

QUALITY LEARNING THROUGH CREATIVE TEACHING APPROACH

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'The Whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.' **Anatole France**

Teaching is the complex art of guiding students through a variety of selected experiences towards the attainment of appropriate teaching learning goals. Effective teaching is based on the effective management which includes four main interrelated steps: effective planning, organization, leading and controlling.

In the process of teaching, teacher is a guide and director, he steers the boat but the energy that propels it must come from those who are learning i.e. the learners. It means learning proceeds best if students are motivated . Motivation arises interest which is in turn is the motion of attention which ultimately leads to quality learning. If a teacher follows systematic, planned and creative approach only then he will be a successful and his teaching will be able to generate self-motivation of learning among students.

This is a well known fact that teaching is an art as well as science. Silverman has expressed the nature of teaching in the words: To be sure teaching -like the practice of medicine-is very much an art of which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher, like good doctor, is one who adds creativity and inspiration to the basic repertoire.

2The present day teaching is actually making students more and more imitative rather than creative. This greatest malady prevailing in the present

education system should be suppressed by creative methods of teaching .Drawing out the unexpressed creativity in every student should be the prime objective of education. Every child in the class need not be creatively genius by birth, but certain degree of creative interest can be fostered by the thoughtful effort and desire of teacher.

The present education system which follows a rigid course of prescribed syllabus does not provide ample opportunity for developing the thinking skills in students. We have to support a system of education, which at every stage should provide freedom of creative thinking as just the bookish learning and rigid methods of teaching suppress creative interest among students. Today we have gathered to discuss about quality teaching therefore it is very important to discuss about the quality education. Quality Education is perceived in terms of satisfaction of teachers, students and the society. Rather it should look as an opportunity for self-actualization and self-development of both students and teachers and thereby, bringing desirable behavioral changes among students that will ultimately lead to fulfillment of required societal needs and desired nation building process. Thus the education which makes a man courteous, competent and develops the ability in him to think logically, analytically and critically and makes him able enough to do righteous things is termed as Quality Education. Through Quality Education, the man not only develops the potential for self-development in terms of moral, physical, emotional, intellectual and aesthetic aspects, but also acquires concerns for equality, justice, harmony and gains knowledge to eke out an honorable living which acquits himself of a discretionary capability to appreciate and imbibe emerging value system of the times and ultimately emerges as a good citizen.

Thus the quality education provides students an opportunity to think critically and analytically on social, economic, cultural, moral and spiritual issues faced by our society today. And one of the possible approaches for bringing qualitative learning among students is teaching through creative approach. Because when the creative thoughts of learners do not get encouragement and proper channels for expression or are forced to remain dormant within them, we cannot expect qualitative metamorphosis from them.

This deficiency prevailing in our educational process should be overcome to make it more productive and should transform the students into good thinkers and active life-long learners who would work together as a self-organized network to transform our nation into a developed nation in a time-bound manner. Teacher should adapt different forms of creative teaching with a learner-centered pedagogical teaching methods replacing the less productive and rigid traditional methods. The pre-requisite for this type of teaching approach is prior understanding of the objectives of creative teaching and proper planning. Developing the wide range of interest, awakening natural curiosity and nurturing creative thoughts through a systematic and organized programme of instruction are the basic objectives of creative teaching. Now we are going to discuss about certain methods of fostering creativity among learners:-

- Creative thoughts** : Teacher should encourage students to read and write all their creative thoughts and evaluate them critically and analytically.
- Creative questioning** : Teacher should ask open-ended questions to bring out a wide range of responses.
- Divergent thinking** : Teacher should inculcate a habit of searching for different ways of organizing the knowledge.
- Productive opportunities** : Teacher should encourage students to develop a heuristic attitude and promote talks that are exploratory, tentative and hypothetical.
- Appreciation** : Teacher should appreciate learners for their creative imagination, inquisitiveness and spirit of inquiry.
- Decision making** : Teacher should provide opportunities for choice and independent decision making.
- Sharing intellect** : Teacher should encourage students to learn from other students' questions and comments, for this he can also use a wide

variety of intellectually challenging teaching procedures.

Providing risk-taking atmosphere : Teacher should build such an environment that supports risk-taking attitude.

Avoiding demotivation : Teacher should not demotivate students because it leads to unfavorable state of mind making it unable to create new ideas.

Interesting techniques of assessment : Teacher should promote assessment as a part of teaching-learning process and not as burden or phobia.

Innovative assignments : Assignments given to students should be challenging, skill-based and should discourage rote memorization.

If teachers are able to create such creativity-fostering atmosphere, the rest will be done by the atmosphere itself. Even the wingless leaves can fly like birds when wind blows.

In the constructivist perspective, learning is a process of the construction of knowledge. A child constructs his knowledge while engaged in process of quality learning. Allowing students to ask questions and encouraging them to answer in their own words that require them to relate what they are learning in formal atmosphere to things happening informally rather than simply memorizing and getting answers right in just one way—all these are small but important steps in helping students to develop their understanding. Even the ability to make a set of questions for a given answer or '**intelligent guessing**' must be encouraged.

It is also quoted in NCF 2005 'Quality Learning is a generative process of representing and manipulating concrete thing and mental representations, rather than storage and retrieval of information. It is a process that begins in infancy and develops through independent, creative and meditated activities.' The quality teaching can be assessed in terms of good learning

behaviors(GLBs)shown by the learners.The criteria of measuring GLB's can be based on following behavioral outcomes:

- If the students are self-motivated and are not impulsively attentive?
- If the students tell what they do not understand?
- If the students refer to earlier work before asking for help?
- If the students anticipate and predict possible outcomes?
- If the students make link between activities and ideas?
- If the students offer relevant and personal examples?
- If the students are able to justify their opinions?
- If the students are able to show skill-based activities with expertise and adeptness?

National Knowledge Commission,2005 founded with a motive of establishing a '**knowledge based society**' also expects that we , as teachers should owe the responsibility to create and enhance the effective knowledge among the learners because the real meaning of education is to impart knowledge i.e. not only an intellectual stimulation but also a real purpose in life.

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AN EVALUATIVE STUDY OF CO-CURRICULAR ACTIVITIES OF PUPILS AND PRIMARY LEVEL IN PUBLIC SCHOOLS

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Education has mainly two aspects, the cultural aspect which makes a person grow and the production aspect which makes a person do things. Both are essential.

— Pt. Jawahar Lal Nehru

Education is a personality building process. It has been always linked with society. It has both a personal and social dimension & like the two sides of the same coin these are inseparable. Real Education should enable one to utilize the knowledge. The knowledge one has acquired to meet the challenges of life and to make human beings happy as far as possible. In order to achieve this real education, Children should learn values at the initial state of their learning process i.e. at pre-primary and primary levels. These values can be implemented through co-curricular activities e.g. Sports, Games, Drama, Debate, Poetry, Field trips, Art & Craft, Music, etc.

All great educationalist & educational system have always stressed the importance of providing opportunities in schools to organize other useful activities also which are popularly known as co-curricular activities. These activities are considered to be very useful in the maintenance of good mental health and to ensure

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|-------------------------|--------------------------|
| a) Social Development | b) Cultural Development |
| c) Moral Development | d) Aesthetic Development |
| e) Physical Development | |

They provide opportunities for training in leadership, citizenship and for development of self discipline.

The International Dictionary of Education has defined Co-Curricular activities as “Activities sponsored or recognized by a School or College which are not part of the academic Curriculum but are acknowledged to be essential part of the life of an educational institution. Co-curricular activities include sports, school bands, student newspaper, etc. They may also be classed as extra-curricular activities outside the usual duties of a job, as extra class activities.”

Froebel’s emphasis on the concept as self activity on the part of the growing child, social participation, some serious activity in the production of some definite external piece of work also meant that co-curricular activities in education could not be ignored at any cost.

In the secondary education commission report, it is said that “the supreme aim of education and personality of the students in such a way that they will be able to realize their potentialities and contribute to the welfare of the society. One of the main criticisms of the present education and enough attention is not given to those activities which promote the formation of character and include ideas which makes for personal and social well being.”

Education must therefore try to cultivate in the young, social skills and attitude which will enable there to contribute their share towards social welfare.

With the increase in the no of schools and larger enrolments, with changes in culture brought about by technological development, changing needs are felt by pupils. In accordance with the slowly changing philosophy as to the functions of education efforts are being made to adjust the school programme to meet the needs of youth co-curricular activities are being develop to serve this purpose. The growth of these activities in the recent year had been mainly influence by the characteristics needs of growing children.

The necessity for conducting co-curricular activities needs not to be over emphasized and every activity in order to be carried out successfully must be evaluated.

CLEARIFICATION OF THE TERMS :-

Co-Curricular Activities :

Moworoe defines the term extra curricular activities as “programmes & events carrying on academic credit sponsored and organized by the pupils as organized by the educational institution designed to entertain, instruct and provide exercise of interest & abilities subject to some measure of control by the institution.

.....Encyclopedia of Educational Research page – 164.

Evaluation :

To build and maintain the most effective instructional programme, schools must always be on the right way for better ways of doing things. The outcome in terms of the school objectives. Another objective of evaluating learning is to convince parents and other that their financial investment is utilized properly.

Evaluation includes the concept of measurement as it is used in Psychology and education. *It is the process of observing, recording and appraising significant changes in individuals and group and the effectiveness of organized efforts to achieve the desirable changes.*

Objectives :

- 1) To estimate how far each item on the curricular programme is effective.
- 2) To cover merits of the different items of programme.
- 3) To find out how far co-curricular activities increases pupil's interest & loyalty to school.

Hypothesis :

- 1) Each item of co-curricular programme is very effective.
- 2) Different items of the programme have their merits in the development of the personality.
- 3) Co-curricular activities increase pupil's interest & loyalty to school.

Research Method :

In the present study survey method was employed.

Sample :

The sample of the study consisting of 100 students of public school of district Panipat has taken. Purposive random sampling was used to collect the data.

DELIMITATIONS :

- 1) The study is not confined to any single item on the programme. It does not deal with a detailed analysis of any one single activity but with the total effect produced by activities as a whole.
- 2) Public school are chosen for the study because the investigator feels that they are not restricted in the organizing of the activities work of the short comings applicable to the government school as back of space, double shift, untrained teachers, lack of various material etc. are not applicable here
- 3) Sample of the students taken for study is from 7th & 8th classes because this is the period when a student can learn various new ideas.

Tool and Technique :

To collect the data regarding student's opinion on the study, self made Questionnaire was used in which majority of selected schools used activities are taken in consideration like.

(i)Assembly (ii) Athletics (iii) Debates (iv) Dramatics (v) School clubs.

Simple interview method is used.

Pretest is done for scoring five point scales is used. Interpretation of result is done according to questionnaire.

Findings and Conclusion :

Pupils indicated their reactions to statement on five point scale. Strongly agree (S.A.), Agree (A), Undecided (U), Disagree (D), Strongly disagree (S.D.).

The answers were credited each for one.

Interpretation of Results according to the Question wise has been found out. Firstly the percentage and then mean has been calculated. The following table shows the results of activities which are in vogue in the majority of the school

TABLE-1

The evaluations of various co-curricular activities showing mean are as under.

Sr.No.	Activities	Mean
1.	Co-curricular activities	33.63
2.	Assemblies	44.68
3.	Athletics	62.92
4.	Debates	30.00
5.	Dramatics	27.92
6.	School Clubs	41.25

Conclusions :

1. All the students agreed that Co-Curricular activities are an essential part of the educational programme.
2. The contributions of these activities were varied, each activity having characteristics & educational values of its own.
3. As the students were in favour of school clubs they increase the talent of the students. But they did not have any important plan in Co-Curricular programme this is the matter of great disappointment.
4. Debates & Dramatics serve a no of educational activities, however, participation in these activities seem to be limited.

5. Games & athletics serve the purpose to maintain physical health & mutual Co-Operation.

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INCLUSIVE EDUCATION : NEED OF THE HOUR

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"The idea of belonging and membership, being part of a community, is a basic human need. It's one of the principles of our democratic society. We all have the same needs, we want to be loved, we want to have friends, we want to feel that we are making a contribution in our families, in our communities....We learn about understanding what someone's interests and point of view are by interacting with them. To include everyone is to open up those possibilities for learning and appreciating our humanity."

Dr. Joseph Petner, Educator

Introduction

When the students with special needs are incorporated into the main class room and they learn along with normal children, it is called inclusive education. In inclusive education, all students get an opportunity to access high quality education from professionally trained teachers and they spend their time generally with non-disabled students.

It was not long ago that the disabled children or the special children were treated as unwanted children and were kept away from the main stream children. They were provided education in special schools meant for disabled children. Over a period, there has been a major shift in this thinking. The schools have been directed to admit children with the main stream children (unless there are convincing reasons for not doing) so that their social, emotional growth is not hampered.

Inclusive education ensures that students with mental, physical or learning disabilities receive education in their least restrictive environment. The

assessment for these students is carried out keeping in view their disabilities which at times differs from the assessment of normal children.

Why Inclusive Education

UNESCO (1994) states that 'All children learn together, regardless of any difficulties or differences they may have. Inclusive schools must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuing quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities'.

Govt. Initiative for Inclusive Education

A number of initiatives have been taken in India to promote the integration of children with disabilities. These are:

- Integrated Education of Disabled Children (IEDC), 1974;
- Project Integrated Education of the Disabled (PIED), 1987;
- The Rehabilitation Council of India Act(1992),
- Persons with Disability Act (1995),
- National Trust Act (1999) have been enacted and implemented at both the Central and State level

The 1995 Act on The Persons with disabilities is a landmark Act for the inclusion of differently able children in the mainstream.

There is a mention about the educational provision for disabled children even in The National Policy of Education (1986) and the Plan of Action (1992).

At present, the disabled children are taught in special schools meant especially for them or in normal schools with normal children by main streaming them. As many as 1.24 Lakh students have been integrated in 20,000 mainstream schools under the scheme of Integrated Education for disabled children of the Ministry of HRD.

The National Curriculum Framework for School Education (NCERT, 2000)

has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

Over 14 lakh students with disabilities have been enrolled at the elementary level under the Sarva Shiksha Abhiyan. Despite these efforts, still a vast number of students with disabilities are not able to have access to education. As compared to 65 per cent of National Literacy figure, the population of disabled children is only 49 percent.

The basic aim of Inclusive Education is to ensure that all students have access to high quality of education regardless of their ability. The thought and conviction behind Inclusive Education is that all students are capable of learning so long as their special needs are made a note of and provisions are made catering to these special needs.

To start with, the terms *integration* and *mainstreaming* have been replaced by the term *Inclusion*. Until 1990, the term integration or mainstreaming was used and this integration was done based on the extent of disability or the special need of the disabled child. This varied from placement of a child in a special class or unit attached to a mainstream school.

Education for All (EFA) is still an unfinished agenda in India, but the passage of The Persons with Disabilities Act has the potential to change the educational status of more than 30 million children with disabilities who currently do not have access to any forms of education (Vaughn, 1997). It is also likely to provide a window of opportunity to those children who are currently educated in segregated settings (Rehabilitation Council of India, 1996)

CBSE Initiative

The Central Board of Secondary Education has issued a directive to all affiliated schools for providing equal educational opportunities to all children including the ones with special needs. It has further instructed these schools not to refuse admission to challenged students failing which the schools will have to face dire consequences.

CBSE has also urged its schools to appoint special educators so that these students can be provided with effective and objective evaluation programme catering to their special abilities and skills. With the introduction of Continuous, Comprehensive Evaluation Programme (CCE), it would be easier for the schools to help these children).

Barriers to Inclusive Education

With increasing need as well as pressure from the Government authorities, the regular schools are facing a major challenge of accommodating students with disabilities in the regular classrooms. In doing so, the schools are facing a number of problems. Some of these problems are:

Attitudes

Attitude is the greatest barrier in inclusion which is caused by the society. Social discrimination, traditional prejudices, lack of awareness are all contributory factors towards the negative attitudes. This negative attitude brings about the discrimination.

Physical Barriers

Physical approachability to those specially the physically disabled is a very big barrier. It is more so in rural areas as the buildings or the learning centre are not accessible and are unhealthy and unsafe. Door, passageways, stairs and ventilation is poor with practically no recreational facilities. Getting into these schools is a big problem for the challenged students.

Curriculum

Curriculum plays a vital role in any teaching learning programme. In this case, it is a major obstacle as it is unable to meet the needs of students. It is generally designed centrally without catering to the specific challenge faced by the students. It is rigid and not flexible and leaves no room for flexibility. It is not motivating.

Teachers

Non availability of trained and qualified teachers for inclusive education is

yet another barrier. The teachers are not specifically trained to handle the special needs of the children. The training is quite often disconnected and in bits and pieces and therefore inadequate. The attitude of teachers also plays a major role in creating problems.

Language and communication

Since English is not the first language of many children coming for inclusive education, it causes a major hurdle for children as they cannot understand what is being taught in the class. The linguistic difficulty thus creates a major hurdle in teaching / learning process.

Funding

Shortage of funds has always been a major barrier in accomplishing the desired goals of meeting the target of inclusion in education. This inadequacy restricts the availability of basic resources.

Misconceptions

Those not in favour of inclusion in education believe that it is too expensive for schools to have inclusive set-up. While in teaching these children in special schools, their special needs are catered to whereas in inclusive system, they miss out on that. They also believe that by mainstreaming these children, the learning of normal children is hampered.

Benefits of Inclusive Education

There are visible benefits for students with challenges in an inclusive teaching learning environment. The biggest benefit is in terms of developing social and interpersonal skills through mixing and interacting with students in a normal set up. The exposure to a wide range of skills, knowledge and teaching styles certainly help them as compared to the separate set up with limited exposure. Teachers also benefit as they adapt to different instructional approaches to reach out to the mixed set of students.

It has been observed that when the challenged children mix with normal children in a normal school, their interpersonal skills improve. They make an

extra effort to pick up new learning. They come out of their shell and suffer less inhibitions as compared to those who go to schools meant for special children only.

Time is ripe to include these children in the normal teaching learning set-up whole heartedly. They are as important a section of our society as the normal children.

The disability that they are born with or have acquired is not because of their fault. That is all the more reason that they should be taught in as normal situations as possible.

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Web-Links

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A COMPARATIVE STUDY OF EFFECT OF PARENTAL ENCOURAGEMENT ON EMOTIONAL INTELLIGENCE OF ADOLESCENT BOYS AND GIRLS

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Introduction

Man is considered to be endowed with certain cognitive abilities which makes him a rational being. He can reason discriminate, understand adjust and face new situations. There are wide individual differences. Intelligence is the main factor which contributes significantly towards these varying differences. The term emotional intelligence was introduced by two American university professors Dr. John Major & Dr. Peter Salovey in 1990. In their attempt to developed a scientific measure for knowing the difference in the areas of emotion.

In all sense, emotional intelligence reflects our ability to deal successfully with other people qualities count significantly towards a person's success in his area of achievement. Educationists and psychologists today agree that every child is born with certain inherent abilities which vary from individual to individual and distinguish one child from the other. It is the responsibility of parents and society to create conditions for the maximum development of the potentialities of child.

Family life is first school for emotional learning, in this intimate cauldron we learn to feel about ourselves and how others will react to our feeling, how to think about these feelings and what choices we have in reacting how to read and express hopes & fears.

Children's report (Perception) of their parental behavior plays a very vital role in their personality development. Children's home adjustment, anxiety,

security, insecurity frustration, feeling of adequacy etc are very much influenced by how they perceive their parental behavior.

Need & Significance

Historically emotional intelligence is not an old concept the term emotional intelligence by Dr. John Mayer & Dr. Peter Salovey was introduced in 1990. Few researches have been conducted on this variable and out of these most of the research are related to the emotional intelligence of teachers. Therefore the investigator has decided to study the emotional intelligence of adolescent students.

In previous researches emotional intelligence was studied in relation to personality, creativity, self concept, motivation, achievement etc. therefore the investigator felt the need to study emotional intelligence in relation to other variable like parental encouragement. In the present study effect of parental encouragement in emotional intelligence of adolescent boys & girls. It may be a unique & significant study.

The modern world needs competent citizens who in turn enable the society to reach the peak of glory and progress today's adolescents will be the future citizens to become a competent citizen many factors are responsible among which emotional intelligence may be a vital one. We are living in an age of accelerating changes in the society. There is widespread frustration and unrest among the people. In the present scenario only an emotionally intelligent person is able to solve the problems and adjust in the environment to reduce complexities.

Students of class XIth of age group (15-16) years have been considered for this study. As in this age students decide the profession or field of their interest which they would pursue in their coming academic years or they decide the goal of their life. And in taking such a vital decision about their life. Parental support and encouragement plays a vital role.

Definition of the specific terms

Emotional intelligence

According to John Mayer and Peter Salovey Emotional intelligence may be defined as “the capacity to reason with emotion in four areas, to perceive emotion, to integrate it in thought, to understand it and to manage it.”

Parental Encouragement

Rossi 1965 has defined the parental encouragement as “When father and mother approve and appreciate any activity related to education of revoke any hurdle felt by the student in the process or guise him the tight and wrong this entire spectrum of actively comes within the purview of parental Encouragement”

Adolescents

A child is described as an adolescent when he achieves puberty, that is, when he has become sexually mature to the point, where he is able to reproduce his kind. In India, it usually ranges from 13 to 19 among boys and from 11 to 17 among girls.

Statement of the problem

“A comparative study of effect of parental encouragement on emotional intelligence of adolescent boys and girls”.

Objectives of the study

- (i) To determine the difference if any in the emotional intelligence of adolescent boys and girls.
- (ii) To determine the difference if any in the parental encouragement of adolescent boys and girls.
- (iii) To determine the effect of parental encouragement on emotional intelligence of adolescent boys.
- (iv) To determine the effect of parental encouragement on emotional intelligence adolescents girls

- (v) To compare the effect of parental encouragement on emotional intelligence of adolescent boys and girls.

Hypotheses of the study

- (i) There is no significance difference in the emotional intelligence of adolescent boys and girls.
- (ii) There is no significance difference in parental encouragement of adolescent boys and girls
- (iii) There is no significant relationship between parental encouragement and emotional intelligence of adolescent boys.
- (iv) There is no significant relationship between parental encouragement and emotional intelligence of adolescent girls
- (v) There is no significant difference between the effect of parental encouragement on emotional intelligence of adolescent boys or girls

Delimitations of the study

Keeping in the view the limitation of available time and resources. The present study will be worked out with the following limitations.

- (i) The sample is small and is taken from higher secondary schools located in Noida.
- (ii) Only gender will be considered in the study.
- (iii) Adolescent studying in class 11th of their schools will be considered.
- (iv) Adolescent student of age group of age group 15-16 years will be considered.

Review of Related study

In the present study the researcher reviewed the literature related to adolescent's emotional intelligence and parental encouragement. Its detailed descriptions had been presented in the second chapter of this dissertation. In the present study the researcher had reviewed the related literature from years 1995-2008.

Design of the study

- Design of the study is an essential part of research project.
- Design provides a picture of what and how to do the work before starting it.
- It had been determined from time to time that a suitable research design guards against the collection of data more economy, so in any research project, design provides the researcher a blue print of research, dictates the boundaries of the project and helps in controlling the experimental, extraneous error, variances of the problem under investigation.

Research Method of the study- Survey Method had been used for the present study.

Data collection procedure

For the collection of the data relevant data full attention was paid to think over all essential and desirable steps like the selection of an appropriate sample, selection of tools, their nature and administration etc. Data was selected randomly using tools.

Population of study

All the adolescent students studying in class XIth of higher secondary schools located in Noida was considered.

Sample and sampling techniques

As stated before the area of the study will be limited to the school going students of Noida City. The sample of 120 school going students was be drawn by the method of simple random sampling from the population.

Statistical Techniques

Keeping in view the nature of study and objective investigator used such statistical technique, which would be helpful in analysis and interpretation or results.

- Mean
- SD
- Co-relation
- Percentile

Conclusion

On the basis of the results it was found that average no of adolescent's boys posses poor emotional intelligences average no of adolescent girls posses average emotional intelligence.

It was found that average no. of adolescent (boys and girls) posses' average parental encouragement.

On the calculation of correlation between the variable emotional intelligence and parental encouragement, it was found that there is a very high positive correlation between emotional intelligence & parental encouragement of adolescent boys as the correlation coefficient was found to be 0.95.

The correlation coefficient between the variables emotional intelligence & parental encouragement was found to be 0.71 in case of adolescent girls so it can be said that both the variables are highly correlated.

It's seen that students having very good parental encouragement scores possess positive. If concept personal need satisfaction, good achievement & psychological well being. A felling of psychological well being helps to avoid a host of problem related directly or indirectly to the adolescent's parental of emotional responses & avoids stress.

This result may be attributed to the fact that there is high positive correlation between parental encouragement & emotional intelligence of adolescents.

Educational Implications :

The present study has adequately dealt with parental encouragement and emotional intelligence of adolescent boys and girls. The finding of the study is likely to prove of immense importance to educational thinkers, teachers, parents, psychologist and others, who are concerned with the sphere of education.

The conclusion related to present study for leading parental encouragement is significant role on emotional intelligence of adolescent boys

and girls. Because the correlation coefficient between the variables parental encouragement and emotional intelligence in the range of higher positive limit.

- How parents behave in general and how they act and reach to their children are the most important determinant of a child's psychological development. For proper and effective development of children it is essential that parents must be well-versed in the principles of development psychology, are good models and must have the necessary skill of acting and reaching to their children. Unfortunately parenting has so far in this country has not been recognized as a technically sophisticated job.
- Therefore it is necessary to create awareness in the masses about, the necessity of effectively skilled parenting as it is necessary or not only making one's family life more peaceful, comfortable and happiness enhancing, but also for creating better society in the country for the future. Once the awareness is created there shall be wide spread demands for training programs in the scientific technique of effective parenting.
- Short term courses of home science & psychology should be developed, consisting of the theoretical course & practical exercises.
- There should be provision for parent-teacher associations, Informal meetings at the social and cultural functions, parties, and get together, marriage, religious gatherings, festivals, fairs and exhibitions etc where teachers and parents of the community get opportunities to come into contact with each other.
- Visit of teacher to the student's home for meeting with their parents and guardians.
- A part from this, teachers may get information about the behavior of parents from their children. Children should be provided timely guidance & counseling from the teachers in the schools about the adjustment, progress and future planning.

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GENDER DIFFERENCE IN CAUSAL ATTRIBUTION PATTERN

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The construct of causal attribution refers to what students perceive as the causes of their success and failure in school such as- their ability, the amount of effort expended, the difficulty of the task, and luck (Weiner, 1984). Research evidence have proved that students generally attribute their success to internal factors i.e. ability and effort and their failure to external factors i.e. task difficulty and luck. Attributions of success and failure to causes which are internal can lead to increased feeling of pride, shame, competence and self-esteem (Weiner, 1979; Weiner, Russell & Lerman, 1978). Sherman (1977) believed that attribution is closely tied to one's perception of academic competence. Since, male and female differ in their perception of academic competence they may also differ in their attribution pattern. Jha (2008) also reported significant difference between male and female students with respect to effort attribution. Researches had shown that girls attributed their success to their ability (Mahapatra, 1998; Murray & Mednick, 1975), effort and luck (Murray and Mednick, 1975). Nicholls (1975) found that females in comparison to males attributed their failure more to their ability; success on the contrary was not attributed to ability. Females in comparison to males made less attribution to luck in case of failure. Feather (1969) reported that females were higher in external attribution than males. Lightbody et.al. (1996) found that boy's rate luck more than girls in attributing to academic success. However, Rosenfield and Stephan (1978) and Levine et. al (1976) found that males tend to attribute their success more to internal factors. Marsh et. al. (1982) opine that ability and effort attribution may differ across academic subject areas. In the present

times English has gained immense importance but students have foreign language anxiety as well. So the present study aims at investigating gender difference in causal attribution pattern for achievement in English.

Objectives :

The objectives of the study were-

1. To compare male and female students on achievement in English.
2. To compare male and female students on causal attributions.

Hypotheses :

To achieve the above mentioned objectives, the following hypotheses were formulated and tested-

1. Male and female students do not differ from one another on achievement in English.
2. Male and female students do not differ from one another on causal attributions.

Methodology :

The sample for the study comprised of 154 class XI students. Out of which 84 were female students belonging to St. Anthony's Inter College, Allahabad and 70 were male students belonging to Bharat Scouts and Guide Inter College, Allahabad. 'English Language Achievement Test' and 'Causal Attribution Scale' prepared by the investigator were used as a tool for the study. Causal Attribution Scale consists of 14 items belonging to six causal factors – task difficulty, ability, effort, luck, spiritual and support. t-ratio were calculated for the analysis of data.

Results and Discussion

Table 1

Mean, S.D. and t-ratio showing the differences in achievement in English and causal attribution pattern among male and female students

	Group	N	Mean	S.D.	t-ratio
Achievement in English	Male	70	30.33	11.05	4.95**
	Female	84	37.62	7.08	
Task Difficulty	Male	70	2.84	1.09	0.06
	Female	84	2.93	1.06	
Ability	Male	70	2.16	8.94	3.03**
	Female	84	9.95	1.97	
Effort	Male	70	7.46	1.74	0.15
	Female	84	7.42	1.52	
Luck	Male	70	6.74	1.68	2.83**
	Female	84	5.98	1.66	
Spiritual	Male	70	7.91	1.88	0.52
	Female	84	8.07	1.87	
Support	Male	70	13.24	3.53	1.06
	Female	84	12.62	3.75	

** Significant at .01 level

Table 1 shows that the value of t-ratio (= 4.95) is significant at .01 level. Therefore, the null hypothesis that 'Male and female students do not differ from one another on achievement in English' can be rejected. It means that male and female students differ from one another on achievement in English. Mean achievement in English score of male and female students are 30.33 and 37.62 respectively. This means that female students have higher achievement in English than their male counterparts. This may be due to reason that, females are more sincere and have high motivation and interest towards studying the foreign language than the male students. The above finding is supported by the findings of Tourani (2006) and Kim (2001). They also found that female students have higher achievement in English than male students. However, contrary findings are of Kumar and Ambedkar (2005) and Khan (1989). The former found that boys and girls do not differ from one another

on achievement in English while the latter found that achievement in English is higher among male students as compared to female students. Table 1 also shows that, the values of t-ratio (= 3.03 & 2.83) are significant at .01 level. It implies that there exists significant difference in ability and luck attribution for achievement in English among male and female students. Mean ability attribution scores of male and female students are 2.16 and 9.95 respectively. It means that female students make more ability attribution for achievement in English than male students. The above finding is in contradiction with the findings of Nicholls (1975) and Feather (1969). It can also be observed from the table that male students make more luck attribution for achievement in English in comparison to their female counterparts. This finding draws support from the findings of Lightbody et. al. (1996). However, contradictory are the findings of Rosenfield and Stephan (1978) and Levine et. al.(1976). Further observation of the table reveals that male and female students do not differ on task difficulty, effort, spiritual and support attributions. It means that both male and female students equally attribute their success in English to task difficulty, effort, spiritual and support aspects.

Thus, on the basis of the findings of the study it can be concluded that female students had high achievement in English and they tend to attribute their achievement in English to their own ability in comparison to their male counterparts. Male students attribute their achievement in English more to luck than female students. The findings of the study implies that efforts should be made on the part of teacher and parents to train the boys to take personal responsibility for their performance and not blame luck as the reason for performance.

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A COMPARATIVE STUDY BETWEEN THE ATTITUDE OF RURAL AND URBAN SECONDARY SCHOOL TEACHERS TOWARDS GRADING SYSTEM AT HIGH SCHOOL LEVEL

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In a changing world where information seems to expand exponentially, the demands on teachers have become increasingly complex. The debate over what and how teachers should teach and how to measure that learning has become popular topic not only among educators but also among parents, taxpayers and politicians. The reform movement was born to push schools and their staff to improve student learning. The centerpiece of reform has become high academic standards, spelling out what children should learn in elementary, middle and high school; and testing student's abilities to meet these standards has become common practice in states across the country over the past few years. Teachers are the central players in this drama. A national survey of 1019 public school teachers conducted for education week looks at teachers' answers to the question of whether these academic standards are helping teachers teach children more and to evaluate them.

Teacher's attitude plays an important role in evaluating a student on grading system scale. Teacher's attitude can be categorized as under:

- Demonstrating Caring and Kindness
- Sharing responsibility
- Sensitively Accepting Diversity
- Fostering individualized instruction
- Encouraging Creativity

A grading system is a scale or technique of evaluation to test the level of academic achievement in an elementary, middle or secondary school. Basically grading system is based on grades given to student and grade is a number, letter or symbol indicating a student's level of accomplishment. Teacher's attitude plays an important role in evaluating a student therefore it is tried to find out in the present study that is there any significant difference or not between the attitude of rural and urban secondary school teachers towards grading system at high school level.

Need and Significance of the Study :

Evaluation provides an essential yard stick to judge the quality of students. It plays an important role in the educational system. It also provides motivation and a sense of purpose to both teachers and students to achieve set goals. By doing this research we have come to know that what type of attitude towards grading system at high school level the rural and urban secondary school teachers actually have. Because the validity of this continuous and comprehensive evaluation (CCE) will depend upon the positive attitude, awareness and knowledge of teaching about the system.

Objectives of the Study :

1. To study the attitude of **rural** secondary school teachers towards grading system at high school level.
 - (a) To study the attitude of **rural** secondary school **female teachers** towards grading system at high school level.
 - (b) To study the attitude of **rural** secondary school **male teachers** towards grading system at high school level.
2. To study the attitude of **urban** secondary school teachers towards grading system at high school level.
 - (a) To study the attitude of **urban** secondary school **female teachers** towards grading system at high school level.
 - (b) To study the attitude of **urban** secondary school **male teachers** towards grading system at high school level.

3. To compare the attitude of **rural** and **urban** secondary school teachers towards grading system at high school level.
 - (a) To compare the attitude of **rural** secondary school **female teachers** with **urban** secondary school **female teachers** towards grading system at high school level.
 - (b) To compare the attitude of **urban** secondary school **male teachers** with **rural** secondary school **male teachers** towards grading system at high school level.

Hypotheses of the Study :

1. There is no significant difference between the attitude of **rural** and **urban** secondary school teachers towards grading system at high school level.
 - (a) There is no significant difference between the attitude of **rural** secondary school **female teachers** and **urban** secondary school **female teachers** towards grading system at high school level.
 - (b) There is no significant difference between the attitude of **urban** secondary school **male teachers** and **rural** secondary school **male teachers** towards grading system at high school level.

Method of the Research :

Normative survey method was adopted to collect the data essential for the study.

Sample and Sampling Technique :

Sample has been selected from population by stratified random sampling technique. The selected sample was the representative group of 100 teachers teaching in secondary schools of Bareilly district.

Tool used in the Study :

For the present study, no standardized tool was available. Therefore the tool was developed by the researcher to find out the attitude of secondary

school teachers towards grading system at high school level.

Statistical Treatment :

Mean, Standard deviation and Critical ratio test were used.

Results and Interpretation :

Objective

- (1) To study the attitude of **rural** secondary school teachers towards grading system at high school level.

Interpretation

To achieve the objective mean & standard deviation were calculated. The mean value was 75.3 & S.D was 6.1 which showed the positive attitude of rural secondary school teachers.

Objective

- (a) To study the attitude of **rural** secondary school **female teachers** towards grading system at high school level.

Interpretation

To achieve the objective mean & standard deviation were calculated. The mean value was 74.54 & S.D was 7.14 which showed the positive attitude of rural secondary school female teachers.

Objective

- (b) To study the attitude of **rural** secondary school **male teachers** towards grading system at high school level.

Interpretation

To achieve the objective mean & standard deviation were calculated. The mean value was 76.2 & S.D was 4.95 which showed the positive attitude of rural secondary school male teachers.

Objective

To study the attitude of **urban** secondary school teachers towards grading

system at high school level.

Interpretation

To achieve the objective mean & standard deviation were calculated. The mean value was 73.74 & S.D was 5.12 which showed the positive attitude of urban secondary school teachers.

Objective

- (a) To study the attitude of **urban** secondary school **female teachers** towards grading system at high school level.

Interpretation

To achieve the objective mean & standard deviation were calculated. The mean value was 73.50 & S.D was 5.56 which showed the positive attitude of urban secondary school female teachers.

Objective

- (b) To study the attitude of **urban** secondary school **male teachers** towards grading system at high school level.

Interpretation

To achieve the objective mean & standard deviation were calculated. The mean value was 72.94 & S.D was 5.28 which showed the positive attitude of urban secondary school male teachers.

Objective

To compare the attitude of **rural** & **urban** secondary school teachers towards grading system at high school level.

Interpretation

To achieve the above objective null hypothesis was formed and critical test ratio was calculated. Z-value of the scores of the attitude of **rural** & **urban** secondary school teachers is 1.38 which is less than the table value at 0.05 and 0.01 level of significance thus there is no significant difference between the attitude of **rural** & **urban** secondary school teachers towards grading system

at high school level and hypothesis is accepted.

Objective

- (a) To compare the attitude of **rural** secondary school **female teachers** with **urban** secondary school **female teachers** towards grading system at high school level.

Interpretation

To achieve the above objective null hypothesis was formed and critical test ratio was calculated. Z-value of the scores of the attitude of **rural** secondary school **female teachers** & **urban** secondary school **female teachers** is 0.57 which is less than the table value at 0.05 and 0.01 level of significance thus there is no significant difference between the attitude of **rural** secondary school **female teachers** & **urban** secondary school **female teachers** towards grading system at high school level and hypothesis is accepted.

Objective

- (b) To compare the attitude of **urban** secondary school **male teachers** with **rural** secondary school **male teachers** towards grading system at high school level.

Interpretation

To achieve the above objective null hypothesis was formed and critical test ratio was calculated. Z-value of the scores of the attitude of **rural** secondary school **male teachers** & **urban** secondary school **male teachers** is 2.25 which is < at 0.01 & > at 0.05 level of significance thus there is no significant difference between the attitude of **rural** and- **urban** secondary school **male teachers** towards grading system at 0.01 level but significant difference at 0.05 level.

Educational Implications of the Study :

Educational Research is a systematic attempt to gain a better understanding of educational process; generally with a view to improve its

efficiency. Research is of no value until its findings are applied for anything which may have some practical importance. Certain educational implications can be derived from the findings of the present study, which are ...

1. To know the attitude of a teacher towards grading system.
2. To enable the teachers to adjust well in this evaluation environment.
3. To organize the teaching programs for the students.
4. To improve the strategy of dealing with students.
5. To make the teachers confident about themselves.

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PROMOTING PROFESSIONALISM AMONG TEACHERS

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Introduction

In the context of globalization, education becomes a prerequisite for the supply of highly qualified and trained manpower. Education is seen not only as a key to social cohesion but also to mitigate the consequences of globalization. The fundamental requirement for global standards of education is the trained and professionally competent teachers. As it looks today, in the Indian context, where there is an explosion of education enterprises, there is a great demand for good, qualified and committed teachers. This situation is also common to all the developing countries. Such good, qualified and committed teachers could not be possible if we cannot promote professionalism among teachers.

Professionalism: Its' Meaning

Different people have different views about the meaning of professionalism. Some people equated professionalism with 'vocation' while others equated with 'passion'. Still others equated it with 'devotion'. If one goes through dictionary, different connotations found for a profession are: line of work, vocation, occupation, job, career, business, discipline, livelihood, living, employment, etc. However, these meanings are not complete in themselves to justify the meaning of a profession.

The word 'professional' traditionally means a person who has obtained a degree in a professional field. The term professional is used more generally to denote a white collar working person, or a person who performs commercially in a field typically reserved for hobbyists or amateurs. In western nations, such

as the United States, the term commonly describes highly educated, mostly salaried workers, who enjoy considerable work autonomy, a comfortable salary, and are commonly engaged in creative and intellectually challenging work. Less technically, it may also refer to a person having impressive competence in a particular activity.

Cogan (1953) has given a very comprehensive definition of 'profession' as "a profession is a vocation whose practice is founded upon an understanding of the theoretical structure of some department of learning or science, and upon the abilities accompanying such understanding. This understanding and those abilities are applied to the vital practical affairs of man. The practices of the profession are modified by knowledge of a generalized nature and by the accumulated wisdom and experience of mankind, which serve to correct the errors of specialism. The profession, serving the vital needs of man, consider its first ethical imperative to be altruistic service to the client".

In the light of all the above definitions, we can derive certain special characteristics of a profession. They are:

- It requires a high degree of general and systematized knowledge
- It requires a long period of specialized intellectual training
- It is characterized by work that is essentially intellectual
- It provides a unique social service
- It controls its standards of entrance and exclusion
- It grants practitioners a broad range of autonomy, and
- It develops and enforces a professional code of ethics.

Teaching as a Profession

There has been some debate over the years as to whether teaching really is a profession. Some authors classify it as a semi-profession, whereas others distinguish secondary school teaching from elementary school teaching and classify the former as a profession and the latter as a semi-profession.

There are number of research studies which say that the quality of education has direct relationship with the quality and competence of the teachers. In the context of globalization, education becomes a prerequisite for the supply of highly qualified and trained manpower. Education is seen not only as a key to social cohesion but also to mitigate the consequences of globalization. The fundamental requirement for global standards of education is the trained and professionally competent teachers. As it looks today.

In the light of the characteristics of a profession described above, teaching could be well justified as a profession. A profession requires a high degree of general and systematized knowledge. A teacher as a professional is required to acquire knowledge and skills of his/her teaching field. He/she needs to update himself/herself with the changing knowledge base of a particular field.

Teaching as a profession cannot be specialized overnight. Mere knowledge of content of a particular field cannot make a teacher a professional. He/she requires a long period of specialized intellectual training both at pre-service and in-service level. Then only the work he/she will perform could be characterized as intellectual.

Teachers have responsibility to their students, to peers as well to the society. He/she has the responsibility to develop essential values among the students to appreciate the cultural heritage of the society. Since school is a miniature society, the responsibility of a teacher is to promote the social norms, etiquettes among its students. A teacher is also a potential agent of social change. Hence, he/she also supposed to develop essential scientific values among the students to fight against social evils and prejudices.

However, as an ideological proposition, professionalism entails that a teacher should be given substantial autonomy to undertake their work in the way they judge to be appropriate for students, management and society at large. Autonomy in teaching profession can only bring favourable attitude towards teaching profession and students.

The status and dignity of teachers in our society has been declining steadily over the last few decades. There are several reasons for such deteriorating

status of teachers. One of the most justified reasons is lack of professional code of ethics among teachers. Let us discuss this point in the subsequent papers.

Code of Professional Ethics for Teachers

A high standard of professional ethics is required to be developed among teachers. The professional teacher owes a higher duty to its students and society. Often the teacher is required to put the interest of the students ahead of his own interests. Adherence to professional ethics can contribute significantly to enhance their status and self-esteem and for increasing respect for the profession in the society. Teachers have the responsibility to attain the highest degree of ethical conduct towards students, parents, peer groups, management, professional organization and society at large.

In relation to students, a teacher should always strive to foster the intellectual, social and moral growth of his/her students. He/she should treat all students with love and affection and impartially irrespective of caste, creed, sex, status, religion, language and place of birth. He/she should respect the moral and religious beliefs of his/her students. He/she should respect the rights of all children enacted in the UN Convention of the Rights of the Child (1989).

In relation to parents/guardian, a teacher should provide the essential information about the progress of the child to the parents. He/she should establish and maintain a cordial relationship with parents and seek their cooperation towards improving the teaching-learning process as well as improving the child's ability.

In relation to its profession and colleagues, a teacher should win public trust and confidence by providing quality education to all the students. He/she should update his/her knowledge and skills on a continuous basis. He/she should always transact the curriculum effectively after making thorough preparation for the lessons to be taught. He/she should avoid derogatory comments about the students and colleagues especially in front of the students and management. He/she should cooperate with the principal, management

and colleagues in and outside the school in both curricular and co-curricular activities.

In relation to management, he/she should have awareness about the legal and administrative rights and responsibilities towards the management. He/she should carry out instructions from management and also raise his/her rights through clearly determined procedure and channels. He/she should develop mutual respect and trust through his/her professional activities.

In relation to professional association, a teacher should be a member of a teacher association at the local/state/national/international level. He/she should participate in the activities organized by the teacher association for his/her professional growth. He/she should be constructive towards criticizing the activities of the association.

In relation to society and the nation at large, a teacher should strive to understand the social problems and take part in activities which would be conducive to meet the challenges of the social problems. He/she should refrain him/herself from the activities which promote hatredness and enmity among different communities. He/she should be loyal to school, community, state and nation. He/she should be a potential agent to promote national integration. He/she should also encourage students to discharge their right and duties enshrined in the constitution.

Promotional Strategy

Developing professionalism among teachers is not a one time job. It is a continuous and life long process. Different activities need to be conducted at different levels in order to foster professionalism among teachers. Some of these activities are discussed below.

Promoting professionalism among teachers requires sound strategy. Since teaching is essentially a social function, it is socially valuable for a teacher to perform well in the classroom. Teaching practitioners should be service oriented and not profit oriented professional.

Self Activity

A teacher should be highly intrinsically motivated. His/her primary concern is learning to grow. He/she should be a life-long learner. He/she should continuously be involved in conducting action research while encountering a problem in the classroom. This will help him/her to get updated on content knowledge as well pedagogical skills. No external agency is responsible to supervise his/her work. It should be self-supervised. He/she should be involved in intellectual discussion with peers, seniors, and experts; attend seminars, conferences, workshops; and disseminate his/her innovations/thoughts.

School level Activity

Schools should provide a congenial environment for teachers to grow as a professional. Enough autonomy should be given to teachers to conduct experiment with students, and to do action research in the classroom. They should be motivated to write books and articles; attend seminars, conferences, and workshops and present papers. There should be continuous interaction among teachers, management and parents so as to know each others difficulties and problems. The teacher should get a decent salary in order to maintain a standard quality of life in the society. They should also be given incentives from time to time for preparing teaching aids, conducting experiments and action research.

Teacher Associations

Associations of teachers have to be strengthened to perform role of social function of teaching and make efforts to make teachers service oriented. Official recognition to professional status of teachers' association is essential. State should give grant, invite association representatives on decision making bodies. Professional bodies be associated with regulations authorities in education who prescribe norms and set standards.

The period of pre-service training of teachers should be made longer, vigorous and rigorous; longer the duration of training, higher will be social prestige for the teaching profession. Training for teaching is specialised complex

and technical in nature. The teachers association should enforce code of ethics so as to develop commitment to the teaching job.

Apart from lobbying the government for the welfare of the teachers, the teacher organizations should be involved in professional development and in-service education of teachers. From time to time they should conduct subject-specific workshops, seminars and conferences. They should also update the pedagogical knowledge of teachers from time to time. Teacher organizations should publish periodicals, reports, and handbooks and circulate them among teachers. Whenever, there is a change in curriculum or policies at government level, the information should be disseminated to teachers and suggestions should be sought from teachers through organization of meetings, workshops, seminars, panel discussions, etc.

Conclusion

Teaching as profession is under scrutiny because of several reasons. With the changing demands of liberalization and globalization, a teacher needs to be confident enough to foster essential values among students. He/she should also develop those competencies among student which will help them in competing in a market-oriented economy. Teacher education institutions have a great role to play in this regard. Teacher education curriculum both at pre-service and in-service level needs to be changed to meet the growing demand of professionally competent teachers. Teacher educators need to be professionally competent enough to meet such growing demands. There should ample opportunities to teacher educators to get exposure to in-service education, attending conferences, seminars, workshops etc. Motivation should also be given for conducting research activities, writing research papers, disseminating the research outcomes through publications, etc. Then only, professionally competent teachers could be produced.

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A COMPARATIVE STUDY OF ADJUSTMENT OF THE VISUALLY IMPAIRED CHILDREN STUDYING IN SPECIAL AND INCLUSIVE SCHOOLS

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Introduction

We live in world of diversities and individual differences such diversities and difference become to pronounced in the case of two varying sets of children population termed as normal and exceptional.

All exceptional children have been classified into four main categories for practical purpose, in the field of education. They are (1) Physically handicapped (2) Mentally retarded (3) Educationally handicapped and (4) Socially handicapped further Visually Impaired children fall into the bracket of sensory disabled children who are physically handicapped. The partially seeing child is defined as one who has some remaining useful vision and can use print and other visual materials as part of the educational programmed special education refers to the system of educational programmer and or disabled persons to develop their potential.

The school for blind was established in India by the missionary groups and private philanthropies in the early days they served the multi impaired and blind children because of the increased number of Visually Impaired students and their varied needs a new approach i.e 'Inclusive Education For Visually Handicapped (IEVH) children .' has come into existence Inclusion does not mean 'dumping' children we have to accept their diversity respect their individuality create opportunities for support to both children and teachers so that children can realize their full potential and teachers will be able to improve their performances. In 1986 the national policy on education (NPE) was

formulated which was revised in 1992. The NPE (1992) emphasized that where ever feasible education of children with locomotors handicap and other mild handicaps will be common with that of other mild handicaps will be common with that of others the NPE also states that these children whose needs cannot be met in regular school are to be enrolled in special schools acquire reasonable lives of daily living skills, communications skills and basis academic skills

The primary aim of education is to train children to solve life's personal school and economic problem. The solution of these problem involve adjustment Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment.

Need & Significance of the study :

The Government of India has launched its "Sarva Shiksha Abhiyan". An ambitious Programmed seeking education for the by 2010/SSA will ensure that every child with special needs irrespective of the kind category & degree of their normality of exceptionally is provided education in an appropriate environment.

To ensure the success of this programmed it has introduced the right to education Bill, 2005, clearly emphasizing the to full time, free & compulsory education in a neighborhood school to every child between the age of 6 & 14 years. But the question arises whether there inclusive school one giving required environment to the visually impaired children, so that the can adjustment well with other emotionally, socially & educationally. Hence the researcher wants to know the adjustment patterns of the visually impaired children attending special & inclusive schools.

Objectives :

The present study to achieve the following objective :-

1. To study the adjustment of visually impaired children studying in special schools.
2. To study the adjustment of visually impaired children studying in inclusive schools.

3. To compare the adjustment of visually impaired children studying in special & inclusive schools.

Hypotheses of the study :

There is significant difference between the adjustment of the visually impaired children studying in inclusive & special schools.

Sample & Sampling Technique :

Purposive simple random sampling method was used in the present research. The total number of visually impaired children studying in special & inclusive schools selected as the sample was 60 students. 30 visually impaired children special school & 30 visually impaired children in inclusive school of south Delhi were chosen for the present study.

Tools used for the study :- in the present study tools were used.

Adjustment inventory for school students (AISS) developed by Prof. A.K.P Sinha & Prof. R.P. Singh.

Statistical Analysis :

In order to achieve the objective & to test the hypothesis the statistical techniques of mean, standard deviation, Z test will be used.

Result & Discussion :

Table – 1

Showing mean & S.D of visually impaired children studying in special school.

Children of Special schools	No. of Students	Mean	S.D.
	30	16.76	7.41

From the above table it is clear that the mean value of Special Schools children is 16.16. So it can be interpreted that visually impaired children studying

special school have low adjustment. It shows that they have unstable emotion, submissive & retiring social behavior adjusted with their curricular & co-curricular programmers.

Analysis & test of objective – 2

Table – 2

Showing mean & S.D of visually impaired children studying in inclusive school.

Children of inclusive schools	No. of Students	Mean	S.D.
	30	12.5	6.37

From the above table it is clear that mean value of inclusive schools children is 12.5 & it can be interpreted that visually impaired children studying in inclusive schools tend to be emotionally stable & one interested in school programme.

Analysis & test of hypotheses

Table – 3

Showing Z-Test of visually impaired children studying in special & inclusive school.

School Students	No. of Students	Mean	S.D	Z value	Level of signification
Special School Children	30	16.76	7.41	2.39	at 0.5 is 1.65
Inclusive School Children	30	12.5	6.37	-	at 0.1 is 2.33

The computed Z value is much higher than the table value is at 0.01 level is 2.33 & at 0.05 level is 1.65 therefore the hypothesis is accepted at 0.01 level. It shows that there is a significant difference between the adjustment of visually impaired children studying special school & inclusive schools.

Conclusion :

The result of the study shoed that their significant difference between the adjustment of visually impaired children studying in special & Inclusive schools. It has been seen that visually impaired children studying in inclusive schools have high order adjustment level as compared the visually impaired children studying in special schools.

We need more & more inclusive schools where a conducive environment is given to these children which leads to their overall development like other normal children parents of these students should be encouraged to send their child to inclusive schools instead of special ones as these differently able children get to learn more in.

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