
	Female	201.05	33.1		

The above table 2 shows that there is a significant difference between male and female secondary school teachers regarding job satisfaction at 0.01 level. Therefore the null hypothesis: ‘There is no significant difference between male and female secondary school teachers regarding Job Satisfaction’ is rejected.

Hypotheses 3

There is no significant difference between Government and Private secondary school teachers regarding Job Satisfaction.

higher job satisfaction of teachers on the areas like Gender, Management and Locality of secondary school teachers. Infrastructural facilities, administration, management should be improved and along with that focus should be in gender equality too so that equal opportunity and active participation can be made by both. Such study should be carried out on teachers in primary level school and college level too.

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Table 3

Job Satisfaction of Secondary School Teachers in terms of school management

Job Satisfac tion	Managem ent	Mean	SD	Calculated 't' value	Remark
	Private	214.93	34.14	0.15	NS
	Governme nt	214.24	32.26		

The above table 3 shows that there is no significant difference between private and government secondary school teachers regarding Job Satisfaction therefore null hypothesis ‘There is no significance difference between Government and Private secondary school teachers regarding Job Satisfaction’ is accepted. .

Findings

From this study the investigator has drawn the following findings:

1. The study revealed that there is a significant difference between male and female secondary school teachers from Darjeeling district of West Bengal in their job satisfaction.
2. The study revealed that there is no significant difference between government and private secondary school teachers from Darjeeling district of West Bengal in their jobsatisfaction.
3. The study revealed that there is a significant difference between urban and rural secondary school teachers from Darjeeling district of West Bengal in their job satisfaction.

Conclusions and Suggestions

According to this study the investigator forwards some of the important suggestive measures to achieve the

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A STUDY OF CYBER-CRIME AWARENESS AMONG B.ED. TEACHER TRAINEES

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ABSTRACT

This study examined cyber-crime awareness among B.Ed. teacher trainees. The sample for the study was 200 B.Ed. Teacher trainees from 4 education colleges affiliated to Guru Nanak Dev University, Amritsar and Punjabi university, Patiala were randomly selected by lottery method. The descriptive statistics such as mean, median, mode, S.D., skewness, kurtosis and ANOVA were used to analyse the data. The results revealed (a) There is no significant gender mean difference in cyber-crime awareness among male and female B.Ed. Teacher trainees, (b) There is a significant mean difference in cyber-crime awareness scores across three types of social category viz. SC, BC and general category, (c) There is no significant interaction effect of (a) location and (b) browsing time on cyber-crime awareness among B.Ed. teacher trainees. On the basis of findings, it is suggested that the workshops and orientations from hackers and experts should be presented in order to get a clear idea of the cyber scam and make learn B.Ed. teacher trainees to install intrusion detection software so as to provide a warning to the user regarding any breach, and also discuss that internet users use firewalls in their computers.

Keywords : *Cyber-crime Awareness and B.Ed. Teacher Trainees.*

Introduction

Education is the knowledge of putting one's potentials to maximum use. Education and technology have been going hand in hand with each other from the beginning to till now. As an innovative tool, technology has played a central role in improving teaching and learning in light of educational reforms around the globe (Kahveci et al., 2011). An incredible drift in the field of education has been the use of Information and Communication Technologies (ICT) which makes education more dynamic and practical. The Internet has grown rapidly over the last decade and given rise to many avenues in the field of education, business, and entertainment.

Cyber-crime cannot be described as a single definition, it is best considered as a collection of acts or conducts. These acts are based on the material offence object that affects the computer data or systems. These are the illegal acts where a digital device or information system is a tool or a target or it can be the combination of both. The cyber-crime is also known as electronic crimes, computer-related crimes, e-crime, high-technology crime, information age crime etc. In simple terms we can describe

Cyber Crime are the offences or crimes that take place over electronic communications or information systems. These types of crimes are basically the illegal activities in which a computer and a network are involved. Due to the development of the internet, the volumes of cyber-crime activities are also increasing because when committing a crime there is no longer a need for the physical presence of the criminal.

Objective

1. To study cyber-crime awareness among B.Ed. teacher trainees in terms of Selected demographic variables

Hypotheses

1. There is no significant mean difference in cyber-crime awareness among B.Ed. teacher trainees in terms of gender.

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2. There is no significant mean difference in cyber-crime awareness among B.Ed. teacher trainees in terms of social category viz. SC, BC and general category.
3. There is no significant interaction effect of location and browsing period on cyber-crime awareness among B.Ed. teacher trainees.

Cyber-crime Awareness among B.Ed. Teacher Trainees

The frequency distribution of cyber-crime awareness among B.Ed. teacher trainees along with mean, median, mode, S.D., skewness and kurtosis value is given in table 2.

Delimitations

1. The present study was delimited to B.Ed. colleges of Punjab, affiliated to Guru Nanak Dev University, Amritsar and Punjabi University, Patiala only.
2. The present study was delimited to Pathankot and Bathinda districts only.
3. The present study was delimited to B.Ed. teacher trainees.

Research Method

The descriptive method was used to study cyber-crime awareness among B.Ed. teacher trainees.

Sample

The 200 B.Ed., Teacher trainees from 04 different colleges of Pathankot and Bathinda were randomly selected by lottery method as shown in table 1.

Table 1
Sample Distribution of Colleges

Name of College/ Institution	Female	Male	Total
Sri Sai College of Education, Badhani (Pathankot)	41	12	53
Regional College , Punjabi University, Bathinda	27	17	44
SSD, College of Education, Bathinda	27	21	48
Pathankot College of Education, Pathankot	42	13	55
Total	137	63	200

Research tool

Cyber-Crime Awareness Scale developed and validated by Rajasekar (2011) was used in this study.

Statistical analysis

1. Mean, median, mode, S.D., skewness, kurtosis, t-test . One-way and two-way analysis of variance were used in this study.

Table 2

Frequency Distribution of Cyber-crime Awareness among B.Ed. Teacher Trainees

C.I.	F	F%	CF	CFP
155-165	13	6.5	200	100
144-154	26	13	187	93.5
133-143	51	25.5	161	80.5
122-132	52	26	110	55
111-121	45	22.5	58	29
100-110	13	6.5	13	6.5
Mean= 130.95, Median= 130.00, Mode= 133.00, S.D.= 14.02, Skewness= 0.75, Kurtosis= -0.69				

It is evident from table 2 that the mean and median scores on cyber-crime awareness among B.Ed. teacher trainees came out to be 130.95 and 130.00. The S.D. came out to be 14.02. The minimum score was 105 and maximum score was 164. It is also highlighted that there were 29% cases lies below class interval, 26% cases lies in the class interval (135-145) and 45% cases lies above the class interval.

The distribution of scores of cyber-crime awareness among B.Ed. Teacher trainees highlight that the value of skewness came out to be 0.75 and mean value was 130.95 which is greater than median i.e. 130.00, hence it clearly shows that the skewness is positive. The kurtosis came out to be -0.69 which is less than 0.263, hence the curve is leptokurtic.

Thus the values of mean, median did not show much departure from one another. This indicates that the frequency distribution approach towards normality. Hence the cyber-crime awareness scores were considered as normally distributed.

The scores of cyber-crime awareness among B.Ed. Teacher trainees were taken collectively and used to classify high cyber-crime awareness, average cyber-crime awareness and low cyber-crime awareness. The level depends upon the mean score i.e. (M±1SD) ranging from 116.93 to 144.97 (i.e. 117 to 145) as perceived by the

B.Ed. teacher trainees. The specific range of scores was greater than (>145) i.e. 146 to 164 for high cyber-crime awareness, 117 to 145 for average cyber-crime awareness and less than (<117) i.e. 105 to 116 for low cyber-crime awareness. It is found that 35 B.Ed. teacher trainees (17.50%) fall in high level of cyber-crime awareness, 131 B.Ed. teacher trainees (65.50%) fall in the average level of cyber-crime awareness and 34 B.Ed. Teacher trainees (17.00%) fall in low levels of cyber-crime awareness. Hence, the B.Ed. teacher trainees perceived average level of cyber-crime awareness among B.Ed. teacher trainees.

Hypothesis 1 : There is no significant mean difference in cyber-crime awareness among B.Ed. teacher trainees in terms of gender.

Table 3
Gender Mean Difference in Cyber-crime Awareness among B.Ed. Teacher Trainees

Gender	N	Mean	S.D.	Calculated 't'-value	Ramark
Male	63	132.83	13.44	1.28	NS
Female	137	130.08	14.24		

The table 3 shows that the mean cyber-crime awareness scores of males was 132.83 (SD=13.44) as compared to mean cyber-crime awareness scores of females i.e. 130.08 (SD=14.24). The t-value came out to be 1.28 which is not significant. It may be concluded that there is no significant gender mean difference in cyber-crime awareness among male and female B.Ed. Teacher trainees. Therefore the hypothesis 1: "There is no significant mean difference in cyber-crime awareness among B.Ed. teacher trainees in relation to gender" was accepted. There were studies in accordance with the present investigation as Singh (2012) and Goel (2014).

Hypothesis 2 : There is no significant mean difference in cyber-crime awareness among B.Ed. teacher trainees in terms of social category.

Table 4
Summary of Analysis of Variance of Cyber-crime Awareness with Respect to Social Category

Cyber-crime Awareness	Sum of Squares	df	Mean Square	Calculated 'F' value	Remark
Between	3674.59	2	1837.29	10.20**	S
Within	35461.79	197	180		

It is clear from table 4 that 'F' value for three different types of social category came out to be 10.20, which is significant at 0.01 level. This indicates that the mean difference in cyber-crime awareness scores across three types of social category viz. SC, BC and general category came out to be significant. In order to find out which of the differences in cyber-crime awareness is significant, Tukey test was applied to compute least significant difference between two mean at .05 and .01 level (D). The matrix of mean differences along with D-value is given in table 5.

Table 5
Matrix of Mean Difference among Social Category viz. SC, BC and General Category on Cyber-crime Awareness along with D-value

	SC (127.92)	BC (124.67)	General Category (136.83)	
SC	-	3.25(3.68)	8.91**(4.86)	
BC	3.25(3.68)	-	12.16**(4.86)	
General Category	8.91(4.86)	3.25(3.68)	-	
	S.D.	SE _p	D _{.05}	D _{.01}
	13.41	1.87	3.68	4.86

The table 5 highlights that general category (Mean= 136.83) B.Ed. Teacher trainees have maximum cyber-crime awareness as compared to SC (Mean= 127.92) and BC (Mean= 124.67) B.Ed. teacher trainees. The reason may be that the general category B.Ed. Teacher trainees have maximum awareness due to being well acquainted with all the pros and cons in their earlier stages of schooling and also may have attended computer classes in good schools and literate parents may have discussed with their children at homes.

So, there is a significant mean difference in cyber-crime awareness scores across three types of social category viz. SC, BC and general category. Therefore the hypothesis 2: "There is no significant mean difference in cyber-crime awareness among B.Ed. teacher trainees in relation to their social category viz. SC, BC and general category" was not accepted. The result is in accordance with Suvera & Tailor (2020).

Interaction Effect of Location and Browsing Period on Cyber-crime Awareness among B.Ed. Teacher Trainees

To find out the main effects of location and browsing period on cyber-crime awareness among B.Ed. teacher trainees along with their interaction effect, statistical technique of analysis of variance (2x3) factorial design involving two types of location i.e. rural and urban and three types of browsing period i.e. Everyday, Twice a week and occasionally) was applied on cyber-crime awareness. The mean and S.D. 's of cyber-crime awareness scores in relation to location x browsing period design is given in table 6.

Table 6
Mean and S.D.'s of Cyber-crime Awareness Scores among B.Ed. Teacher Trainees in Location x Browsing Period Design

Browsing Period		Location		Total
		Rural	Urban	
Everyday	N	-	85	85
	Mean	-	131.05	131.05
	S.D.	-	13.22	13.22
Twice a week	N	5	34	39
	Mean	128.2	127.21	127.33
	S.D.	16.61	17.57	17.24
Occasionally	N	1	75	76
	Mean	140	132.59	132.68
	S.D.	-	12.92	12.86
Total	N	6	194	200
	Mean	130.17	130.97	130.95
	S.D.	15.62	14.01	14.02

It is clear from table 6 that rural B.Ed. Teacher trainees who occasionally browse the internet had high cyber-crime awareness (140.00), followed by urban B.Ed. teacher trainees who twice a week browse (127.21) and also B.Ed. teacher trainees who browse occasionally had high level of cyber-crime awareness (M=132.68) than those who browse everyday as they had average level of cyber-crime awareness (M=131.05), and low level of cyber-crime awareness (M=127.33) found in those B.Ed. teacher trainees who browse twice a week. In order to find out the interaction effect of location and browsing time on cyber-crime awareness, a two-way analysis of variance was carried out and the summary is given in table 7.

Table 7
Summary of Analysis of Variance (Location x Browsing Time)

Source of Variation	Sum of Squares(S S)	df	Mean Square	F-ratio
Location (A)	56.87	1	56.87	0.28
Browsing Time (B)	285.77	2	142.88	0.72
A x B	33.15	1	33.15	0.16
Error Within	38338.35	195	196.6	
Total	3468455	200		

Main Effects

Location (A)

The table 7 shows that 'F' value for main effect of location (A) came out to be 0.28, which is not significant. It is inferred from the results that the rural B.Ed. Teacher trainees who occasionally browse the internet had higher cyber-crime awareness than urban B.Ed. teacher trainees who twice a week browse, but the difference is statistically not significant.

Browsing Time (B)

The table 7 reveals that 'F' value for main effect of Browsing time (B) came out to be 0.72, which is not significant. This indicates that there is no significant difference in cyber-crime awareness with respect to browsing time. It is inferred from results that B.Ed. teacher trainees who browse occasionally had high level of cyber-crime awareness (M=132.68) than those who browse everyday as they had average level of cyber-crime awareness (M=131.05), and low level of cyber-crime awareness (M=127.33) found in those B.Ed. teacher trainees who browse twice a week, but the difference is statistically not significant.

Interaction Effect

Location (A) and Browsing Time (B)

The table 7 highlights that F-value for the interaction effect of Stream and Gender i.e. (Ax B) came out to be 0.16, which is not significant. It clearly indicates that location and browsing time are independent of cyber-crime awareness. Hence the hypothesis 3: "There is no significant

interaction effect of (a) location and (b) browsing time on cyber-crime awareness among B.Ed. teacher trainees” was accepted.

Educational implications

On the basis of the results of the present study, following educational implications may be laid down:

- ❖ Colleges should encourage students to participate in the cyber-crime awareness programs through mock plays, dramas & skits by protecting themselves from hacking, phishing, spam, identity theft etc. and to learn how not to respond to any spam email and be cautious.
- ❖ The state government and the universities should intensify campaigns on cyber-crime awareness among B.Ed. teacher trainees in order to make them understand that cyber-crime is a criminal offence punishable under the criminal act with attendant adverse consequence of jeopardizing their educational accomplishment when convicted.

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A STUDY ON THE PERCEPTUAL

group. It indicates that the scores are massed at the high end. Kurtosis is -0.718, which is less than the normal value 0.263. Therefore the distribution is leptokurtic.

- 2) Comparison of the Perceptual problem related to Presupposition of Secondary school students of Paniya and Kurichiya communities of Wayanad

The perceptual problem related to Presuppositions is significantly higher for Paniya students as compared to Kurichiya students at 0.01 level.

Educational Implications

Education is considered as a critical input for economic and social development. It strengthens the disadvantaged group with increased efficiency and ability to protect their interest, raise voice against oppression and make them politically conscious. For this, literacy is the first step of empowerment because it opens the door to acquire knowledge. It is considered as a prerequisite factor, which helps to improve human capabilities, enhance increased participation of people in production and thus it establishes a synergic relationship between human development and social development. Through wise understanding, perceptual problem related to Presupposition can be decreased. More emphasis can be to given comprehension or understanding. According to the age and needs of tribal children, appropriate learning materials could be developed.

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EFFECT OF CONSTRUCTIVIST APPROACH ON INTEREST IN MATHEMATICS

UGC CARE
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ABSTRACT

The most effective pedagogy in education is one that ensures maximum learning. However, more teaching does not result in more learning. So in order to evoke the spirit of learning, teachers should pass the ownership of learning to students. This paper evaluates the effect of the constructivist approach on interest in Mathematics. An experimental research design was employed in the study. A sample of 189 students of Standard VII was divided into experimental and control groups. Percentage analysis, arithmetic mean and standard deviation were computed to know the nature of the distribution. ANCOVA was used to find the influence of different approaches on interest in mathematics by considering pre-interest in mathematics and intelligence as a covariate. A significant difference was found in the interest and of students taught through the constructivist approach in Mathematics.

Keywords : Constructivist Approach, Interest, Mathematics

Introduction

“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.” John Dewey

Classroom teaching practice becomes more effective when it is well informed by an understanding of how students learn (Nayak, 2013). So in terms of pedagogy, the development of education now requires teaching strategies that emphasize student involvement in their learning, where the focus is on knowledge construction rather than knowledge transformation.

Constructivist Paradigm

The chalk and talk methods of teaching where children sit in silence in rows memorizing information are on shaky grounds and a whole losing favor among students. The emphasis is swiftly moving away from what children learn to how they learn.

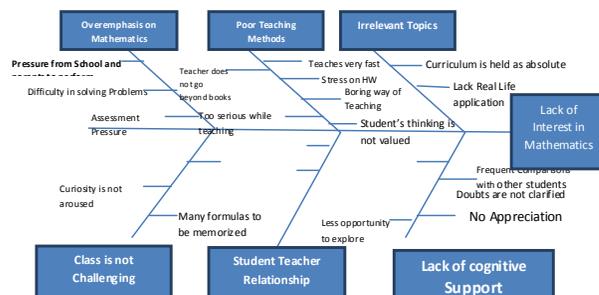
Mathematics at Upper Primary Level

Mathematics teaches logic and problem solving which is the essence of life. There is a real-life connection of every concept taught in Mathematics. The Mathematics curriculum at the upper primary level aims to develop a number of mathematical skills and processes in children such as handling abstraction, problem-solving, mathematical communication, conjecturing, and searching for proofs.

Interest in Mathematics

Interest plays a prominent role in making a student learn, reflect and apply something. Mathematics Interest is the liking of the students to learn mathematics content and participate in mathematics activities, which is indicated by example solving, studying, and getting involved in mathematics activity as a leisure-time pursuit. Due to the conventional method of teaching mathematics, students lack of interest in the subject. Figure 1 shows the various reasons for lack of interest in mathematics among students of upper primary classes.

Fig 1



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The fishbone in figure 1 shows the various causes for lack of interest in Mathematics. The reasons for lack of interest in Mathematics were collected ethnographically from the students. Major reasons cited by the students were Poor Teaching Methods, Irrelevant Topics, Overemphasis on Mathematics, Lack of cognitive support, Student Teacher Relationship, Nature of Mathematics. The constructivist environment provides opportunities for learners to explore, collaborate and learn which in turn strengthens their learning and creates interest in the subject. A child will not learn from a teacher he dislikes. A teacher first needs to connect well with the students (Gablinske, 2014). One cannot make students do anything by force; the only strategy that works common for all is to get them interested in mathematics and pass the ownership of learning to the students.

Need and Significance of the Study

Mathematics, as one of the core curriculum subjects, is a compulsory subject in schools from Class I onwards. In the upper primary classes, mathematics becomes more abstract and complex. The mathematics curriculum prescribed for upper primary classes a wide spectrum of concepts that are to be learned and mastered by the students. Generally, learning mathematics is not fun for a majority of students rather it is a nightmare (Ali, 2011). The mathematics curriculum contains specialized knowledge that needs certain internalization. Unfortunately, in many schools teachers usually fail to instill and nurture these critical abilities towards mathematics in students. The result is that students fail to make any connection with the subject.

Sample

The sample consisted of 189 students. Out of the selected students, 94 were from urban background and 95 were from rural background. Further, from the urban background, 42 government and 52 private school students were selected. Likewise, from a rural background, 44 government and 51 private school students were selected. The final sample consisted of 107 boys and 82 girls. The experimental group from different schools had 97 students of which 55 were boys and 42 were girls. The control group from different schools had 91 students of which 51 were boys and 40 were girls.

Objectives

1. To study the level of interest in mathematics among the students of class VII before and after the treatment
2. To study the level of interest in mathematics among the boys and girls of class VII before and after the treatment.
3. To study the effect of treatment, gender, and their interaction on Interest in Mathematics by taking Pre-Interest in Mathematics and Intelligence as covariates.

Hypothesis

There is no significant effect of treatment, gender, and their interaction on the mean scores of Interest in Mathematics by taking Pre-Interest in Mathematics and Intelligence as covariates

Methodology

The study is an experimental research study where the investigator has utilized randomized block pre-test post-test control group design for the present study. The symbolic representation of the research design is given in figure 2.

Fig 2

Graphical Representation of randomized pre-test post-test control group design

Experimental Group (E)	R	O ₁	X	O ₂
Control Group (C)	R	O ₁		O ₂

Tools

For the collection of the data Standard Progressive Matrices developed by J.C. Raven was used to measure the intelligence of the students; the interest of students in Mathematics was measured using Mathematics Interest Inventory developed by L. N. Dubey.

Data Analysis and Findings

Interest in mathematics among the students before and after the treatment

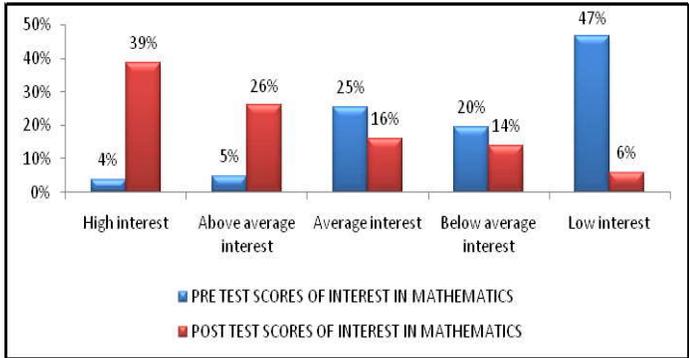
The first objective of the study is “to study the level of interest in mathematics among the students of class VII before and after the treatment. According to the scores of interest in mathematics obtained, the students were categorized as having high, above average, average, below

average and low interest in mathematics. The category-wise interest in the mathematics of all the students is presented in figure 3.

The third objective of the study was ‘to study the effect of Treatment, Gender and their Interaction on Interest in Mathematics by taking Pre-Interest in Mathematics and Intelligence as Covariate’ for which the hypothesis formed was ‘there is no significant effect of treatment, gender and their interaction on the mean scores of interest in mathematics by taking pre-interest in mathematics and intelligence as the covariate.’ There were two levels of Treatment, namely, the Constructivist Approach and the Lecture Method. Male and Female were the two levels of Gender. Pre-Interest in Mathematics and Intelligence were the two covariates.

Figure 3

Level of interest in mathematics among students before and after the treatment

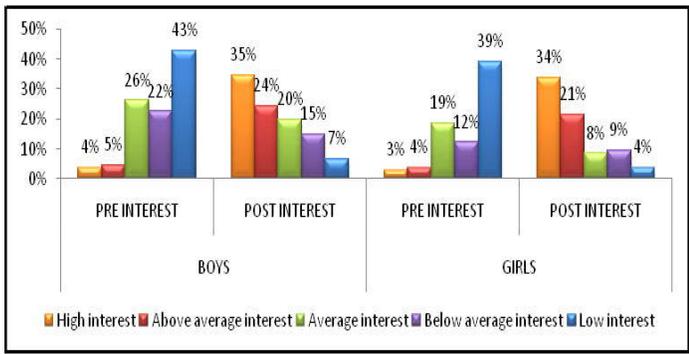


Level of interest in mathematics among the boys and girls before and after the treatment

The secondary objective of the study is “to study the level of interest in mathematics among the boys and girls of class VII before and after the treatment.” for which the research question is ‘What is the level of interest in mathematics among the boys and girls of class VII before and after the treatment?’ According to the scores of interest in mathematics obtained, the boys and girls were categorized as having high, above average, average, below average and low interest in mathematics. The category-wise interest in the mathematics of boys and girls is presented in figure 4.

Figure 4

Level of interest in mathematics among boys and girls before and after the treatment



Effect of Treatment, Gender, and Their Interaction on Interest in Mathematics by taking

Table - 1
Summary of Two Way ANCOVA for Treatment, Gender and their Interaction on Interest in Mathematics by taking Pre-Interest in Mathematics and Intelligence as Covariate

Sources of Variance	df	SS _{y,x}	MSS _{y,x}	F _{y,x}	Remark
Treatment (A)	1	2351.56	2351.56	59.8	p<0.01
Gender (B)	1	216.13	216.13	5.5	p<0.05
A X B	1	128.3	128.3	3.26	p>0.05
Error	183	7197.04	39.33		
Total	188				

Table 2
Mean SD and N for interest in mathematics of students by Group and Gender

Gender	Group	Mean	SD	N
Boys	Experimental	32.02	5.66	55
	Control	23.73	7.6	52
	Total	27.99	7.84	107
Girls	Experimental	32.45	6.83	42
	Control	26.98	7.69	40
	Total	29.78	7.72	82
Total	Experimental	32.21	6.16	97
	Control	25.14	7.77	92

From Table 1 and 2, it can be seen that the adjusted ‘F’ Value for Treatment is 59.80, which is significant at a 0.01 level of significance with df(1,183). It reflects that the adjusted mean scores of Interest in Mathematics of students.

taught through the Constructivist Approach and Lecture Method differ significantly when Pre-Interest in Mathematics and Intelligence were taken as covariates. Thus the null hypothesis that there is no significant effect of Treatment on Interest in Mathematics by taking Pre- Interest in Mathematics and the Intelligence of students as covariates is rejected.

Further from Tables 1 and 2 it can be seen that the adjusted F-Value for Gender is 5.50 which is significant at a 0.05 level of significance with df(1,183). It reflects that the adjusted mean scores of Interest in Mathematics of Boys and Girls differ significantly when Pre-Interest in Mathematics and Intelligence were taken as covariates. So there was found a significant effect of Gender on Interest in Mathematics by taking Pre-Interest in Mathematics and Intelligence as covariates. Thus the null hypothesis that there is no significant effect of Gender on Interest in Mathematics by taking Pre- Interest in Mathematics and Intelligence of students as covariates is rejected. Further, the adjusted mean scores of Interest in Mathematics of Boys is 27.99 which is significantly lower than those of Girls whose adjusted mean score of Interest in Mathematics is 29.78. It is, therefore, said that Girls were found to have significantly higher Interest in Mathematics than Boys when Pre-Interest in Mathematics and Intelligence were taken as covariates.

On further analysis, from Tables 1 and 2, it can be seen that the adjusted F-Value for interaction between Treatment and Gender is 3.26 which is not significant at 0.05 level of significance with df 1/183. So there was no significant effect of interaction between Treatment and Gender on Interest in Mathematics when Pre- Interest in Mathematics and Intelligence were taken as covariates. Thus the null hypothesis that there is no significant effect of interaction between Treatment and Gender on Interest in Mathematics by taking Pre- Interest in Mathematics and Intelligence as covariates is not rejected. Hence it can be inferred that there is no combined effect of Treatment and Gender on the mean scores of Interest in Mathematics.

Conclusion

Interest in Mathematics will pave the way to genuine learning. The use of the constructive method in teaching has to lead to enhancement in the interest in the mathematics of both boys and girls. The constructivist Approach was found to benefit both Girls and Boys although it benefited more Girls when Pre-Interest in Mathematics and Intelligence of students are taken as covariates. Students taught through the Constructivist Approach were found to have significantly higher Interest in Mathematics than those of the Lecture Method Group. Higher the interest in mathematics higher will be the achievement in mathematics.

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BRINGING GLOBAL COMPETENCE TO THE CLASSROOM: COMPETENCY-BASED CURRICULUM APPROACH

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ABSTRACT

Education improves and empowers humankind in the application of knowledge to the problems mainly by enhancing the ability to find solutions to the profound situations in the local and global arena. Many nations have implemented competency-based curriculum (CBC) on the desire to equip the graduates or "future generation" with skills that will stand the test of time. CBC gives more autonomy to the learner to develop competencies by focusing on a learner-centred approach that easily incorporates the teaching of global issues in the classroom. This paper gives CBC features, the historical emergent of CBC as it discusses different select countries that emphasized global competencies in their curriculum, , settings that discusses assorted initiatives of bringing global competence into the classroom and why the proposed implementation of CBC as the means to incorporate global issues in the classroom. It also discusses the adoption of CBC to achieve attainment of global competences among learners.

Keywords : *Global competence, competences, Competency-based curriculum, Education, Competency, Learners.*

Introduction

Competence Based Curriculum (CBC) as an educational framework focuses more on complex outcomes of a learning process that includes skills, knowledge and attitude rather than just focusing on what learners learn about in terms of the defined subject content. There is a need for students, education experts, leaders and curriculum developers to have diverse education perspectives that transcend individual country borders to create a world competent population. The curriculum ought to be developed towards involving learners in both global engagement and community. There is also a need for schools, educators, curriculum developers to incorporate the preparation of students who are creative, intelligent, critical thinkers, innovative with global competence to apply appropriate knowledge and skills while negotiating and participating in local and international issues. The effect of globalization and technological advancement has changed the concern of education to emphasize on its meaning and quality of knowledge applied by the graduates in the performance of real tasks. Education trends indicate a common transformation on the emphasis of concepts of competency (knowledge, skills, and attitudes) through the implementation of the competency-based curriculum. The

current era demands clarity on what counts as valid knowledge and this necessitates a shift towards a learner-centered learning outcome curriculum. The networking and flow of ideas from state-to-state either developed or developing seem to grow towards a common goal of enhancing students' attainment of competencies. The advantage is that the present generation is technologically advanced and thereby is interconnected globally so that considerable information is easily accessible. The educators and curriculum reformers need to foster the global mindset through appropriate knowledge, skills, and attitudes for which competency-based curriculum (CBC) provides the best alternative.

Competency is the capability or skill of a person to do something successfully or efficiently. Nzima (2016)

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highlighted that curriculum reforms are changing towards response to the globalized knowledge economy that has increased the need for skills and technological change. CBC is the curriculum that caters to the changing demographic make-up of current students that harness technological advances and creates the learner-centered pathways in approach to education. The CBC emphasizes on the development of competences while recognizing student previous experiences and the ability of the student to perform real tasks. Therefore, countries across the globe have adopted CBC as a curriculum that emphasizes the development of competencies among learners.

Assorted nations emergent of global competence in curriculum

In 2008, the Korean Ministry of Education proposed adoption of CBC as a curriculum that would cater to the needs of future society. In 2009, in order to address the vision for an educated person, Korea revised their curriculum to promote the development of a global creative person, self-directed, cultivated, global-minded person, who should possess key competencies. Korea according to Lee (2014) documented ten key competencies for the society of the future, namely creativity, problem-solving skills, communication skills, citizenship, interpersonal skills, basic learning skills, understanding of the international community and cultures, information processing skills, self-management skills and career development skills. This was Under the ideal of “Hongik-Ingan” which involves actions that benefit the universal welfare of humankind – the founding spirit of the first kingdom in Korean history.

OECD (2005) cited in Anderson Levitt (2017) indicates the importance of competence in the success of an individual's life. The key competencies include the ability to use of language, symbols and text, use of knowledge and information, use of technology interactively, ability to relate well to others, cooperate, manage and resolve conflicts, act within the big picture, form and conduct life plans and personal projects, assert rights, interests, limits and needs. These competencies indicate the need for the students to act in the big picture that is the global arena.

Anderson-Levitt (2017) documented that in 2009 Australia established a national curriculum from preschool through second grade that focuses on capabilities that

include literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding. England shifted education to skilled based reform in 2008. It entails a cross-curricular set of cognitive and social skills that aimed at making students independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Kenya Institute of Curriculum Development (KICD, 2017) indicated that Kenya implemented CBC in 2017 in a phased manner. The key competence includes communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, learning to learn, self-efficacy and digital literacy... pg. 21, these competencies are learned, enhanced and expanded. This implies that the competence statements in the curriculum are performance executions.

According to Vallenjos et al (2017), Paraguay curriculum emphasized key competence that included: “Internet use, report writing and opinion papers, creation of diagrams and comparative charts, ability to analyse and synthesis, ability to solve problems and ability to work independently”. Harris (2017) indicates that key competencies emphasized in the New Zealand curriculum include: “thinking, using language symbols and texts, managing self, relating to others, participating and contributing.”

The cited competencies examples depict the importance of attainment of competencies through the implementation of CBC as argued by Wagner (2020) who proposed the development of global competence among learners. These competencies are the twenty-first (21st-century skill) needed for employment in today's global economy. Competence entails attitudes such as openness, respect, empathy, social responsibility that promotes the betterment of human condition locally and globally. It also gives importance to the knowledge of local issues and global issues, current events, global independence and dependence, culture, the impact of local on global, and vice versa.

Initiatives that bring global competencies into the classroom

The USA strives to engage their educators to facilitate the creation of a global mindset among learners. Wagner (2020) cited the use of programmes such as American Councils for International Education, EF Tours, and Teachers2Teachers-International to provide educators with a forum for meaningful cross-cultural interactions. Use of virtual exchange platforms like iEARN and global SchoolNet facilitate connection of classrooms globally.

In Asia, institutions such as the Asia Global Education Society have been working to incorporate the global competence in students as a way to globalize learning and prepare global future generations. Kimura and Tatsuno's (2017) study indicates that Japan's Education system based on Zest for life mainstreamed 21st-century competence which includes basic literacy, thinking ability and practical ability to act for the world. This mainstream was advancement to the shift to competency-based education. These led to the revision of the curriculum to include the use of active learning and education programs like OECD Tohoku School and global incubation fostering talent initiatives.

The study of teachers committed to globally competent teaching supports the use of inquiry-based student-centred strategies in the curriculum that is a typical aspect of CBC. It found out that the educators employed strategies that involved the integration of global topics and perspectives across content learning areas, providing opportunities for authentic engagement with global issues and connecting the global experiences of students and teachers to the classroom. These strategies involved activities such as providing learners with real-world issues to engage them working in teams to devise and debate solutions to real-world problems such as climate change. The use of service-learning facilitated much of the application of knowledge in real-life situations.

In the CBC approaches, use of learner-centered methods such as project methods, discussion, portfolios, rubrics, anecdotal, and case studies are encouraged. Damnjanovic and Korac's (2011) did a study on bringing the real world into the classroom, they researched on the use of case study and their findings show that the case study method is a useful technique for developing student skills. Case studies expose students to situations similar to real-

life scenarios that prepare students for real-life in local and global contexts.



OECD (2018) observed that the Programme for International Students Assessment (PISA) evaluates the education system worldwide to test the knowledge and skills of students while examining global competence. PISA is a platform that gives feedback on how prepared next-generation are to tackle the contemporary and multicultural issues locally and globally. The study indicates that the worldwide schools and educators incorporate knowledge, skills, values and attitudes that are components of global competence. The approach adopted encourages the exposures of learners to the real-world situation. The assessment feedback may support the statement by OECD (2018) that global education "...open people's eyes and minds to the realities of the world and awaken them to bring about a world of greater justice, equity, and human rights for all..."

Why Competency Based Curriculum (CBC)?

The global economy requires broadening responsive education approaches that emphasize on learning and applicability context. Studies indicate that CBC focuses on the transfer of knowledge beyond the classroom. Labonova and Shin (2008) argued that CBC gives a connection between the purpose and results of education and its impact on learners, society, and the world at large. CBC provides the successful adaptation of a person in a modern fast-changing world and transforming education to the communication of international contexts as it emphasizes learning outcomes as supported by Nikolov et al (2014) who believed that CBC is an answer to global and societal change issues.

OECD, (2018) indicate the importance of attainment of global competence in the job market. The CBC encourages exposures of learners to practical application of knowledge to real expected future tasks. This facilitates the creation of highly literate persons to solve novel problems in creative and innovative ways. CBC gives learners the ability to develop higher levels of thinking like synthesis, analysis and evaluation that facilitates deep thinking.

To quote OECD (2018)

“Global competent students understand that the world is a system in which their actions, as well as the actions

of nations, have consequences across the globe. ... They are attuned to their local economy and understand how it is affected by global economic forces; they see history as an ongoing story with many threads, rather than a series of unconnected events; they are aware of the big questions doctors, scientists, and policymakers are trying to answer and recognize the forces that impede...”

Lee (2014) argues that a CBC graduate is a self-directed individual who would balance personality (intellectually, morally and physically), which implies having basic skills, divergent thinking, problem-solving skills, originality and ability to see and create new values.

Lee (2014) posited that ‘the cultivated person has qualities such as diverse cultural literacy, an understanding of pluralistic values, and the pursuit of high quality of life. Being a global-minded person implies having communication skills, global citizenship, a concern for solving global community problems, human prosperity, and caring and sharing...’

Sturgis and Casey (2018) pointed out that schools in the USA have turned to implementation of CBC because they needed to develop globally competitive graduates to achieve greater equity, create a system of continuous improvement and learning, foster deeper learning and design schools that promote what is best to help students learn and be global acquainted. For instance, the U.S. Department of Education (n.d) in the discussion on education standards, states:

“...there is a growing consensus that America's students need to be prepared to compete in a world that demands more than just basic skills one of the most powerful strategic levers of improvement is to ensure that every student is held to high academic standards. In an environment of high-quality standards, teachers can focus on higher-order skills that students need to think critically, solve real-world problems, and be successful in the 21st century and beyond....”

The incorporation of global world issues into the classroom setting through the CBC approach would bring the attainment of world standards.

Conclusion

The faces of diverse challenges which the world is experiencing right now require the rethink of the education system for the future generation. The implementation of

competency-based curriculum indicates an emphasis on the attainment of competence as the learning outcome.

This paper has explored a call on a shift on education aiming at attainment of competency. Hence, this can be achieved by CBC implementation. The aspects of adoption of CBC in different countries display a better platform to incorporate the global competence in the learning. The need for global competence comes clearly as the solution to educational development needs through the implementation of CBC. The assorted initiatives that the developed countries use in order to mainstream the 21st-century competency show the direction towards the CBC. The trends in global issues prove that a competency-based curriculum gives the appropriate education reform to incorporate global issues in the classrooms. This paper recommends academicians to look more into research on CBC complexity in the classroom. Considering the classroom practices relevance by looking at their environment and atmosphere in the implementation of competency-based curriculum would impact the entire enactment and increase its benefits to students, educators, institutions and nations.

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REFLECTION OF RABINDRANATH TAGORE'S PHILOSOPHICAL THOUGHT ON HOLISTIC APPROACH IN EDUCATION



ABSTRACT

Rabindranath Tagore was a world-famous poet, philosopher, humanist and great thinker in education. The present education system has strongly been influenced by the naturalistic and aesthetic values of Tagore's philosophical thought. According to Tagore, basic education helps an individual to attain complete manhood. Moreover, Tagore believed in such education which has been acquired from nature. Visva-Bharati was founded by Rabindranath Tagore, which means the communication of the world with India. He also tried to connect the essence of rurality with the educational system. Tagore's educational model has a unique sensitivity and aptness for education within multi-racial, multilingual and multicultural situations, amidst conditions of acknowledged economic discrepancy and political imbalance. His philosophy of education reflects the holistic education among the students with skills that will allow them to live their lives as well as possible and in harmony with their social milieu, properly prepare the future for the next generation.

Keywords : *Tagore's Philosophy, Holistic Education, Naturalism, Visva-Bharati.*

Introduction

In the galaxy of great educational thinkers the name of Rabindranath Tagore, popularly known as "Gurudev". He was a tremendously successful poet, lyricist, composer and artist. Tagore was the first non-European individual to get the esteemed Nobel Prize. Tagore is recognized not only as a poet but also a great educationist. Rabindranath Tagore was born in the great Tagore family of Jorasanko, Kolkata. From his childhood, he never appreciated the contemporary British style of teaching. That's why he did not continue to receive his formal kind of education and dropped out of school. He pointed out a lot of shortcomings in the focus of the British India teaching method (Gupta, 2004). He always prioritized that the mother tongue should be considered as a medium of instruction in teaching-learning approaches. He also said, 'don't limit a child to your own learning, for he was born in another time' (Radhakrishnan, 1918).

Tagore's Philosophy of Education

Tagore has emphasized that among human beings, nature and international relations there exists a basic unity and love. Hence, true education should promote this fellow-feeling and love in all the present things. Instruction pervasive

in the times of Tagore was inflexible, sensible thus dead that it didn't affirm to the requirements of individual and requests of society. Tagore accomplished this perfect Visva Bharati (Pushpanathan, 2013). He mentioned an incredible noteworthy of the school environment of the children whose mind, similar to the tree, has the capacity to assemble nourishment and sustenance from its surroundings. A good environment helps the children to be good moral human beings. The school environment should likewise create affectability of soul and permit the opportunity to the mind from subjugation of ignorance and lack of concern (Tirath, 2017). Tagore believed that during education, a child should enjoy freedom. He should be free from all compulsions and restrictions otherwise he will remain sitting in the class like an exhibit of a museum (Tagore, 1931). Hence, like Rousseau, Tagore also upheld Nature as the most effective and powerful teacher for a child. For this, he prescribed

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natural education for the child. This was the reason why he selected a natural and scheduled area near an open jungle place for the location and establishment of his ‘Santiniketan’ (Radhakrishnan, 1918). Tagore’s philosophy was based on naturalism that means learning from nature. He also believed in world brotherhood and love for god. He also believed in the philosophy of existentialism which emphasizes the existence of the person as a free and responsible agent (Tagore, 1912). Tagore was an incredible philosopher and educationist. He expressed himself in these capacities by his own efforts. He was born in a family that was well known for its progressive views, social and cultural attainments, political awakening and also a center for the struggle for independence. Artists, poets, dramatists, musicians, scientists and philosophers belonged to this family (Kathleen, 2002). Self-education developed Tagore’s inherent capacities of the fullest extent. According to S.G.Sarcar- “he discovered for himself all the theories and principles of education which he was later to formulate for himself and use in his Santiniketan experiment”.

Holistic Education

There is no particular book on teaching or instruction of Rabindra Nath Tagore yet from his works and talks, one can find that the inspirations driving bearing which he grasped were about proportionate to were strengthened by our glorious people.

Physical Development

Tagore mentioned that the fundamental purpose of guidance ought to be to build up the child genuinely because he thought that a sound psyche always lives in a strong body (Pearson, 1916). He recommended distinctive co-curriculum activities like swimming, dancing and different kinds of games and sports. If a child is physically strong, he can do everything in the world. He believed that physical health leads to the development of mental health (Halakeri, 2017).

Intellectual Development

Tagore has written-“In comparison to book learning, knowing the real living directly is true education. It not only promotes the acquisition of some knowledge but develops the curiosity and faculty of knowing and learning so powerfully that no classroom teaching can match it”.

Intellectual development increases the imagination power, creative and intellectual capacity of the child (Guha, 2013).

Spiritual development

Generally, the complete man is considered as a morally and spiritually developed person. So, he placed it for the development of a complete man. Tagore views that outer world development leads to the development of the inner world (Tirath, 2017). Tagore was idealistic, so he stressed inner discipline, peace, and naturalness. He wanted children to know about the importance of cooperation, sociability, and tolerance.

Advancement Everything Being Equal

In keeping with Tagore’s opinion, the child is a higher priority than a wide range of books, rules and educators. His own issues in particular self-turn of events, self-experience and self-articulation must be fortified by singular encounters (Kripalini, 1941). Rather a child ought to be allowed to appreciate total opportunity to build up his brain and soul to the full in a domain of adoration, respect, compassion and love (Halakeri, 2017).

Improvement of Global Understanding

As indicated by Tagore, another point of instruction ought to be to build up a global disposition in children. To the degree he underscored a singular turn of events, to a similar degree he pushed the improvement of society and the entire human race (Bulletin, 1930). Indeed, the perception was that an individual ought to create to the furthest reaches and afterward he ought to devote his best to the advancement of worldwide government assistance.

Ideal Education

Tagore introduced some new techniques for ideal education which does not suggest the formal education method. His ideal education method is based on the individual innate capabilities of the students or it can be said life-oriented education (Andrews, 1938). He always emphasizes co-curricular activities like playing the game, singing, hand-made works, etc. So, kinesthetic learning is the base of Tagore’s ideal education. He also stressed the medium of getting the ideal education is the human soul and his innate characteristics (Guha, 2013). According to him,

the overall development of the mind finally helps to develop our society. There are no fixed rules and regulations for adopting the ideal education but based on personal capabilities, one can intake education. An ideal education may be possible only by the teachers who are spiritually very rich and communicative (Pushpanathan, 2013). Tagore believes that an educational institute is not able to enhance the spiritual development of a child rather they develop it from nature. So, it can be said that spiritual knowledge only comes through an informal way of education and it can be received from all sections of our society (Jha, 1999). A sacred life brimming with devotion and great goals will lead normally towards an otherworldly turn of events and self-acknowledgment. As per the hopeful way of thinking, the point of instruction is to set up the youngster for a blessed life (Halakeri, 2017).

Ideal School

A Boarding School in Nature

Tagore is convinced that an ideal school should be amidst nature. In Santiniketan, lessons take place mostly outside in the shade of trees. For schools in less warm climates, he recommends spending at least one school day completely outside, not counting sports, games, and excursions. He also believes that boarding schools are most advantageous, as they can be far away from cities and therefore permit children to move about more freely (Mukherjee, 2017).

Self-discipline and Self-government

Tagore's criticism of punishment and his allowance for freedom is countered by his emphasis on discipline. Particularly in the first years of his Santiniketan school (initially called Brahmacharya Ashram), he focused on simplicity and discipline (Das & Bera, 2020). Yet Tagore believed that it is crucial to inspire children to be self-disciplined, because "cruel slavery, in which to drill the child mind is demoralizing and because perfect obedience comes at the cost of individual responsibility and initiative of mind."

Ideal Educational Programme

Tagore wished to build up the complete man. To him, the common arrangement of instruction was flawed and inadequate. It couldn't build up the singularity to the furthest reaches (Tagore, 1912). As per him, an educational plan

ought to be, for example, to build up an individual truly, intellectually, ethically, socially, and profoundly to the most extreme cutoff points. For this, an educational program dependent on exercises and wide encounters, all things considered, the circumstance is vital. This will build up the character of the kid to the full in the entirety of its viewpoints (Jha, 1999). Tagore accentuated that together with different subjects, various sorts of co-curricular exercises ought to be a fundamental part of the educational plan. In his Visva Bharati, he stressed nature study, geography, history, agriculture and pragmatic subjects (Gupta, 2004). He also proposed laboratory work, horticulture, field study, gardening, arts, original creations, vocational, sculpture and professional subjects. There will be a baffling variety assortment in co-curricular activities like painting, singing, designing, sewing, dancing, cutting, knitting, cooking and so forth. Worldwide Visva Bharati is known for the changed examinations, side interests and social refinements combining the old and current accomplishments of Indian individuals in all fields of human movement (Naravane, 1981).

Ideal Teachers

Tagore found it difficult to find the right teachers for his schools. He was looking for Gurus instead of Schoolmasters. The Sanskrit term guru means teacher, yet emphasizes spiritual knowledge and practices and is connected to the ancient tradition of brahmcharyashram and tapovans. According to Tagore, gurus are 'active in the efforts to achieve the fullness of humanity and will give their whole selves to their students instead of merely sharing the material as prescribed by the curriculum. (Tirath, 2017). Educators should work with kids with appreciation, sympathy and kinship thought. Rather than articulate book learning, the instructor should offer contributory air to the youngsters with the goal that they draw in themselves invaluable and beneficial activities and handle without anyone else experience (Gupta, 2013).

Teaching –Learning Strategies

Educational plans and systems should be founded on real-life problems (Sharma, 2002). As per Tagore, procedures should draw out the advancement of the children conforming to common learning and concerns. In



this way, the child should be outfitted with a consistently expanding number to inspect and examine novel assets by his free exercises so he picks up information directly.

Educating While at the Same Time Walking

Tagore accepted that training conferred inside the study hall doesn't impact the brain and body of the kids. Youngsters will stay uninvolved, latent, and inert in the study hall. He referenced that during strolling the brain keeps attentive and the kids effectively and viably understand data on stuff by coming straightforwardly in interface with them. In his statement - "Instructing while at the same time strolling is the best approach of training" (Pearson, 1916).

Conversation and Question Answer Method

As per Tagore, genuine instruction isn't insignificant packing of books. It ought to be basically founded on genuine issues of real life. Accordingly, he successfully pushed the conversation method including the question-answer technique (Kathleen, 2002). As shown by him issues should be placed before kids for conversation so they can think intelligently and contend out rationally. Therefore, they will have the option to develop their insight and increase basic information in regards to genuine issues.

Activity-Based Method

In keeping with Tagore's concept that activity-based method is a method of huge outcome since it invigorates all the resources of the body and soul. Consequently, he made the learning of some craftsmanship required in the curriculum of 'Visva-Bharati'. Tagore definitely considered the action-based system that permitted any physical exercise or action in any event, during study hall educating learning or any traditional investigation (Tagore, 1931).

Conclusion

Tagore said that the children should be given freedom so that they are able to grow and develop as per their own wishes. A man through the process of education should be able to come out as a harmonious individual in time with his social set-up of life. According to Tagore, man and nature have an interesting compromise. Subsequently, to build up the regular feelings of the child in a characteristic climate away from the messy and shameless environment of towns Truly, Tagore prevails and heartfelt Idealist everywhere throughout the life. He examined nature as a great agency for the significant and manifest improvement to the child. Thus, he introduced "Forest School", away from the messy

and grimy climate of urban communities because sometimes the urban environment extremely affects the brain and body of the children. In the twentieth century, Gurudev Rabinranath Tagore was an incredible rationalist. He suggested creative self-expression through craft, music, drawing, and drama. The establishment of Shantiniketan fulfilled the desired goal of Tagore on the educational front. Tagore's education marked a novel blending of the ideas of the East and West.

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EMPOWERING THE TEACHER IN PRESENT ERA: A VISIONARY APPROACH TO MAKE THEM MORE EFFICIENT IN INDIAN CONTEXT



ABSTRACT

The future of the country is shaped in the schools by the development of the students in a positive direction. Students and their shaping are directly influenced by the teacher. That is why to make the teacher efficient for the achievement of the desired goals, empowering them is a major concern. This study aims at the exploration of the dimensions of empowerment of teachers, identification of the hindrances mainly in Indian perspective for empowering them and proposal of the pragmatic pathways for eradicating these hindrances. The study is mainly dependent on data collection from secondary sources and ground-level observations. The essential aspects of empowerment with a particular reference to the teachers include their grasp on the subject knowledge, high level of confidence, helpful and supportive structures from financial, emotional and physical-resource perspectives etc. The major barriers in their empowerment are the structuring of the teacher-education system, lack of in-service developmental activities, lack of supportive and shared-governance structures, cut-throat competitive environment, political influences, and various social issues etc. To eradicate these issues, improvements in teacher education, decentralization of administration, lessening the competitive environment, encouraging self-decision making, the establishment of training centres in the reach, encouraging collaborative and ethical values, encouraging teachers to actively participate are the major recommendations to be considered. Thus, the study overall uses a holistic approach to empower teachers so that the leaders of the future may assimilate the values a developed society requires.

Keywords : Empowering Teachers, Increasing Efficiency, Issues, Solutions.

Introduction

Teachers are the actual leaders of society as they develop the minds of future citizens. Empowering them is the essential need of society so that their efficiency may increase and advanced goals of the society could be accomplished. This study aims at identifying the issues that hinder in the empowerment of teachers and recommending the solutions to increase their efficiency for the achievement of the desired goals of the society.

At first, the study attempts to identify the dimensions of “empowerment of a teacher”, then the issues identified which hinder the growth of these dimensions. Further, the possible ways are proposed for eradicating these hindrances.

Objective of the study

To recommend essential points to increase the efficiency of the teachers for empowering them.

Literature review

The teacher is the leader of society as he/she guides the students to a better future. This is why teacher empowerment has been an issue of great concern for a long period and the discussion of this issue is still significant. Many researchers of the field have given notable contributions to the subject which have been reviewed below:

Sprague in his study titled ‘Critical Perspectives on Teacher Empowerment’ (1992) reviews several pieces of literature to identify the issues and possible solutions related to empowerment of the teachers. The powerlessness of the teachers due to the conditions of workplaces, occupational oppressive cultures, the feminization of teacher’s work, technologizing teacher’s work,

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intensification of teacher's work, deskilling environments, privatization is one of the major issues identified. The solutions to these problems are suggested as active or passive resistance to the depleting academic environment, collaboration with each other, empowerment through shared leadership practices, ethical strengthening and encouraging research activities among teachers and for teachers and revisioning the teacher education, etc. These problems seem very much significant in the present perspectives also.

Blase and Blase in their study titled *Facilitative School Leadership and Teacher Empowerment: Teacher's Perspectives* (1996) touched various aspects of teacher empowerment. The research used an open-ended questionnaire *Inventory of Principal's Characteristics that Contribute to Teacher Empowerment (IPCCTE)*. The results of the study showed that the facilitative school leadership require the principals to demonstrate trust on the teachers' professional judgments, to build shared governance structures allowing teachers to function as an advisory body and giving them the required freedom to use time, resources and information etc., to encourage individual teacher's autonomy, to encourage innovation, creative tasks and risk-taking, to reward the teachers, to value the personal traits of the teachers. Furthermore, affective factors related to teacher empowerment such as satisfaction, self-esteem, confidence, motivation, security, expression etc. are also discussed in the literature, on the behalf of which an attempt of defining the teacher empowerment has been made. The study is based on the micropolitical perspective of teacher empowerment and has discussed various important factors related to the subject.

Murray in her research article titled "Empowering Teachers through Professional Development" (2010) has suggested various points for professional development to empower teachers such as reflective teaching, keeping and sharing teaching journals to identify the cons and pros of his/her teaching practices, analyzing the critical incidents which may occur in the classrooms, trying peer mentoring and coaching, forming or being the part of an association at local, national or international level and participating in conferences and workshops. These suggestive points cover the needs of the professional dimension.

Seaton in his research work titled "Empowering teachers to implement a growth mindset" (2017) used a growth mindset approach to empower teachers through the training programs. The study used mixed-methods design possibly developed by Dewey (1925) and Feilzer (2010)

for qualitative and quantitative measures. The study identified the themes of the most useful and the least useful aspects of the training. The themes of the most useful aspects of the training were knowledge, awareness of own practice, resources and change in practice and the themes of the least useful aspects of the training was more time to explore resources, collaboration, pre-training information, the data gathered, shorter training sessions and materials. The training programs were significant in bringing the required change in the mindset impact of which was observed in the teacher's school practices. Such mindset training programs for teachers provide alternative methods for teacher empowerment which should be considered as well.

The pieces of literature studied cite various dimensions and aspects of teacher empowerment. Empowerment of the teachers in present perspectives does not seem to be defined adequately. It also seems that the holistic approach to increasing the efficiency of the teachers is still an untouched subject. There are various suggestive points which may have huge benefits collectively. Thus, the following research questions can be framed:

Research questions

1. How to conceptualize the empowerment of the teachers?
2. What are the major barriers to increasing the efficiency of the teachers?
3. How to increase the efficiency of the teachers holistically?

Research methodology

The study mainly uses the data collected from the secondary sources and implying ground-level observations to it. The major secondary sources are comprehensively listed in the reference list. The sources used for the study are believed to be reliable and valid across the globe.

Empowerment with special reference to teachers

Empowerment has not a universal meaning, indeed a varied set of conceptual explanation can be studied in the related pieces of literature. Hennink et al. (2012) had made a systematic attempt to define empowerment from the perspectives of international development organizations. There are identified important mechanisms of the term 'empowerment' which are knowledge, self-identity, decision making, affecting change, opportunity structure, capacity building, resources, sustainability i.e., the empowerment can holistically be termed as access to knowledge, the

development of self-confidence and self-efficacy, better decision making, and self-belief to bring the change, development of support structures for individual and community development, harnessing of the capacity of the community, access to physical, financial resources, and skills for seeking resources, and the development of support initiatives towards long-term sustainability.

Thus, for a teacher the empowerment can be defined as proper knowledge of his/her subject contents, conceptual strength, increased level of confidence on his knowledge and position which also includes security perspectives, the autonomy and better decision-making techniques which require time to time knowledge up-gradation as well as intra-personal growth including reflection, logic, evaluation and other aspects of mental development, the existence of supportive structures whenever needed, freedom to access the quality resources for the better learning of his/her students, skill development at the nearest reach, become able to leave a legacy of his/her innovative ideas for the betterment of the system.

Major barriers in increasing the efficiency of the teachers

The major barriers for teacher empowerment from Indian perspective can be described as follows:

Teacher-Education System

The present teacher-education system of India has huge drawbacks. The entrance in teacher-education is quite easy these days unlike that in other professional education. Anybody who fails to enter in any other professional field comes into this profession. The primary interest of most of the present teachers is not teaching which is the main cause of quality degradation which includes the lack of proper content knowledge and confidence. No content knowledge is given to an intern thereafter also. Dixit (2014) identified some essential problems of teacher education in India which are incompetency of the students and teachers, defective practice teaching, lack of proper supervision of the interns, lack of subject knowledge, poor academic background of the student-teachers, faulty methods of teaching, lack of regulation in demand and supply, insufficient financial grants etc.

Status of Profession and Job Security : The teaching profession is not as respected as it should be, due to which, a teacher feels inferiority many times. Privatization of education has resulted into the insecurity of the jobs of the teachers due to which the teachers aim at instant benefits instead of thinking of long-term benefits for the students

due to which he/she sometimes also encourages rote learning.

There is a heavy burden to the teachers and they are expected to play multiple roles. The higher student-teacher ratio decreases their efficiency. Time constraints and lack of approaches to innovate are also major issues (Thomas, 2019).

Lack of Developmental Activities for Teachers:

Teachers are not involved or least involved in the developmental activities once they join the academic profession especially in India and that too in private institutions. Schools usually do not initiate any training programs by themselves. Mental development of the teachers is one of the most untouched parts. Reflective techniques, meditation, yogic activities etc. lack in the academic environment. If a teacher wants to develop any skill or pursue any course, he/she is not permitted easily by the higher authorities. There is a lack of nearby training centres for such developmental activities.

Lack of Supportive and Shared-governance

Structures : Teachers are not given the required autonomy for making decisions related to imparting the knowledge in their innovative manner, for using their methodologies for teaching and learning activities. Their decision-making capabilities are underestimated many times. They are not allowed to lead the class to develop the class in the most efficient way possible.

Negative Effects of Competitive Environment :

Private and Government Institutions tend to compete with each other due to which the constructivist approach is not used for getting instant results. This also sometimes leads to the one-handed administrative approach. This is somehow also responsible for the marketization of education which according to a study of Oplatka (2006) creates extra stress and it often makes teachers uncomfortable in the academic environment.

Lack of Financial and Technical Resources and Opportunities of Quality Improvement : Academic systems often lack financial and Technical (especially ICT-enabled) supportive structures for imparting quality education due to which teachers do not become able to achieve their best possible outcomes.

Lack of Cherishment of Values and Styles : It is known to everyone that some teachers teach in a better way than some others but the strategies of successful teachers are neither cherished nor transferred to the needy other teachers.

Social Aspects : Teachers often do not get the required support from the society especially from the family of the students. The environment which a child needs for its optimal development is not provided to them at home due to which developmental processes face hindrances.

Ways to increase the efficiency of the teachers

After studying the major barriers from the empowerment perspectives of the teachers, we find that the following efforts can be made to increase the efficiency of the teachers:

- a) Improvements in the teacher-education system are essential for increasing efficiency. The curriculum, evaluation patterns, administrative structures, admission process etc. should be aimed at a primary goal of making teachers compatible with societal needs. Other aspects like finance should never be the most preferred factor. Various researches like the one done by Chand (2015) suggests many improvements such as regular up-gradation of the curriculum, organization of refresher courses for teacher-educators, linking of several co-curricular and research activities with the program etc.
- b) Teachers should be given the autonomy to innovate which will not help only in improving the learning outcomes but also the status of respect to the teachers.
- c) Competitive structures have both negative and positive aspects but as education is a service and competitive approach is market-based, this should not be implemented in academics. Healthy competition is a disguised term if we use an idealistic approach. Instead of encouraging teachers and students to compete, we should encourage them to collaborate, develop the moral and ethical values, living in peace and less-stressed life.
- d) Training centres should be established for in-service teachers and appropriate opportunities should be given to the teachers to take those training courses. These training programs must have not only subjects of academic interests but also some extra-curricular subjects like singing, dancing, personality development etc. So that teachers not only enrich themselves in academics but foster their life skills as well.
- e) The active participation of the teachers in administrative activities must be encouraged for value-addition in these processes. They should be given some special rights to choose the students or take their interviews before admitting them but all that should be in ethical limitations.

- f) The collaboration of teachers or schools should be with various social and research organizations so that teachers get enough opportunities to develop themselves holistically.
- g) Recognition of cultural and local values should be an important aspect of appointing teachers to any particular place.
- h) Social aspects are expected to be making positive impacts as time goes on. An educated society will be able to serve a better environment for the student.
- i) Several award programs for teachers should be run at local, state and national level to maintain the dignity of the profession.
- j) Balyer, Ozcan and Yildiz (2017) studied the role of administrators to empower teachers. They studied 7 prescribed areas of empowerment of teachers in this manner which are giving opportunities to the teachers for their professional growth, strengthening their decision making, improving their status, developing self-efficacy, supporting their autonomy, improving their social attractiveness, trustworthiness and communication, and employing them as assistant principals.

Conclusion

To conclude the author would say that the ability of a teacher to understand his/her our students individually is the heart of teacher effectiveness. At the same time it is very essential that the teacher should understand the pedagogy, apply the appropriate strategy and the ways to use effectively the teaching and learning methods. Finally the teacher should have the ability to active the goals which they set or by the nation state.

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Continued on Page 42

WHY DO STUDENTS PROCRASTINATE? EMPIRICAL DERIVATE FROM THE RELATION BETWEEN PROCRASTINATION AND LEARNING RESISTANCE



ABSTRACT

Why students postpone their daily academic responsibilities has been a matter of research interest in the realm of education. Attempts of the researchers mainly confined to how to reduce procrastination tendencies among learners. Through this empirical study, attempts have been made to identify to what extent the learning resistance influences the procrastination tendency or behavior among the undergraduate learners. Using a quantitative paradigm data has been collected from 400 undergraduate students by analyzing their responses to (a) academic procrastination and (b) learning resistance which had been developed and standardized. Analysis of the result obtained reveals that there is a positive correlation between learning resistance and academic procrastination among undergraduates of Kerala. The findings of the present study is highly significant in the sense that it reinforces the responsibility of all the stakeholders of higher education to ensure an ideal learning ecosystem by reducing or totally terminating learning resistance.

Key Words : Learning Resistance, Academic Procrastination, undergraduates, 21st-century learners.

Introduction

It is a common tendency among students to postpone their academic tasks and it has been studied extensively by a number of social scientists and educationists and this tendency has been reported as academic procrastination. An estimated view is that this phenomenon has affected 25% to 50% of learners (Haycock, 1993) and even up to 70% (Ferrari, Jhonson, McKown, & Assoc., 1995) among the undergraduates. Approximately 70 % of students reported procrastinating academic tasks like writing assignments, studying for exams or even reading texts (Schouwenburg, 1995, Solomon and Rothblum, 1984) and they do engage in several leisure activities such as watching TV, sleeping or talking with family members or friends (Pychyl et al. 2000). Hence it is a serious matter to be discussed among the academicians to know deeply what academic procrastination is really, who do the students procrastinate, and how we may limit this. Each of the above three aspects needs an in-depth discussion in itself, and this paper explores the recent researches comprehend by academic procrastination and the possible causes of it and also suggest measures to overcome it.

Background of the Study

Perhaps the most common type of procrastination is academic procrastination. It is a delay in tasks or activities related to or dependent on learning and studying. Academic procrastination is a tendency to put off or delays learning activities and behaviors. Steele (2010) defined student/ academic procrastination as follows: a deliberate delay in a practical course of study or learning in spite of the expected deterioration. Academic procrastination occurs at all levels of education. Research has shown that procrastination among university undergraduate students is more common, and some studies have shown that more than 70 percent of college students regularly procrastinate. Academic procrastination occurs when students postpone the completion of activities, projects, and assignments unnecessarily. Such procrastination may create unnecessary stress and anxiety for people when they attempt to complete their assignments in a rush until the last deadline. Leaving

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aside or postponing the tasks not only can influence the well-being of the person but also may influence his communication with others. Procrastination may have positive outcomes that allow students to have better use of available studying time. But other studies have shown that procrastination is associated with less success in life and the emphasis of this study, similar to many other works, is on the negative form of procrastination. Procrastination is something that most people have at least a little experience with no matter how well organized and committed you are; chances are that you have found yourself fritting away hours on trivial pursuits (TV, mobile shopping) when you should have been spending that time. Due to these types of behaviors of students, they cannot use their actual performances in the learning process and therefore fail to achieve.

In the light of these findings, one question arises, why do students procrastinate at all? One way to explore this question is to make an in-depth inquiry into the cause of it and to gain new insights to investigate students' subjective experiences regarding learning activities as a whole. By conducting an interview study, Klingsieck et al. (2013) highlighted primary perceptions into precursors of academic procrastination. Klassen et al. (2008) found that students who experienced a negative influence of procrastination on academic functioning reported, for example, lower self-efficacy for self-regulation and class grades compared to students who experienced less intense or no negative impact of procrastination. In an exploratory study, Day et al. (2000) showed that evaluation anxiety and depression were higher for students who sought help from student counselors to overcome academic procrastination than for students who procrastinated severely but sought no counseling support. Various researches on this variable particularly identified as the contributing factors for academic procrastination such as lack of motivation, poor time management, and lack of organizational skills (Burka & Yuen, 1990; Milgram, Marshevsky, & Sadeh, 1995; Rothblum, Solomon, & Murakami, 1986). Haycock et al. (1998) have identified that low self-efficacy and high anxiety were significant precursors of procrastination. The cognitive variables like irrational beliefs, attribution, attitude, etc. are, to a certain extent, correlate with procrastination among the learners

(Haycock, 1993). Most of the researches highlighted the internal causes of procrastination. But

when we take into consideration the context of 21st-century education and the learners of the modern globalized world who are the digital natives, it is the challenges of 21st century education that become the cause of academic procrastination. It is evident that irrelevance of teaching and learning materials, poor teaching styles, lack of proper use of ICT, and meaningless classroom climate make a psychological effect reflected as learning resistance and it spreads among the 21st century learners to develop another reality called academic procrastination. To make it more vivid, Stephen Brookfield in his famous book *The Skillful Teacher* explains students' passiveness about learning and advocates that teachers can't react efficiently unless and until they are knowledgeable about the sources of resistance to learning. And the sources of learning resistance emanate from the poor self-image as learners, fear of the unknown, disconnection between learning and teaching styles, apparent irrelevance of the learning activity, an inappropriate level of required learning, students' dislike of teachers. Unfortunately, fewer researches have been focused on this dimension that how learning resistance becomes a cause of academic procrastination.

Identifying the research gap and the significance of such a persuasion, the authors attempted to make a careful examination of how learning resistance relates to academic procrastination. By adopting a descriptive survey, with the objectives (i) to determine whether gender, type of institution differ in the level of learning resistance and academic procrastination respectively among undergraduate students (ii) to find out the relationship of learning resistance and academic procrastination among undergraduate students, enabled to understand the degree of relationship between the two variables.

Statement of the Problem

Of all the factors that affect learning, it is the procrastination tendency among the learners that affect more. Procrastination is the postponement of academic responsibilities. Hence if educational research is able to identify the various factors of procrastination, effective learning can be brought about. Learning Resistance is

considered as one of the most important factors that badly affect academic effectiveness and naturally leads to procrastination. Hence it is interesting as well as relevant to investigate the influence of learning resistance on academic procrastination. Hence the present problem is stated as the relation of learning resistance between academic procrastination among undergraduate students.

Hypotheses

- 1) The level of learning resistance and academic procrastination among the undergraduate students are not different on the basis of gender and type of institution
- 2) There is no significant relationship between learning resistance and academic procrastination among the undergraduate students

Method

Depending on a quantitative research design, the present study is conducted by field survey method with stratified random sampling technique by giving due representation to factors like gender, and type of institution where the participants are involved

Participants

The ongoing undergraduate students form the population of the study. Of this, the participants taken as a sample included a total of 400 undergraduate students (60% Boys and 40% Girls ranging in age from 18-23 years) from different colleges Kasaragod and Kannur Districts of Kerala state, the southern part of India.

Procedure

Participants in the undergraduate courses who were selected as samples were given two sets of questionnaires; Learning Resistance Identification Scale (LRIS; Musthafa and Jijo, 2019) and Academic Procrastination Scale (APS; Musthafa and Anita, 2019). Both the scales are constructed in three-point scales for assessing the different factors of learning resistance and academic procrastination and were constructed and standardized by the investigators using the procedure proposed by Likert (1932). Each statement in the scale has three choices of responses viz., ‘agree, undecided and disagree’ which rated 3, 2, and 1 respectively. The tools consisted of positive and negative statements. Students were asked to fill the questionnaires voluntarily and were assured confidentiality of their responses. The

present study being quantitative in nature, both descriptive and inferential statistics were used for analyzing the data in order to reach valid generalizable conclusions. Mean difference analysis and Correlation techniques were employed.

Result and Discussion

Table 1

Difference between Learning Resistance and Academic Procrastination of the Undergraduates based on Gender

Variable	Gender	N	Mean	S.D.	Calculated ‘t’	Remark
Learning Resistance	Male	240	157.53	38.7	0.64	NS
	Female	160	155.57	37.68		
	Total	400	156.61	38.21		
Academic Procrastination	Male	240	168.64	33.61	0.14	NS
	Female	160	168.25	33.04		
	Total	400	170.8	32.42		

Table 1 shows that the mean and standard deviations of Learning Resistance for the total sample are 156.61 and 38.21 and for male 157.53 and 38.70 and female 155.57 and 37.68 respectively. The ‘t’ value between the mean scores of male and female Subsamples 0.64 shows that there is no significant difference between the learning resistance of male and female subsamples at 0.05 level of significance. It means that both male and female do not differ significantly in their learning resistance.

The mean scores and standard deviation of academic procrastination for the total sample are 170.8 and 32.42, male sample 168.64 and 33.61 and female sample 168.25 and 33.04 respectively. The ‘t’ value of the difference between the mean scores of male and female samples 0.14 reveals that there is no significant difference existing between the academic procrastination of male and female samples at 0.05 level of significance. It shows that male and female students are almost equal in the level of academic procrastination.

Table 2

Difference between Learning Resistance and Academic Procrastination of the Undergraduate based on Type of Institution

Variable	N	Mean	S.D.	Calculated 't' value	Remark	
Learning Resistance	Govt.	200	180.87	23.52	0.22	NS
	Private	200	180.35	18.68		
	Total	400	182.61	24.2		
Academic Procrastination	Govt.	200	180.85	19.57	0.46	NS
	Private	200	179.1	20.82		
	Total	400	178.41	26.76		

Table 2 shows that the mean and standard deviations of Learning Resistance for the total sample are 182.61 and 24.20 for Government Institution 180.87 and 23.52 and private institution 180.35 and 18.68 respectively. The 't'-value between the mean scores of Govt. and Private Subsamples 0.22 shows that there is no significant difference between the learning resistances of Govt. and Private subsamples at 0.05 level of significance. It means that both students from government institutions and private institutions do not differ significantly in their level of learning resistance.

The mean scores and standard deviation of academic procrastination for the total sample are 178.41 and 26.76, Govt. 180.85 and 19.57 and Private 179.10 and 20.82 respectively. The 't' value of the difference between the mean scores of Govt. and Private Samples 0.46 reveals that there is no significant difference existing between the academic procrastination of Govt. and Private Samples at 0.05 level of significance. It shows that students from Government and Private institutions are almost equal in the level of academic procrastination

The mean and standard deviation of both learning resistance and academic procrastination for total and Subsamples based on gender and type of institutions where they study show that these students possess high levels of learning resistance and also in academic procrastination. These results highlight that there is a need for training and necessary measures to avoid learning resistance and academic procrastination among undergraduate students. It also necessitates vetting the relationship between learning resistance and academic procrastination.

From Table 3 it can be inferred that there exists a significant positive correlation between learning resistance and academic procrastination among undergraduate students. The result indicates that the higher the level of learning resistance in the students is their level of academic procrastination.

Table 3

Relationship between Learning Resistance and Academic Procrastination of the Undergraduates

		Learning Resistance	Academic Procrastination
Learning Resistance	Pearson Correlation	1	0.755**
	Sig. (2-tailed)		0.002
	N	400	400
Academic Procrastination	Pearson Correlation	0.755**	1
	Sig. (2-tailed)	0.002	
	N	400	400
**Correlation is significant at the 0.01 level (2-tailed).			

Recommendations for Policy and Practices

From the study conducted by the investigators, it was found that there is a significant relationship between learning resistance and academic procrastination. It emphasizes the policymakers and other stakeholders to ponder over some urgent questions.

- a) Are we enabling our graduates to be global citizens and global leaders?
- b) Are we inspiring, supporting and helping our young learners to embrace learning and develop their sustainable, purposeful, happy futures?
- c) How do we as educators and teachers maintain attention on what is really important for our learners of today?

The answers to the above questions definitely will create solutions to the challenges and issues raised by both learning resistance and academic procrastination among the learners. Hence the teachers and parents should take necessary steps to improve the learning climate of the classroom so that students may have the interest to learn and for that there must be a free and flexible environment

on the campus by creating a cooperative and collaborative approach to reduce academic procrastination and at the same time parents also should take necessary steps to reduce academic procrastination through various measures.

Conclusion

The purpose of education across the ages remains, especially in the 21st century, not as imparting and infusing some amount of knowledge but enabling the learners to be the constructors of knowledge. The learners in the present century, especially in higher education, must be able to connect, create and contribute knowledge with the help of information and communication technology. Hence the use of ICT and maximum application of it in educational endeavors is very essential to increase the interest to learn among the so-called digital native learners. Therefore the policymakers and other stakeholders should give more priority to nature and learning styles of the learners. This will, to a certain extent, limit the learning resistance and gradually decrease the level of academic procrastination among the learners.

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Continuation of Page 37

EMPOWERING THE TEACHER...

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PRACTICING ALTERNATIVE EDUCATION POLICY THROUGH SWAYAM

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ABSTRACT

Nowadays online education is getting worldwide acceptance in every discipline of study. The traditional model of regular classroom teaching-learning is being slowly replaced by the digital teaching-learning process. The working people and those who dropout or discontinue their regular study under any circumstances can make use of this web-based learning technology. Today many universities are conducting online learning and are accepted in the job market also. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is the MOOCs initiative by the Ministry of Human Resources Management (MHRD) and All India Council for Technical Education (AICTE), Govt. of India. SWAYAM provides opportunities for those who intended for lifelong learning. It is aimed to bring about successfully the three educational policies namely, access, equity, and quality. The courses of SWAYAM are operated in four quadrants i.e. video lectures, the materials prepared specially for the course which may be downloaded/printed, self-assessment through tests and quizzes and an online discussion forum for clearing the doubts. In the support of this platform, MHRD has launched 32 Direct-To-Home (DTH) educational TV channels called SWAYAM Prabha for broadcasting educational content. The Government of India launched this platform to reach the unreachable target group, achieve desired literacy level, and sharpen the skills of youth to deal with unemployment and promote various other projects of India viz. Make in India etc. India has still a long way to go.

Key Words : Online Teaching Learning Resources, Informal Education, ICT and Education.

Introduction

Education is a medium of developing the inner competence of an individual and it reflects in his performance in family and society. It has been written in an Editorial of The Hindustan Times that, "Education is a potent instrument for social change and rapid development. The nation cannot afford to fail any longer in this field." Education is an instrument of social change as well as an investment in national development. In this process education includes all life experiences because in the present scenario there is a shift in emphasis from individual development to national development. "It is considered that education is a lifelong process that includes all experiences that the child receives in the school or at home, in the community and society through interactions of various sorts and activities." In present time the objective of education is to nurture a balanced development of children from ethical, intellectual, physical, social and aesthetic aspects so that children will be well prepared for life and life-long learning. It is the need

of the hour to transform education, so that it could relate to the life, needs and aspirations of the people. As a result it could become a powerful tool of social, economic and cultural transformation which is essential for realization of the national goals. Now a day's online education is getting the world wide acceptance in every discipline of study. The working people and those who drop outs or discontinued their regular study at any circumstances, can make use of this web based learning technology. Today many universities are conducting online learning and are accepted in the job market also. SWAYAM provides the opportunities for those who intended for lifelong learning. It is aimed to bring about successfully the three educational policies namely, access, equity and quality. In the support of this platform MHRD has launched 32 Direct-To-Home (DTH) Educational TV

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channels called SWAYAM Prabha for broadcasting educational content. The National Coordinators for the operation of SWAYAM are- for school education NCERT & NIOS, for out of the school students IGNOU, for post-graduation education UGC, for under-graduate education CEC, for engineering NPTEL, and for management studies IIMB.

Mode of Alternative Education

Alternative education is not the new concept. Many eminent educationists and socialists have done work on this approach to provide the education for the society. As we know that the philosophy of Rabindranath Tagore was to provide education in Nature while that of Mahatma Gandhi was to provide education along with earnings and work education. In this context many other examples are there which are in support of such an approach. Some of the earlier initiatives taken by some educationists and socialists are listed below in the table 1.

Table 1

Earlier Initiatives for Alternative Education

S.No	Founded	Type/ Approach	Contribution
1	Vivekanand	Religious	Ramakrishna Mission
2	Dayanand Saraswati	Religious	Arya Samaj schools
3	Syed Ahmed Khan	Religious	Aligarh Muslim University
4	Rabindranath Tagore	Social and Academic	Visva-Bharati, Santiniketan
5	Mahatma Gandhi	Social	Nai Taleem
6	Lakshmi Ashram,	Social	Lakshmi Ashram,
7	Gijubhai Badheka	Academic	Bal Mandir
8	J. Krishnamurti	Socio Academic	Rajghat Besant School(UP), Rishi Valley School (AP)
9	Sri Aurobindo and the Mother	Academic	International Centre for Education (SAICE)
10	Dilip Bhai,	Spiritual/social	Ashram School

In the present scenario many works have been done in this context. Some of the major new initiatives are listed below in the table 2



Table 2

Major new Initiative for Alternative Education

S.N.	Institution	Year/Place	Aim
1	Hoshangabad Science Teaching Programme	1972 Madhya Pradesh	improving science teaching in schools
2	Vikasana	1978 Bangalore	a small, experimental village school
3	Digantar	1979 Rajasthan	lower castes or minority religions; preference is given to girls
4	Pachhasaale or Green School	1996 Andhra Pradesh	For dropouts and children who have never been to school
5	Jagruti School	1990 Delhi	Educate Delhi's street children
6	Sarang	1982 Kerala	children who had been labelled 'backward' by the government school system
7	Bala Balaga	1996 Karnataka	Teaching through theatre and the arts.
8	Vidyodaya School	90' Tamil Nadu	tribal communities who live in the area and have their roots in the forest
9	Centre for Learning	1990, Bangalore	creating an environment conducive to awakening an awareness in children
10	Room to Read	2000 Delhi	improving literacy and gender equality in education in the developing world

Alternative education at present is supported by government, self help groups, civil society groups and individually. Government has taken many initiatives to provide education to deprived sections like- Right to Education (2009), Sarv Shiksha Abhiyan (2000), Rashtriya

Madhyamik Shiksha Abhiyan (2009), SWAYAM (Massive Open Online Courses platform On 15 Aug, 2016), Financial Supports Through Various Fellowships, Reservations, Mid day Meal Program, UGC NET/Competition Coaching's, and many others. There is increasing involvement of non-government organizations and civil society groups in education. In the view of Jagannathan (1999) "While macro programs of reform implemented by the Government address a large number of issues regarding educational deprivation, NGOs bring lessons of effective local action". There are 41,812 NGOs which are working in collaboration with the Government (Government of India NGO Partnership System 2009). According to NCF 2005 "NGOs have played a main role in creating innovative models of schooling, training of teachers, development of textbooks and curricular materials, community mobilization and advocacy". Their association with schools and resource centers is very significant for curriculum development, academic support, as well as monitoring and research. Civil society groups are also very helpful to provide education to the public, and facilitate the emergence of a discourse on the child's right to education. The perspective and ideas of creative and innovative practices within the school and community, critical feedback on different aspects of the curriculum, as well as the nurturing of an environment and promise to the right to education of children, would all need collaboration and sustained involvement of diverse civil society groups.

SWAYAM

'SWAYAM' acronym stands for 'Study Webs of Active Learning for Young Aspiring Minds' is an online multidisciplinary learning module for students in India supported by the Ministry of Human Resource Development, Government of India. It "provides an integrated platform and portal for online courses, using information and communication technology (ICT) covering High School till all higher education subjects and skill sector courses to ensure that every student benefits from learning material through ICT." The then Indian President Pranab Mukherjee during July, 2017 launched the SWAYAM and SWAYAM Prabha platforms to facilitate imparting education to all. The SWAYAM program offers digital classrooms with the help of internet and satellite connectivity

to the remotest corners in the country.

SWAYAM essentially is a portal, which provides a solution to the problem of difficult access to physical educational infrastructure and teachers along with study material and textbooks. SWAYAM provides online study material to students free of cost and the courses are taught via digital classrooms. The course of SWAYAM is being operated in 4 quadrants Viz. video-lecture, the materials prepared specially for the course which may be downloaded/printed, self assessment through tests and quizzes and an online discussion forum for clearing the doubts.



Objectives

Education should not be limited in any boundary, surrounding or geo-locations. The learning process demands neutral and uninterrupted resources, contents and inputs. Since we, as Indian society, are facing unprecedented transitions such as- rural to urban locations, traditional to digital age, computer to laptop/mobile platforms and so on. Considering these situations and promoting Digital India Program, Indian Government had launched 'SWAYAM' to provide education to all beyond any time and space limits. It is also helpful in providing a digital platform for innovative courses and supports teaching contents prepared by institutions and several individual scholars.

Scope

As it is stated in the guidelines that it includes following-

- i) Curriculum based course contents covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, agriculture etc. in higher education domain (all courses to be certification-ready).
- ii) School education (9-12 levels) modules; for teacher training as well as teaching and learning aids to learners to help them understand the subjects better and also to help them in better preparedness for competitive examinations for admissions to professional degree programmes.

- iii) Skill based courses, which cover both post-higher secondary school skills that are presently the domain of polytechnics as well as industrial skills certified by the sector skill councils of various Ministries.
- iv) Advanced curriculum and professional certification under a unified scheme in higher education domain that can be tailored to meet the demands of Choice Based Credit System (CBCS) currently being implemented in India at undergraduate level.
- v) Curricula and courses that can meet the needs of life-long learners.
- vi) Independent courses which may not be part of any set curriculum and may be taught as awareness courses, continuing education programmes and for training of specific skill sets.

UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016 and the UGC Act 1956 (No. 3 of 1956), makes the Regulations that-

- a) These shall further apply to the transfer of credits of such students who are enrolled as regular/part-time students in any educational institution in India.
- b) The parent Institution shall, incorporate the marks/grade obtained by the student, as communicated by the Host Institution through the PI of the SWAYAM course in the marks sheet of the student that counts for final award of the degree/diploma by the University with the proviso that the programs in which Lab/ Practical Component is involved, the parent institution will evaluate the students for the practical/Lab component and accordingly incorporate these marks/grade in the overall marks/grade.

Administrative Setup

SWAYAM is being run by SWAYAM Board (SB), which is responsible for SWAYAM and SWAYAM Prabha by coordinating the technical and academic bodies. This shall have a Secretariat in AICTE/MHRD.

a. SWAYAM Board

This board has composition of following member:

Table 3
Source- Guidelines for developing Courses for SWAYAM

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S.No	Authorities	Position in SB
1.	Secretary (Higher Education)	Chairperson
2.	Chairperson, UGC	Member
3.	Chairperson, AICTE	Member
4.	(5) Bureau heads from the Ministry of HRD (ex-officio) responsible for Technical Education, Management Education, Higher Education, School Education, Open/Distance Education.	Member
5.	All National Coordinators of SWAYAM and SWAYAM Prabha	Member
6.	Joint Secretary, MHRD	Member
7.	Financial Advisor, MHRD	Member
8.	Mission Director, NMEICT	Member Secretary

This board as mentioned in its guideline, shall discharge the following functions:

- i) Take decisions for smooth running of SWAYAM and SWAYAM Prabha platforms.
- ii) Lay down Policy regarding implementation issues including: cost payable for development and delivery of the courses, examination fees, accepting the content from foreign/private Institutions/universities, within parameters laid down by the competent authority.
- iii) Review the progress of each NC pertaining to sanction, progress, development and delivery of various online courses.
- iv) Any other matter that has arisen during the operation and delivery of SWAYAM and SWAYAM Prabha.

SWAYAM ACADEMIC BOARD (SAB)

As mentioned in its guideline the SAB shall be a SWAYAM Academic Board responsible for guiding the National Coordinators and for laying down quality standards. The SAB shall be constituted as follows:

- i) Chairman UGC – Co Chairperson
- ii) Chairman AICTE – Co Chairperson
- iii) Two technical experts nominated by the Ministry.



- iv) Two reputed academicians nominated by the Ministry.
- v) Two representatives from the Industry, one each nominated by MSME and Ministry of Skill Development.
- vi) Director AICTE – Member Secretary.

This board as mentioned in its guideline, shall discharge the following functions:

- i) Monitor the quality of the courses on the SWAYAM and lay down quality standards.
- ii) Offering of courses on SWAYAM
- iii) Integration of SWAYAM and SWAYAM Prabha.
- iv) Monitor the progress of conduct of the end-term examinations for the SWAYAM courses and resolve issues if any.
- v) Monitor the progress of transfer of credits and resolve issues if any.

National Co-ordination

As per its guideline the following shall be National Coordinators for each of the Sectors for the purpose of development of the e-content, delivery of online courses and overseeing the assessment procedures of courses offered on SWAYAM. However, the Ministry can add National Coordinators from time to time depending on the need for expanding the Courses to be offered :

Table 4

Source- Guidelines for developing Courses for SWAYAM

S. No	National MOOCs Coordinator	Sectors
1	UGC	Non-Technology Post Graduate Degree Programmes
2	AICTE	Self-Paced and international courses
3	NPTEL	Technical / Engineering UG & PG degree programmes.
4	Consortium for Educational Communication	Non Technology Under Graduate Degree programmes
5	IGNOU	Diplomas and Certificates programmes
6	NCERT	School Educational Programmes from Class 9th to 12th.

7	NIOS	Out of school children Educational Programmes from Class 9 th to 12 th
8	IIM Bangalore	Bangalore Management programmes.
9	NITTTR	Teacher Training programme.

Current Status

SWAYAM has multidimensional aspects to be benefited in the field of education in non-conventional ways. The basic idea behind it is to be available for the marginal and educationally untouched section of society in the age of Digital India. The current status of SWAYAM can be seen with following points-

Subjects

SWAYAM provides digital contents for students from school level till post-graduation. It also works for those who are not registered in any schooling patterns. In order to manage courses, quality contents and its delivery, the following academic bodies are responsible for discipline wise courses and its contents delivery-

Table 5

Source- Guidelines for developing Courses for SWAYAM

Academic Body	Discipline
UGC, IIMB, AICTE, NPTEL	Post Graduation
CEC, NPTEL, IIMB, AICTE	Under Graduation
NCERT & NIOS	School Education
IGNOU, NITTTR	For out of the school students and, for management studies
AICTE, UGC, NRCs	Refresher courses for teachers on development of subjects, pedagogical and methodological improvements.

Courses

The following two types of courses sub-categorized under ‘Past Courses’, ‘Current Courses’ and ‘Upcoming Courses’ being offer here through this program. The courses are designed by various institutions and individuals and these are available for star rating evaluation also.

Scheduled Courses-This category offers several discipline wise courses as shown in pie chart given below-

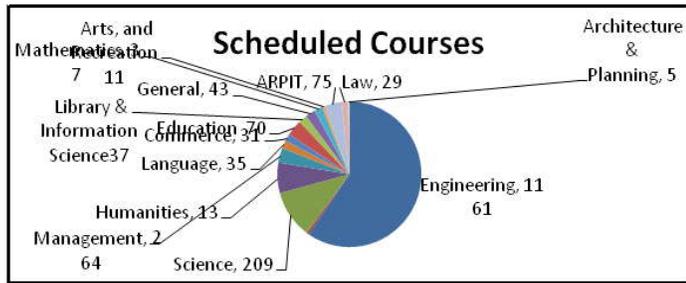


Figure 1: Source- SWAYAM Website

Affiliated Institutions and Individuals

Considering mammoth tasks to provide multidisciplinary digital contents and to launch innovative courses, the involvement of various prestigious universities, research institutions and individuals are needed. In the view of these tasks towards society 54 institutions and 57 faculty members have been registered so far.

Mode of Availabilities

This is a free online resource center, hosted on open domain (swayam.gov.in) and available in English and Hindi. It includes text and video for classroom teaching and remote learning. Simultaneously it can be accessed as mobile applications on various platforms such as Android and Window. Along with these internet based operations, 'in order to disseminate educational content to masses, the MHRD has launched 32 Direct-To-Home (DTH) educational TV channels called "SWAYAM Prabha" broadcasting education content 24x7 basis, and the content developed under SWAYAM would be used for transmission in SWAYAM Prabha (swayamprabha.gov.in) DTH channels.'

Benefits of SWAYAM

- The SWAYAM is free of cost for any Indian for learning but he/she has to pay for a certificate.
- The accessibility of quality teachers was limited to the institutes like IITs, IIMs, and topmost Universities and institutions of India but through SWAYAM the learner in any corner of the county can have access to these top most teachers of the county.
- The quality of the learner is evaluated by the same parameters at national level so the outcome will be the

same at national level. It will help in maintaining the stand of education in India.



- The high quality education will reach the masses at minimum cost and efforts by the government.
- Courses are available to a vast and diverse audience across the globe.
- Learners' performance can be monitored easily using the data captured during the start of courses.
- Both professors and learners get world-wide exposure, thus improving pedagogical techniques and knowledge sharing.
- It can be used as a tool in a blended learning program, where students can access more information than what is provided in the class
- The SWAYAM is complementary to formal education in India scenario.
- It allows one to pursue their area of interest while doing a job, studying or anything.

Conclusion

Online education is the new driving force in education. Online learning promotes lifelong learning too. Technology has made it possible for one and all to grab the opportunity and key to education. The government is trying to impart quality education in the nation; SWAYAM is one of the steps towards this. Every educational institute should have separate arrangements for the students who want to learn from these courses. The recent development of the Intel-communication sector the access to the internet has become very much cheap so the learner can take advantage of this development. The success of SWAYAM depends on the quality of courses it offers to the public and the relevance and the success of the candidates who are all taking these courses. Only the time will say the impact and use of these courses. The time will tell if the national dream of the quality education to the mass through SWAYAM will be achieved or not.

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Continued on Page 53

A STUDY OF WEB 2.0 TOOLS FOR LEARNERS AT THE HIGHER EDUCATION

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ABSTRACT

In India and around the world, the use of social media and digital technology has developed rapidly, especially among the digital indigenous youth. It has been learned that self-directed learning skills can be enhanced using social media by appropriate use of these dynamic tools. This investigation focuses on the familiarity, awareness, and usage of the web 2.0 tools among university learners. A method of probability sampling was employed to obtain the sample. Data were collected using the questionnaires and in total 507 respondents responded to this study. The results showed that there is a difference in the usage of web 2.0 tools in the UG/PG level of education. It also shows that though the respondents are aware of many web 2.0 tools but very few of them use these tools in their learning.

Keywords : Web 2.0 tools, Familiarity, Awareness, Usage, Higher education

Introduction

With the invention of the Internet, a wealth of data is always available to the digital indigenous youth. The advancements in technology, telecommunications, and entertainment have made the internet immensely powerful. This development further generated the need for fresh tools to manipulate digital formats and tools to navigate through the internet (Madden and Fox 2006). Web 2.0 techniques are one such tool. Web 2.0, also referred to as read-write Web 2.0, enables information to be interpreted and allows contribution into knowledge development. Web 2.0 reflects the second level of Internet use. The first level, Web 1.0, also called read-only web 1.0 tools focused on knowledge presentation. The next step, Web 2.0, allows for both reading and writing in knowledge building. Since knowledge of programming or HTML or complicated publishing software is no longer needed, anyone can read and write the information on these Sites. This needs an Internet browser and a little bit of technical expertise to work with the Web 2.0 tools (Rosen & Nelson 2008). However, there are still questions on how Web 2.0 can be effectively used to support the learning process. Learning or seeking information about a problem at work, school, or to just satisfy a curiosity can take advantage of digital and networked technologies. To do so, one uses web 2.0 tools to search for the required information and to exchange their knowledge with the world. Thus, today's learners should

not be seen as passive consumers of information, rather, they are active co-producers of content (McGloughlin & Lee, 2010).

Background of the study

SNDT Women's University is India's oldest and leading University, with the impressive implementation of the use of ICT for 24x7 hours access to the Internet throughout the year. Universities aim at their learners to develop skills required in the 21st century using these facilities to improve student interest and motivation and accelerate the learning process. These tools provide students with professional content, resources to help them improve their learning in a customized way at their own pace. This study, partial work of the project funded under SUUTI by the University, focused to find the Familiarity, Awareness, and Usage of the web 2.0 tools by the students of SNDT University, Mumbai during the period between March 2018 till June 2019.

Significance of the study

This study is important to understand the behavior of students about the usage of web 2.0 tools in their leisure time and their learning. The study will bring awareness among students about the importance of web 2.0 tools in learning

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processes. This study is also significant for the University, to motivate the faculties and students in large to use web 2.0 tools in their learning process, to inculcate the habit of self-learning.

Objectives

1. To find the level of awareness and usage of Web 2.0 tool in their learning among the students at the University.
2. To find the types of Web 2.0 tools used by the students in the University.
3. To find the reasons for using the web 2.0 tools in their daily activities.

A study at EDUCAUSE Center for Applied Research shows that undergraduate students of information technology use social media with a steady increase from 2007 to 2010. It also found the difference between the use of social media among older and younger students is disappearing (Smith & Caruso, 2010). Thus, this implies that there can be differences in the Awareness of web 2.0 tools among the UG/PG students of the University, hence the hypothesis.

Hypotheses

1. There is no significant difference between undergraduate and post graduate students in the awareness of web 2.0 tools.
2. There is no significant difference between undergraduate and post graduate students in the usage of web 2.0 tools.

Methodology

The study was largely quantitative with structured questionnaires. The questionnaire was validated by the five (5) experts from the education and psychology departments of the university before full-scale data collection could commence. Pre-test or pilot test of the questionnaire was done on Non-IT students to check the understandability of the questions. Randomly selected 50 respondents from each University department / Conducted College were expected to participate in the study. The study was analyzed using SPSS 16.0.

The questionnaire used in this study consisted of closed-ended items. They included personal information

about students such as age, education level and information about students' computers and frequency of Internet usage, student's levels of awareness about the Internet tools, and their frequencies of usage.

Analysis of data,

The study was targeted at 700 students who were served with questionnaires. Out of 700 targeted respondents, 507 filled-in and returned the questionnaires which made a response rate of ~72%. The study done by Mugenda and Mugenda(2003) indicated that a response rate of 40% to 80% of the total sample size can be generalized to represent the opinion of the entire population. This high response rate can be attributed to the fact that the researcher administered the questionnaires personally along with one field worker and so was available to clarify queries as well as prompt respondents to fill the questions. This study mentioned 12 different Web 2.0 tools including self-engaging tools like PodCase, Forum, Tagging, TED, Wikis, Blogs (Zimmerman, B. J. 2000), Web-Polls for online polling, social networking tool like Facebook, Twitter an (a micro-blogging platform (Rankin, 2009), media sharing tools such as Flickr and YouTube and RSS- a web-feed tool, Google drive- a tool to files store, synchronize files and share files (Dabbagh & Reo, 2011). Frequency Distribution and Independent samples t-test was used to analyze and to interpret the collected data.

Findings and Interpretations

Table 1

Profile of respondents

Age groups Respondents	25-30yrs 59(11.60%)	31-36yrs 7(1.38%)	37-42yrs 3(0.59%)	43-48yrs 2(0.39%)	less than 25 436(85.99%)
Level of education	PG - 247 (48.72%)	UG - 260 (51.28%)	Do You use the Internet for Learning	NO 5(0.99%)	Yes 502(99.01%)
Familiar with term Web 2.0 tools	NO 87(17.20%)	Yes- 420(82.8)			

The above table 1 shows that out of the 507 respondents, 59(11.6%) are in the age group of 25-30 years, 7(1.38%) are in the age group of 31-36 years, 3(0.59%) are in the age group of 37-42 years, 2(0.39%) are in the age group of 43-48 years, and 436(85.99%) are in the age group of fewer than 25 years, which indicates the

enthusiasm of young students inclined towards these tools. The profile shows that 502(99.01%) students are using internet for their studies and only 5(0.99%) are not using the internet for their studies. Further the profile shows that among the 502(99.01%) respondents using the internet for their studies, it is found that 420(82.8%) students are familiar with the term Web 2.0 tools and 87(17.2%) students are not familiar with these tools.

Tools used and Rank

Objective 1

The first objective of this study was to find all tools the university students used in their daily activities.

Table 2

Type of tools used by the respondents along with the count and rank of count

Web 2.0 tools	Used	Rank	Web 2.0 tools	used	Rank	Web 2.0 tools	Used	Rank
Wikis	401	3	Forum	373	4	RSS	94	11
Blogs	271	5	Web Polls	131	8	Social Bookmarking	133	7
Podcast	8	12	Facebook	410	2	Flickr	106	9
Tagging	97	10	Twitter	234	6	Youtube	483	1

The table 2 shows that among the web 2.0 tools used by the students YouTube ranks first, Facebook 2nd, Wikis 3rd, forum 4th, Blogs 5th, whereas Twitter, Social Bookmarking, Web Poll are in the middle positions i.e 6th 7th and 8th rank, Flicker and Tagging, RSS, Podcast are in the last 4 ranks in order. Baro et al. (2013) identified in their findings that Flickr, RSS feeds, podcasts, and social bookmarking have been amongst the least commonly used, same results we could find in our research. Podcasts (rank 12), RSS(rank 11), Tagging(rank 10), Flicker(rank 9), web-polls(rank 8) were least used, whereas these tools are particularly important for educational purposes.

Objective 2

The second objective was to find the Current level of awareness and usage of the Web 2.0 tool in the learning activity

To study this objective, the respondents were also asked in the survey questionnaire to indicate the level of awareness and the level of usage of Web 2.0 tools in learning. The question was designed with 2 Likert-type items one for awareness of the above-mentioned web 2.0 tools and the other for Usage of the same in learning. Respondents were asked to rate their level of awareness and level of usage of web 2.0 tools in learning.

Table 3
Mean scores, standard deviation, ranks, and the degree of use of Web 2.0 tools by the respondents



Web 2.0 tool	Awareness				Usage			
	Mean	SD	Rank	Level	Mean	SD	Rank	Level
Wikis	3.08	1.4	4	High	3.03	1.35	4	High
Blogs	2.02	1.2	5	High	2.09	1.17	5	Medium
Podcast	0.03	0.3	12	Low	0.01	0.24	12	Low
Tagging	1.82	1.2	7	Medium	1.8	1.21	7	Low
RSS	1.29	0.7	11	Low	1.27	0.69	11	Low
Social Bookmarking	1.56	1.1	8	Medium	1.54	1.08	8	Low
Forum	3.09	1.6	3	High	3.09	1.55	3	High
Web Polls	1.47	0.9	9	Low	1.47	0.92	10	Low
Facebook	4.24	1.5	1	High	3.24	1.46	2	High
Twitter	1.97	1.3	6	Medium	1.82	1.27	9	Low
Flickr	1.38	0.9	10	Low	1.37	0.84	8	Low
YouTube	4.14	1.2	2	High	4.14	1.16	1	High

Table 3 shows that the mean scores for individual tools in case of awareness ranged from 0.03 to 4.24 and in case of usage from 0.01 to 4.14. The most popular Web 2.0 tools used by the students are Youtube (4.14), followed by Facebook with a mean of 3.24, Google Drive third 3.09, Wikis 3.08 on 4th and Blogs 2.02 on the fifth rank.

Web 2.0 technologies, however, are typically introduced in higher education based on the premise that the digital indigenous students use these technologies such as Twitter, Facebook, Google Drive, Wiki, and social network sites, in their daily lives for socializing (Hicks and Graber 2010). However, Garoufallou and Charitopoulou(2011), in their study on the awareness of Web 2.0 tools by Greek students, found that although the knowledge of the tools was there the usage was limited. This statement is found correct in this research also. Other than youtube, Facebook, google drive wikis, and blogs the other tools are not used or very little used by the respondents in their learning.

Objective 3

The third objective was to find the reasons for using the web 2.0 tools in their daily life activities.

Table 4
Activities using web 2.0 tools

Web 2.0 tools	Learning / Research	For fun activities	Sharing personnel contents/photos	Sharing lecture contents /videos
Self-engaging tools (PodCase, Forum, Tagging, Wikis, Blogs)	102(9%)	731(64%)	243(21%)	74(6.4%)
Social networking tools (Facebook, Twitter)	15(1.3%)	349(30%)	227(20%)	53(5%)
Media sharing tools (Flicker and YouTube)	120(10%)	285(25%)	154(13%)	30(2.6)
Social Bookmarking	133(12%)	0	0	0
A web-feed tool(RSS)	70(6.08%)	0	0	24(2%)
online polling (Web-Polls)	46(3.9%)	50(4.3%)	10(0.8%)	25(2.1%)
Total (in %)	528 (8.67%)	1415 (23.25%)	634 (10.42%)	227 (3.73%)

It is understood from table 4 that the reasons for using the web 2.0 tools by the 33.67% respondents were mainly for fun activities and sharing personnel contents and photos . The study also found that 12% of respondents used the web 2.0 tools for learning or research and sharing lecture contents. Thus in the usage pattern of students, there was a remarkable difference in using these tools for fun activities and in learning activities.

Hypothesis1 : There is no significant difference between undergraduate and post graduate students in the usage of web 2.0 tools.

Table 5
Difference between the level of education and Usage of web 2.0 tools.

Level of education	N	Mean	S.D.	Calculated 't' Value	Remark
UG	260	1.79	0.409	2.112	S
PG	247	1.87	0.342		

It is inferred from the table 5 that there is a statistically significant difference between undergraduate and post graduate students in the usage of web 2.0 tools. While comparing the mean scores postgraduate students use web 2.0 tools more than that of undergraduate students. Hence the hypothesis undergraduate and post graduate students in the usage of web 2.0 tools is accepted.

Educational Implications

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According to these study findings, the researcher recommends the following:

- i) The findings indicate that Web 2.0 applications were not being fully exploited by the undergraduate and post graduate students. It should be noted that the usage of Web 2.0 tools for Educational purposes are at the early stages in Indian education. As a result, Web 2.0 tools do not appear to have a big impact on educational activities.
- ii) Apparently, the study shows that Digitally cultured students are aware of Web 2.0 tools. However, once the students understand how these tools work, they will be able to use them effectively in their learning process. Training and workshops must be planned to provide usages of Web 2.0 tools for students and faculty members in education and learning.
- iii) Web 2.0 tools are the easy and affordable pathway for getting educational resources at an exceptionally low price. Students can use these resources at their own pace anywhere and anytime for their learning and research, other than socializing and fun activities.
- iv) Too much Usage of Web 2.0 tools embraces security threats. These tools capture users email and phone numbers from the registration process. This personal data which is very crucial can lead to many cyber security threats. Hence, students those who use these new technologies should be made aware of these security concerns. Cyber security Awareness training and workshops should be conducted to protect these digitally literate students.
- v) Finally, the web 2.0 tools are used to engage the learners with the ocean of information.

Using these tools students become self engaged and self-managed. Students should be taught to choose what is good for them to learn .

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Continuation of Page 48

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