Contents

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IMPLEMENTATION ISSUES IN SENIOR SECONDARY EDUCATION CURRICULUM AND THE WAY FORWARD

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Abstract

This paper examined the senior secondary education curriculum developed in Nigeria, by the National Educational Research and Development Council (NERDC). The paper described the concept curriculum implementation in detail and highlights the aims of senior secondary education in Nigeria. The new senior secondary education curriculum structure and some factors capable of impeding its effective implementation have also been pointed out. The paper concludes with recommendations such as the facilities and ICT equipments necessary for effective implementation of the new curriculum should be adequately provided in schools and government should provide adequate number of qualified subject teachers to handle effectively all the new trade-based and entrepreneurship subjects integrated into the senior secondary education curriculum.

Key Words: *Curriculum, Senior secondary education, national council on education, etc*

Introduction

The Federal Government of Nigeria through the Nigerian Educational Research and Development Council (NERDC) developed a broad based school curriculum for senior secondary level students with subject areas in trade and entrepreneurship skills inputted in the curriculum in a renew bid by the government to promote entrepreneurship education among secondary level graduates that would equip them to effectively tackle growing inflationary trend in the society.

The previous curriculum which most stakeholders in the sector have come to regard as being obsolete was gradually to be phased out. It would be recalled that, the National Council on Education (NCE), had in 2005 proposed a restructuring of the existing senior secondary education curriculum that would lead to a complete overhaul and renewal of its obsolete contents, standard and knowledge matter. The new senior secondary education curriculum

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(SSEC) is a response to that, as it provides a new platform where senior secondary education students would be equipped for higher education and at the same time posses the relevant technical, vocational and entrepreneurship skills for their world of work. The new curriculum was also planned to build on the gains of the 9-year Basic Education curriculum and to connect logically to the learning experiences in the tertiary education. However, for any curriculum plan or innovation to become fully meaningful, it must be adequately implemented. The way it is implemented influences the degree of success.

Conceptual Definition of Curriculum Implementation

The term curriculum implementation has been defined in different ways by different scholars. Mkpa (1987) as cited in Onyeachu (n.d.) defined curriculum implementation as "the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned" (p.566). Garba (1996) viewed curriculum implementation as "the actual carrying out of policies and changes spelt out in the new curriculum" (p.89). Chikumba and Makamure (2000) described curriculum implementation as "the planned or officially designed course of study which is translated by the teacher into syllabuses, schemes of work, and lessons to be delivered to students" (p.17). Onyeachu (2008) as cited in Onyeachu (n.d.) viewed curriculum implementation as "the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined effort of the teachers,

learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment" (p.566). Curriculum implementation as cited in Guga and Bawa (2013) means:

> actualization, concretization, making real the planned curriculum. It is the actual use of the curriculum plan and a critical phase in the cycles of planning and delivering a curriculum, and focuses on both the actual use of the curriculum and the attitude of those who implement it (p.16).

Curriculum implementation requires and engages many participants. Such participants can be broadly grouped into two; participants outside and those inside the school. Participants outside the school include: Institutes of Education, Education Commissions and Boards, Federal Government Education-controlled bodies, Examination Bodies and Subject Associations to mention a few. These bodies engage in research work, training of personnel, planning and production of learning resources, and facilitating any change introduced. Participants within the school include: school proprietors, principals, teachers, the learners, Parents Teachers Association (PTA) and various other supportive staff.

The effective implementation of the curriculum also requires various types of resources. These include physical facilities such as classrooms, laboratories, workshops, games and sport fields and equipment, recreational facilities etc, teaching aids which teachers use in their classrooms while teaching, text materials, funds so as to be able to finance the various projects in a school and various other

instructional media and technologies that can enhance the teaching and learning process.

Objectives of Senior Secondary Education in Nigeria

Senior secondary education also known as "Post-Basic Education" is the education children receive after a successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and the Junior Arabic and Islamic Studies Certificate Examination (JAISCE). The general purpose of senior secondary education is basically to prepare learners for the world of work, wealth generation and entrepreneurship. The objectives of senior secondary education as outlined in the National Policy on Education (2014, p.17) are to:

a. provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;

b. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;

c. provide trained manpower in the applied science, technology and commerce at sub professional grades;

d. provide entrepreneurial, technical and vocational job-specific skills for self reliance, and for agricultural, industrial, commercial and economic development;

e. develop and promote Nigerian languages, art and culture in the context of world's heritage;

f. inspire students with a desire for self improvement and achievement of excellence;

g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity and;

h. raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

The New Senior Secondary Education Curriculum (SSEC) Structure

The senior secondary education curriculum has five core subjects, which include:

i. English studies

ii. General mathematics

iii. Entrepreneurial trade

iv. Computer studies, and

v. Civic education

It also has four distinct field of study; they are senior secondary education science, humanities, technology and business with 34 entrepreneurial trades to provide required skills for job creation and poverty eradication. This is expected to mark a radical departure from the subsisting curriculum in which accent was not placed on professional skills acquisition. Graduates from the senior secondary education curriculum (SSCE) are expected to have the relevant information and communications technology skills and enterprise culture to enable them become well prepared for their world of work or for higher education as may be applicable.

Implementation Issues in the New Senior Secondary Education Curriculum (SSCE)

The objectives of any level of education cannot be achieved if the planned program for such level of education is not well

implemented. Curriculum implementation process in Nigeria is often associated with various problems. These problems include among other things; inadequate and sometimes very poor infrastructure and learning environment, economy/poverty, language problem/communication, hidden curriculums, staff development, motivation and remuneration, lack of acceptable strategy or model of implementation, lack of learning resources and lack of firm commitment for effective implementation on the part of some parents and policy makers etc. The following are some noteworthy implementation issues associated with the senior secondary education curriculum.

Lack of Facilities for Effective Teaching and Learning

Facilities are plants, equipment, building, furniture such as tables, chairs, which enable workers to perform, their work effectively. Ehiametalor (2001) and Olokor (2006) noted that "the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment" (as cited in Onyeachu, n.d, p.567). The issue at stake is to what extent are these facilities being provided for effective implementation of the new senior secondary education curriculum. Facilities are not provided adequately, what are found in most secondary schools in Nigeria are dilapidated buildings, leaking roofs, lack of chairs, and tables for students and teachers use.

Lack of Instructional materials/ Learning Resources

As Dike (1987) asserts, "instructional materials are alternative channels of communication which a teacher can use to compress information and make them more

vivid to his learners" (as cited in Onyeachu, n.d, p.567). Instructional materials/learning resources are essential in the teaching and learning as it ensures effectiveness and efficiency in curriculum implementation process (Ughamadu, 1996). Instructional materials are lacking in Nigerian senior secondary schools, and as a consequence, teachers take to teacher chalk and talk as they have no visual or audio-visual materials which students can see touch, smell, and hear in the process of teaching and learning.

Teachers Participation in Decision-Making and Curriculum Planning

For set objectives of education to be achieved, teachers must be involved in decision-making and planning of curriculum. The teacher is in the best position and most qualified resource person to be consulted. Obinna (2007) as cited in Onyeachu (n.d.) pointed out that "in most cases, teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken" (p.568). This ugly situation has tragic and negative consequences on curriculum implementation. Kanno (2004) states that, "success of any curriculum significantly depends on the extent to which the classroom teacher is able not only to interpret the curriculum but to implement it" (as cited in Onyeachu n.d, p.568). Unfortunately, teachers are not usually involved in decision-making and curriculum planning.

Inadequacy of Qualified Teachers

For any program to be successfully implemented, those responsible for its implementation must be adequate. In most secondary schools in Nigeria very few teachers are in existence to the extent that

teachers are often compelled to teach subjects outside their areas of specialization. If the essence of the new curriculum is to get students to learn specific trades and professional skills that would contribute to national economic development, then the question arises whether there are qualified trades people/professional artisans to teach all those trade subjects in the new curriculum and also whether there are adequate number of qualified subject teachers to handle effectively all the new subjects meant for the new senior secondary education curriculum.

Inadequate Funding of Secondary Schools

One of the traceable problems facing education at all levels is still the problem of finding. Fund allotted, for education is still grossly inadequate. Gwany (2006) as cited in Onyeachu (n.d.) observed that "In Nigeria, education receives less per capita funding than many other African countries" (p.569). He further noted that the education industry is usually the first and easiest victim of budget cuts during "Austerity" "Cow profile" "Structural Adjustments" and other economic reform strategies. This means that for the new curriculum to be successfully implemented, the issue of inadequate funding must to be addressed.

Motivation of Teachers

Ofoegbu, (2004) as cited in Aliyu (2011) sees teacher motivation as "anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out the best in their places of work so that both students, parents and society will greatly benefit from their services" (p.128). Several research works exploring teacher motivational issues in Nigeria found that teachers are poorly motivated and are

dissatisfied with their living and working conditions. The key reason for this includes:

- Low wages when compared with other professionals
- Low status in society
- Mass promotion of teachers
- Lack of career advancement
- High teacher-student ratio
- Poor working environment
- Irregular payment of salaries

These conditions are responsible for the low teacher morale and difficulty in attracting and retaining quality personnel into the teaching profession.

Way Forward

1. Adequate and functional infrastructure and facilities be provided to ensure a conducive and effective learning environment in Nigerian senior secondary schools.

2. The Nigerian economy should be such that the educational needs of institutions are adequately taken care of, and poverty level should be reduced to the effect that parents are able to cater for the educational needs of their wards without much difficulty.

3. Proprietors and school administrators should endeavor to stick to the recommended teacher-student ratio of 40-45 in secondary schools.

4. A consistent model or strategy of implementation should be adopted instead of the fluctuating manner of implementation over the years.

5. There should be firm commitment to implementation on the part of parents, policy makers and government officials. Stakeholders/private sector must also show wholehearted commitment to it.

Recommendations

In view of the problems/issues associated with the effective implementation of the new senior secondary education curriculum pointed out above, the following are recommended:

1. Government should provide the necessary facilities and ICT equipments necessary for effective implementation of the SSEC and must also improve the physical condition of Nigerian schools.

2. More seminars should be conducted on training senior secondary school teachers on the production and utilization of locally made instructional materials.

3. Government should continue to involve teachers in all the stages of the curriculum process, as the success of any curriculum largely depends on the extent to which the teacher is able not only to interpret the curriculum but to implement it.

4. Government should provide adequate number of qualified subject teachers to handle effectively all the new subjects in the SSEC.

5. The 27% allocation of the annual budget to education advocated by the united nations scientific and cultural organization (UNESCO) should be adhered to in order to improve the financing of education at all levels

6. The task of improving teacher's welfare must be addressed immediately by our governments in Nigeria. The working environment must be well equipped to retain qualified and experienced teachers in our classrooms. And also, teachers' salaries should be paid regularly while other social benefits should be provided

to motivate and retain them. Finally, mechanisms for evaluating the SSEC should be developed in order to ascertain its strengths and weaknesses.

Conclusion

Considering the crucial nature and place of implementation in curriculum matters, it is pertinent to address squarely all problems capable of impeding the successful implementation of the senior secondary education curriculum.

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JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO SOCIO-DEMOGRAPHIC VARIABLES

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Abstract

A teacher can help our country in the process of reconstruction, but so far, we have not been able to harness this extremely useful manpower its full potential. This could be possible if a teacher's role is properly recognized and he is in proper frame of mind to understand the problems of the country and make a sincere effort to create a climate in which society can move forward. The present study aims to investigate whether differences in the socio-demographic variables such as Gender, Type of Management, Experience, Salary, Marital Status, Qualifications, Teaching Subjects and Age of the teachers would account for significant differences in their Job Satisfaction. This study is conducted among 646 teachers working in Government, Private Aided and Private Unaided schools in Kottayam District of Kerala state. The results of the study show that, the teachers of secondary schools belonging to different age groups, salary groups, marital status and educational qualifications do not differ significantly and the teachers with respect to their gender, type of management, teaching experience and subjects they teach differ significantly in terms of their job satisfaction. The findings of the present study pinpoint on the factors affecting job satisfaction of teachers. It is often said that a satisfied teacher is a productive teacher in his/her field.

Key words: *Job Satisfaction, Secondary School Teachers, Socio-Demographic Variables, Teaching Experience, Marital Status, Educational Qualifications, etc.*

Introduction

Teacher is the most vital single factor of influence in the educational system. It is the teacher, who matters most, as far as the quality of education is concerned. It is the teacher, who refines instincts, makes pupil socially acceptable, inculcates values, provokes and develops capabilities of men, to their fullest and best, so that they may be able to lend their full potentiality, to the

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society, to the nation and to mankind as a whole. A teacher affects eternity and his influence continues forever. A teacher's role is very vital in shaping and moulding the habits, manners and above all the character of students.

The role of a teacher has been the subject of continuous change from time to time, from religious leader to social reformer to catalyst for change and reform, yet there has been no substitute to him. If you neglect the teacher, you neglect the child; and if you neglect the child, you neglect the future of that country to which that child belongs, because, the teacher has to instruct, motivate and illumine the child. The teacher is the dynamic force of the educational system. Education without a teacher is just like a body without soul. The teacher is the yardstick that measures the development and aspiration of the nation. In and through the works of teachers the people of a country become so enlightened. They also do become the manifestations of their teachers. Teachers are the true nation builders.

Job Satisfaction

Although there exists no universally accepted definition of job satisfaction, most researchers generally agree that it is an attitude and an effective response by an individual resulting from his/her job. Locke cited in Sempane et al., (2002) articulates the view that the job satisfaction is a state of mind which brings forth positive and well-versed emotions and feelings for the job that one is engaged in. Elaborating on this, Camp (1994) delineates job satisfaction as the needs, the teacher in general wants and how those needs are taken care of in the places of their work. Beers (1964) cited in Visser, Breed & Van Breda, (1997) elaborate job satisfaction as the perception, the workers have towards their enterprise, their jobs, their co-workers and other psychological factors in the work place.

Robbins (1998) rates job satisfaction in terms of the type of rewards, the workers expect from their employers and the degree of rewards they actually receive. Job satisfaction is a benchmark to determine whether (a) individuals whole-heartedly work for the enterprise, (b) casually follow the instructions without letter and spirit and (c) simply quit, Ma & Macmillan, (1999). Principals should have enough knowledge regarding the factors that would bring job satisfaction to the teachers under them and how this satisfaction can be utilized to ensure their participation in their educational institutions especially when changes are introduced.

As an attitude Job Satisfaction is an emotional response which can vary from positive to negative in many degrees. There is an interesting question whether satisfaction and dissatisfaction are dependent upon each other. Research indicates that dissatisfaction is not the same as the absence of satisfaction, and that these are rather two independent entities. The absence of factors that lead to satisfaction does not necessarily create dissatisfaction Herzberg (1959).

Blum and Naylor (1968) view, job satisfaction is attained by an employee through various means such as wages, appreciation , promotion, working condition, honest dealings, certainty of the job, impartial attitude, relationships in the workplace,

redressal of complaints quickly and the straight – forward treatment from the part of the employer. Other factors that can give job satisfaction to the employees are positive attitude, right mindset, proper behaviourial patterns, family backgrounds and positions in the society.

Job satisfaction is a generalized effective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is one's feelings or state of mind to the nature of their work. Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in industrial-organizational psychology, organizational behaviour, personnel and human resource management, educational management and organizational management.

Job Satisfaction of Teachers

Job satisfaction is a pleasant and positive attitude possessed by an employee towards his/her job life. Positive attitudes toward the job are conceptually equivalent to job satisfaction and negative attitudes toward the job are equivalent to job dissatisfaction.It appears that job satisfaction is one thing that is missing among large number of teachers. In understanding this, the Secondary Education Commission, (1954) recommended improvement of the professional conditions of teachers, so as to make the teaching profession contended, happy and efficient.

When it comes to literature on job satisfaction, there are plenty of materials but when it comes to teachers job satisfaction, the studies are few and far between. Farruga (1986) articulated the view that teachers job satisfaction depends on, the type of work they

do, the amount of appreciation they receive from the parents and authorities, the nature of relationships they maintain with their pupils, the nature of values they impart to their students, the degree of independence, they have in implementing their teaching methods and the kind of workingenvironment to which they are exposed to.

In JapanNinomiya and Okato (1990) cited in Mwamwenda, (1995) expound the view that the job satisfaction means the right to resort to works and teaching methods that are of teachers liking , the apt availability of learning and teaching materials, the teacher-student ratio, the nature of the wages and the cooperation extended by the co – workers.

Wisniewski and Gargiolu (1997) exposed that teachers job satisfaction in Poland is connected with the following points such as the teachers independence in teaching methodologies, authorities approach towards teachers, adequate supply of teaching and learning resources and cooperation from all concerned viz co-workers, parents and well wishers.

Job satisfaction consists of liking for the work involved and acceptance of the pressures and aspirations connected with that work Anjaneyalu, (1970). Job satisfaction gives happiness, success and efficiency in one's professional activity. Job satisfaction may therefore be said to be a mental quality and an attitude towards one's profession.

Theories of Job Satisfaction

There are numerous theories attempting to explain job satisfaction, but three conceptual frameworks seem to be more prominent in the literature, namely content

theories,process theories, and situational theories. Each of these theoretical framework highlights the main theories and theorists from each framework and it will provide clarity, relevance and direction to the study of job satisfaction.

The first is content theory, which suggests that job satisfaction occurs when one's need for growth and self-actualization are met by the individual's job. Content theories assess the factors that influence job satisfaction. Process theories assess the process through which factors such as expectations, needs and values interact with job characteristics to produce job satisfaction. Situational theories claim that job satisfaction is the product of job situations.

Maslow's Hierarchy of Needs Theory

Maslow (1970) made it clear that persons who emerge out of poor circumstances of life, tend to be more complaints prone in terms of their psychological make-ups. On the basis of this theory it can be assumed that if people who come from lower backgrounds, do not meet their aspirations in the workplaces, they have the propensity to be aggrieved. Two assumptions, arising out of Maslow's theory are (a) people want more and (b) they make out their needs in accordance with their importance.

Steyn (2002)elaborated upon needs as (a) Physiological Needs,(b) Safety Needs, (c) Social Needs, (d) Ego and Esteem Needs and (e) Self-ActualizationNeeds.

(a) Physiological Needs-These needs are related to the biological needs of individuals such as water, food, exercise, sex and rest.

(b) Safety Needs. These needs create a protective mechanism around the employees, thereby they have no fear of job –insecurity. Safety needs include the need for job security, insurance and medical aid and the need to feel protected against physical and emotional harm

(c) Social Needs : People have a tendency to have well-knit social relationships . These tie –ups make them more attuned to the needs and requirements of the society. Social interactions are very much needed by human beings to develop skills of apt nature. Without being a social animal, men/women cannot function properly. So teachers must be given adequate scope for interacting with each other that would make them better human personalities.

(d) Ego and Esteem Needs. These needs are connected with the self respect and recognition from others. School Principals can play an active role in satisfying the needs of the teachers by recognizing and rewarding high achievers for good performance

(e) Self-Actualization Needs. These needs ensure the all round development of the employees in their chosen fields of work.

Although school managers have given wide recognition to the need theory of Maslow, Robbins, et.al (2003) is the opinion that this theory does not have sound validation. Maslow does not provide any empirical substantiation, and a number of studies that were seeking validation for the theories have similarly not found support for them.

As elaborated by Ingram (1997) there are two types of leadership styles, they are transformational leadership catering to the interests of higher order needs such as cooperative decision-making and achievement and transactional leadership related to lower order needs such as safety, security and affiliation. Owens (1995) on the same token puts forward the view that the teachers must be given enough opportunities in their work places to develop themselves academically and professionally, so that they would become teachers of competence and requisite skills to spruce themselves up as high achievers. If the higher order needs of the teachers are not dealt with in an effective manner, it can lead to lower teacher motivation. But Wright and Custer (1998) would articulate the view that lower order needs of the teachers must be addressed first, so that the principals are able to meet the higher order needs of the teachers. The fulfillment of lower order needs can lead to the accomplishment of higher order needs. In fact, the theory of Maslow sheds light on the idea that the teachers have certain higher and lower order needs which must be met aptly. Maslow's theory also gives an insight to the school principals about what they have to do to fulfill the various needs of the teachers. The proper stress on these needs of the teachers by the principals can boost the performance level of the teachers.

Herzberg 'S Two-Factor Theory

Herzberg explains that the factors that bring job satisfaction to teachers are different from factors that bring them dissatisfaction. Herzberg goes to elaborate as cited in Schulz et al (2003) that teachers/employees who find satisfaction in their workplaces , relate that satisfaction to internal factors. On the other hand employees, who find job dissatisfaction, attribute that to external factors. Factors that play a role in contributing to the satisfaction of employees are called motivators, while hygiene factors contribute to job dissatisfaction.

If hygiene factors are disassociated, the workers hardly get satisfaction. The hygiene factors and motivators work hand in hand to ensure the high performance of a worker. The criticism launched against Herzberg's theory is that the linkage between motivation and dissatisfaction is so light and the attributes connected with job satisfaction and dissatisfaction are rudimentary Smith et. al., (1992).

The Herzberg's Two-Factor Theory can be applied by the school principals in the motivation of their staff. Teachers should be given opportunities to be involved in shared decision-making, professional and personal growth programmes, collegial relationships and teamwork with job enrichment opportunities. Moreover the teaching task should be made more interesting, meaningful and challenging since the job itself, according to Herzberg's Two Factor Theory, is an important motivator to teachers. It is also clear that principals should be concerned with ensuring that the causes of dissatisfaction are removed as well as increasing the opportunities for satisfaction so as to motivate teachers. This is consistent with the findings of Black (1998) who suggests that the principal should adopt instructional, transformational and facilitative leadership to ensure that the school goals are achieved.

Process Theories

Process theory attempts to explain job satisfaction by looking at how well the job meets one's expectations and values. Process theories, take into account the process by which variables such as expectations, needs and values, and their interaction with the job to produce job satisfaction. This theory of job satisfaction suggests that workers select their behaviors in order to meet their needs. Within this framework, Adams S and Vroom V H and Lawler F have become the most prominent theorists.

Adams' Equity Theory

Equity theory also known as 'Justice theory, first developed by John Stacey Adams in 1962. It explains the fairness and the equality, an employer is able to bring to his organization and the satisfaction that is created among employees of that organization due to the introduction of those cherished principles.

An employee, who is paid the salary commensurate to his/her effort and experience in an organization, feels that he/she is treated fairly. But on the other hand if he/she does get a lower payment compared to a less qualified and less experienced hand, he/she feels stifled in an organizational set up and there is a possibility of his/her performance going down in the long-term. Likewise, the employee, who is provided with an over the top salary compared to the well qualified employees of the same organization, tends to feel that he/she is superior to others and there is a probability of his/her performance slipping in the long-run.

The equity theory does have its own critics who say that the perceptions the, employees have about their treatment from the part of the authority are varied and there is a probable chance of employees feeling that the manager's sense of equality does not match with the employees sense of equality. Finally, skeptics have also argued that employees might perceive equity/inequity not only in terms of their relationships with their colleagues, but also with the overall system. This means that, for instance, an employee may view his inputs and outputs are relatively similar compared to his colleagues, yet may feel that the system as a whole is unfair.

The theory of equity is very important as long as the principals are concerned. They need to reward teachers in an equitable manner. If some teachers feel that they are not properly rewarded for the works they do, there is a probability of themselves showing disenchantments and discontentment which can affect the overall working conditions of the organization concerned. So the principals make sure that the rewards that are given to the teachers are equitable.

Situational Theories

Situational theories mainly deal with how a person's characteristics are dovetailed with the characteristics of the organization and thereby his/her Job satisfaction. The situational theory sprouted up in 1992 when Quarstein, McAfee, and Glassman(1992) mentioned that job satisfaction depends upon two factors such as situational characteristics and situational occurrences. The situational characteristics do denote things such as pay, working conditions, options for promotion and opportunities in the company for the self growth. The situational occurrences do mean

the things an employee experiences after joiningthe organization. These occurrences can be divided into two, positive and negative. Positive occurrences indicate the scope for relaxation in the company and negative occurrences include the working environment of the work place and the nature of ruptured ties with the co-workers. In the theoretical construct, job satisfaction is the outcome of situational factors as well as situational occurrences.

The situational theories have significance for school managers and the principals. The situational characteristics like pay, working conditions, and chances for promotion affect the job satisfaction of teachers. The positive and negative events in the school affect the teacher positively and negatively. The principal has a role to build a positive school climate that increases the job satisfaction of teachers.

There are various theories connected with the job satisfaction of teachers, but among all these theories, the roles played by the intrinsic and extrinsic factors for bringing about the teacher job satisfaction cannot be ignored and must be given enormous importance.

Need and Significance of the Study

Radhakrishnan (1948) has aptly remarked that the teacher's place in society is of vital importance. He acts as the point for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning. Since teaching is an art, a trained teacher alone can play a vital role in education as well as the society. The most important factor that is to be given much

prominence in terms of educational reconstruction is the teacher. His/her attitude towards teaching and his/her standing in the society should be given added importance when it comes to educational process in general.

Today, along with other professions like medicine, law and engineering, teaching is also considered as a profession, nay, it is said to be the noblest of all professions. People do not think of the teacher as a professional worker in the same sense, status and reverence in which they consider the doctor, the lawyer, or the engineer. Anjaneyulu (1971) pointed out that in addition to the loss of special recognition, the profession has been infested with a number of other evils like lack of security of service – especially under private managements, growing indiscipline among the students and too much domination by the non-official political bosses, enormous rise in the work load and large pupil-teacher ratio.

The Education Commission (1966) has very aptly observed that, the future of the nation is shaped in her class rooms. It is the teacher that shapes the most precious human resource of the land, viz, the boys and the girls in their most impressionable period of development into required shapes. The teacher, has a powerful and abiding influence in the formation of the character of every future citizen. The teacher's role is very crucial as the teacher has to patiently cut out a crude and unshaped stone into a thing of beauty. His role, today, more than ever, has become exceedingly crucial in the attempt to bring about several positive changes in the society such as national progress and national integration. The

University Education Commission (1948) emphasized the importance of the teacher and his responsibility. The commission was categorical about the need for improving teacher's status, salary, service conditions, and about providing facilities for the pursuit of knowledge and doing his duties satisfactorily. In creative work like teaching, job satisfaction remains the 'sine-qua-non' and plays a very significant role in attracting and retaining the right type of persons in the profession.

A doctor enriches national life and adds to the comfort and convenience of the common man; a weaver makes cloth, a tailor stitches clothes, a cobbler makes shoes and in the same way the washer men, the sweeper, the carpenter, the oilmen, the barber, etc. serve mankind by their own professions. Though their professions are useful to the society, they are limited to physical side of human life. But the highest goal consists of all-round development of an individual's physical, social, intellectual, moral, spiritual and aesthetic aspects. It is the teaching profession, which helps an individual in his growth fully especially in his body, mind, spirit, intellect, emotion and with moral values and artistic sensitivity. Therefore, teaching has been accepted as the noblest profession.

A teacher can help our country in the process of reconstruction, but so far, we have not been able to harness this extremely useful manpower to a large extent. This could be possible if a teacher's role is properly recognized and he is in proper frame of mind to understand the problems of the country and make a sincere effort to create a climate in which society can move forward. Since teaching is an art, a trained teacher alone can play a vital role in education as well as in the society. The responsibility of the teacher is, therefore, very great and there is a saying that, the nation's well being depends on the teacher's well being.

Satisfied teachers care about the quality of the teaching services that they provide and they are eager to offer creative ideas on how to improve the system. Teachers with high job satisfaction feel that the organization is committed to them and they are less likely to quit their jobs. In fact, committed teachers with high job satisfaction value their existing work relationships so highly that they may not even pass over to more lucrative opportunities. Highly satisfied teachers speak well of it to their friends and the larger community. This goes a long way to enhance the institution's reputation with other teachers and potential teachers. They are happy in their work and love their jobs with heightened atmosphere of general goodwill. When teacher's job satisfaction is low, educational managements may notice some of the following consequences. As job satisfaction drops, so does teacher's concern about the quality of teaching services. Such teachers hold back their suggestions for needed improvements and quality is sure to suffer. Teachers with low job satisfaction are satisfied to do the minimum or just enough to keep their jobs. The goals of the organization seem remote and unattached to them in any meaningful way.

Teachers with low job satisfaction may simply leave the organization at the first sign of trouble or discord. When job satisfaction slides, teachers no longer look forward to coming to work, they fall victim to stress

related illness and are apathetic towards their profession. If teachers feel oppressed and unappreciated, the general atmosphere of the work place suffers. Teachers with low job satisfaction are obsessed with guarding their own special interests and they withdraw from productive interaction with one another. They feel disenfranchised from the organization and from each other. Therefore organizations that do not understand and respond to their needs will loose out in the competition of keeping the talented teachers. Taking all these into account, steps designed to generate high levels of job satisfaction among teachers seem worthwhile. A highly satisfied workforce, it appears, is indeed beneficial to both individuals and organizations.

The present paper is entitled as "Job Satisfaction of Secondary School Teachers with respect to the Socio-Demographic Variables".

Objectives of the Study

1. To investigate whether differences in background variables such as Sex, Type of Management , Experience, Salary , Marital Status, Qualifications, Teaching Subjects and Age of the teachers would account for significant differences in their Job Satisfaction

2. To find out the main effects of background variables namely Sex, Type of Management, Experience, Salary, Marital Status, Qualifications, Teaching Subjects and Age on Job Satisfaction of the teachers.

Methodology in Brief

The investigator adopted survey method in the study. The variables selected for this study are job satisfaction and socio-

demographic variables. The various dimensions of job satisfaction are; Intrinsic aspect of the job, Salary, service conditions and promotion, Physical facilities, Institutional Plans and Policies, Satisfaction with authorities, Social status and family welfare, Rapport with students, Relationship with co-workers, etc. The Socio-demographic variables are; Gender, Type of management, teaching experience, salary, marital status, educational qualification, teaching subjects, age, etc.

The researcher has taken slightly higher number of sample based on simple random selection of teachers belonging to private aided, government and private unaided schools. The final sample obtained is 646.

The researcher selected schools from 13 educational sub districts using simple random sampling technique. The researcher visited all the selected schools. The researcher met the teachers in appointed time and explained how the questionnaire should be filled in.The researcher visited the schools to collect back the filled in questionnaires. For the present study the following tools were used for collecting data.

1. Job Satisfaction Scale by Meera Dixit, 1993

2. A Self developed Proforma to collect information regarding the background variables of teachers who answered the questionnaire.

For the present study, the investigator used both descriptive as well as inferential statistics, such as, Mean, Standard deviation, Percentage, t test, F test, etc.

**Analysis of the Data and
Findings of the Study**

In this section the investigator compares different factors such as Age groups, Gender, Types of management, Experiences, Salary, Marital status, Educational qualifications and Teaching subjects with respect to job satisfaction and its dimensions of secondary school teachers by applying the t-test, one way ANOVA and presented in the following tables.

Table1

The variable, SD, F-value and its significance at 5% level between age groups of teachers of secondary schools with respect to job satisfaction

Variable		Below 25 years	25-35 years	36-45 years	Above 45 years	F-value	Sig.
	N	4	136	263	243		
Job satisfaction	Mean	208.00	201.49	200.25	197.71	1.5989	NS
	SD	26.77	22.75	17.81	18.04		

NS-Not Significant at 5% level

From the results of the above Table 1 it can be seen that, the teachers of secondary schools belonging to different age groups (below 25 years, 25-35years, 36-45years and above 45 years) do not differ significantly with respect to job satisfaction scores (F=1.5989, p>0.05) at 5% level of significance.

Table 2

The variable SD, t-value and its significance at 5% level between male and female teachers of secondary schools with respect to job satisfaction

Variable		Male	Female	t-value	Sig.
	N	155	491		
Job satisfaction	Mean	195.74	200.83	2.9083	*
	SD	19.93	18.70		

* Significant at 5% level

In Table 2 it can be seen that, the male and female teachers of secondary schools differ significantly with respect to job satisfaction scores (t=-2.9083, p<0.05) at 5% level of significance. So, the female teachers of secondary schools have higher job satisfaction scores as compared to male teachers of secondary schools.

Table3

The variables SD, F-value and its significance at 5% level between teachers of government, aided and unaided secondary schools with respect to job satisfaction

Variable		Government	Aided	Unaided	F-value	Sig.
	N	142	280	224		
Job satisfaction	Mean	194.94	199.72	202.42	6.7985	*
	SD	20.57	17.67	19.40		

* Significant at 5% level

In Table 3 it can be seen that, the teachers of government, aided and unaided secondary schools differ significantly with respect to job satisfaction scores (F=6.7985, p<0.05) at 5% level of significance. So, the teachers of unaided secondary schools have higher job satisfaction scores as compared to teachers of aided and government secondary schools.

Table 4

The variable, SD, F-value and its significance at 5% level between different teaching experiences of teachers of secondary schools with respect to job satisfaction and its dimensions

Variable		0-2 yrs	3-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	20+ yrs	F-value	Sig.
	N	43	64	133	145	117	144		
Job satisfaction	Mean	198.72	201.78	199.54	203.17	199.37	195.56	2.5166	*
	SD	23.62	22.54	20.00	15.52	19.33	17.68		

* Significant at 5% level

From the results of the above Table 4 it can be see that, the teachers of secondary schools belonging to different teaching experiences (differ significantly with respect to job satisfaction scores (F=2.5166, p<0.05) at 5% level of significance. Hence the teachers of secondary schools belonging to 3-5years of teaching experiences have higher job satisfaction scores followed by teachers of secondary schools belonging to other teaching experience groups i.e. 2years, 6-10years, 11-15years, 16-20years and above 20years.

Table 5

The variable, SD, F-value and its significance at 5% level between salary groups of teachers of secondary schools with respect to job satisfaction

Variable		Below 5000	5001-10000	10001-15000	15001-20000	20001+	F-value	Sig.
	N	22	43	249	286	46		
Job satisfaction	Mean	200.32	204.05	201.38	197.44	198.96	2.0647	NS
	SD	26.14	27.91	17.94	18.37	14.52		

NS- Not Significant at 5% level

From the results of the above Table 5 it can be see that, the teachers of secondary schools belonging to different salary groups do not differ significantly with respect to job satisfaction scores (F=2.0647, p>0.05) at 5% level of significance. So, the teachers of secondary schools belonging to different salary groups have similar job satisfaction scores.

Table 6

The variable, SD, t-value and its significance at 5% level between married and unmarried teachers of secondary schools with respect to job satisfaction

Variable	Summary	Married	Unmarried	t-value	Sig.
	N	559	87	-0.4661	NS
Job satisfaction	Mean	199.47	200.49		
	SD	18.62	22.11		

NS- Not Significant at 5% level

From the results of the above Table 6 it can be see that, the married and unmarried teachers of secondary schools do not differ significantly with respect to job satisfaction scores (t=-0.4661, p>0.05) at 5% level of significance. So, the married and unmarried teachers of secondary schools have similar job satisfaction scores.

Table 7

The variables SD, F-value and its significance at 5% level between educational qualifications of teachers of secondary schools with respect to job satisfaction

Variable		PG - B.Ed`	UG - B.Ed`	PG	UG	Others	F-value	Sig.
	N	372	202	6	13	53		
Job satisfaction	Mean	200.44	197.88	208.67	196.54	200.06	1.0195	NS
	SD	20.77	15.53	14.33	16.30	20.25		

NS- Not Significant at 5% level

From the results of the above Table 7 it can be see that, the teachers of secondary schools with different educational qualifications do not differ significantly with respect to job satisfaction scores (F=1.0195, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. So, the teachers of secondary schools with different educational qualifications have similar job satisfaction scores.

Table 8

The table variable, SD, F-value and its significance at 5% level between teachers of secondary schools teaching different subjects of teachers with respect to job satisfaction

Variable	Summary	Languages	Sciences	Maths	Social Science	F-value	Sig.
	N	209	188	111	138		
Job satisfaction	Mean	204.67	196.01	197.23	198.74	8.0421	*
	SD	21.22	16.76	16.04	19.60		

* Significant at 5% level

From the results of the above Table 8 it can be see that, the teachers of secondary schools teaching different subjects differ significantly with respect to job satisfaction scores (F=8.0421, p<0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. So, the teachers of secondary schools teaching languages have higher job satisfaction scores as compared to teachers of secondary schools teaching Sciences, Mathematics and Social science subjects.

Conclusion

The findings of the present study pin point certain relevant conclusions, particularly focusing on the factors affecting job satisfaction of teachers. It is often said that a satisfied teacher is a productive teacher in his/her field. This is a clear indication that individual work ethics as believed by teachers should be aligned with institutional values, so that their job satisfaction is sustained.The results of this study conclusively highlight a positive correlation between various factors on the one hand and job satisfaction of teachers on the other hand. Teachers' job satisfaction thus has become a matter of concern for all. Identifying factors affecting teachers' job satisfaction and developing strategies for enhancing job satisfaction of teachers would definitely go a long way in improving the efficiency of school.

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ACCESS TO HIGHER EDUCATION: ISSUES AND CONCERNS WITH SPECIAL REFERENCE TO APPROACH OF JUDICIARY IN INDIA

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Abstract

Education is a necessity for all human beings as it is education which distinguishes an animal from the human beings. Education, particularly higher education has been viewed as an element of status elevation by all sections of the society since independence and the demand for the same is being increased year by year. It was also believed that those who get higher education could get better livelihood. At the same time, the opportunity for higher education has become a disputed matter due to various factors affecting access. The Constitution of India contains provisions ensuring free and compulsory primary education in its Fundamental Rights, Directive Principles and Fundamental Duties chapters. The Supreme Court of India which is the Guardian of the Constitution also had held in many decisions that right to primary education is a fundamental right. But regarding higher education, even the judiciary had adopted a stand that the right to higher education must be limited by the economic resources also. This study is an attempt to analyze the judicial approach towards access to higher education in India.

Key words: *Access, equality, privatization, equity, etc*

Introduction

"*Education is the manifestation of the divine perfection, already existing in man***"** *(Swami Vivekananda)*

Education is a vital input in modernization and development. Indian civilization recognizes education as one of the pious obligations of the human society. A true democracy is one where education is universal and where people understand what is good for them and the nation. In India, education was for a long period, not within the reach of a large majority of the people. The demand for formal as well as higher education began to increase since independence and then the issues of access and equality began to arise. Since 1950, higher education in India had an extremely

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fast growth rate but it was subjected to higher pressures of demand and required allocation of resources from public fund. Higher education sector faced a financial crisis when the Central and state governments found it difficult to allot more funds. The higher education sector faced the dilemma of satisfying the growing aspirations of the youth for higher education on the one hand, and government's inability to meet with its meager resources, on the other.

Several committees and commissions were appointed to study and make recommendations about the financial crisis in higher education sector.   The recommendations mainly included the significance of improving the financial status of higher education institutions by raising resources so that their dependence on state is reduced and self sufficiency is increased. The resultant outcome has been the establishment of colleges which are founded, funded and run by private agencies whose primary motive is to make profit. Such private institutions had been established in India since 1970s and are known as capitation fee colleges. This trend was being favoured by the Centre and the States because the self financing colleges imposed no financial burden on the exchequer. These institutions could satisfy the youth by meeting the ever raising demand for professional education especially in the field of medicine, technology, law etc.

This trend had adversely affected the system of higher education in terms of equity principles since the admissions were based on the principles of ability to pay than on merit. These self financing colleges started charging huge amount as fee and several cases came up before the Hon'ble Supreme Court challenging the admission procedure and capitation fee of these colleges. The judiciary took different approaches from 1992 till date. However, it could be seen from the decisions that the judiciary seems to be inclined to favour the unaided professional colleges by freeing them from government control more often. The consequences of these factors are that access to higher education that can lead to decent employment will be limited to those with more than adequate financial resources. The middle income and lower income groups will be totally deprived of their access to higher education. The present study attempts to analyze some important decisions of Apex Court in this regard and to examine the attitude of judiciary in this context. The paper also endeavours to define the scope of 'access to higher education', it's ambit under various international covenants, significance in the Constitution of India, positive discrimination and access, globalization in higher education, WTO regime and higher education, and effect of GATS on higher education etc.

Meaning of Access to Higher Education

One of the fundamental questions of higher education in the past few decades is access. Black's Law Dictionary defines access as the 'freedom of approach or communication, or the means, power or opportunity of approaching, communicating or passing to and from'. The term access to higher education refers to the right to opportunity for higher education. Access is the key to admission to the world of higher learning and science and to the start of institutionalized higher studies, teaching and

learning. Even though the second half of the twentieth century witnessed worldwide expansion of higher education, inequalities of access persisted nearly everywhere. These arise from geographical factors, economic and social factors, sex etc.

Access to Higher Education in International Covenants

The conditions governing access to higher education finds place in Universal Declaration of Human Rights 1948 under Article 26 (1) which states that elementary education shall be compulsory and technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Article 13 (2) of International Covenant on Economic, Social and Cultural Rights 1966 states that primary education shall be compulsory and available free to all; secondary education including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and higher education shall be made equally accessible to all on the basis of capacity, by every appropriate means. UDHR gave importance to merit, but ICESCR had given way to capacity, this shift in emphasis from merit to capacity may be due to the economic disadvantages of member countries.

Constitution of India and Access to Higher Education

The preamble of the Constitution of India promises to secure, inter alia, 'Justice, Social, Economic and Political for the citizens'. The objective of the Preamble cannot be achieved unless the people are educated. Article 21-A of the Constitution of India, added by the 86th

Amendment Act 2002 provides for free and compulsory primary education for children between 6 and 14 years. The same amendment also added clause (k) to Article 51-A by which it was provided that, it shall be the duty of every citizen of India who is a parent or guardian to provide opportunities for education to his child, or, as the case may be, ward between the ages of six and fourteen. Article 45 of the Constitution in the Directive Principles of State Policy also provides for free and compulsory education for all children up to the age of fourteen years. But there is no specific provision in the Constitution for providing compulsory higher education to the citizens.

Positive Discrimination – A Formula to Equal Access

In an unequal society like India, equal access to higher education is limited by several factors. The socially and educationally backward classes cannot compete with others in matters of admission into higher educational institutions. In order to remove these inequalities, a policy of positive discrimination is being followed in our country. Reservation of seats for the backward classes, award of scholarships and free hostel facilities, providing food, clothes and books free are some of the provisions made by the state. Even though unjustifiable reservations are bad, in an unequal society like ours, reservation for backward classes, handicapped students, orphans and so on is justified because otherwise they could never get access to higher education.

Globalization of Higher Education

Globalization opened up Indian economy to foreign direct investment by providing

facilities to foreign companies to invest in different fields of economic activities in India. Changes that had taken place all over the world had proved that no nation can isolate from the rest of the world and survive for long. All fields of human activity including education have been influenced by the process of globalization. Within the various sectors of education, higher and professional education had been affected the most and this phenomenon had led to internationalization of higher education. Now the stage is that higher education is not at all different from any other commodity or commercial product that can be bought and sold at the market place.

Impact of GATS on Higher Education

The General Agreement on Trade in Services (GATS) was one of the agreements signed under the purview of WTO in 1995. It is based on the premise that progressive liberalization of trade in commercial services will promote economic growth in WTO member countries. The goal of WTO and GATS is to guarantee market access to educational products and institutions of all kind. The most serious consequence of GATS on higher education system was that it had led to the commodification of higher education. This had affected access, equity, quality and funding. Quality education provided by reputed international providers will be accessible only to the privileged few who can pay for it. Access to higher education that can lead to decent employment will be limited to those with more than adequate financial resources.

Judiciary and Access to Higher Education

There is a shift in the approach of the Hon'ble Supreme Court with respect to the issue of access to higher education from 1992 till date. The question of capitation fee was discussed by a division bench of the Supreme Court in *Mohini Jain v. State of Karnataka* (1992) 3 SCC 666 commonly known as capitation fee case. Here Mohini Jain had approached the Court stating that she had gained admission into an MBBS course at a private institution in Karnataka. Being a student from outside the state, she was asked to pay a tuition fee of Rs. 60,000 for the first year and offer a bank guarantee for the remaining years of the course. Her allegation that there was a demand for a further "capitation fee" of Rs. 4.5 lakhs was denied. She also argued that the charging of Rs. 60,000 itself amounted to a "capitation fee" as students admitted against government seats in the same college were charged only Rs. 2000 and other students from Karnataka were charged only Rs. 25,000. It was held that the right to education is yet another unremunerated right which is concomitant to fundamental rights. The Court added that the right to life under Article 21 and the dignity of an individual cannot be assured unless it is accomplished by the right to education at all levels to its citizens. The Court in this case concluded that charging capitation fee by institutions of higher education is a disavowal of the right to education.

The Hon'ble Supreme Court had the occasion to reconsider this judgment in *Unnikrishnan v. State of AP* (1993) 1 SCC 645, where a five judge bench of the Supreme Court overruled Mohini Jain judgment and held that the right to education which is implicit in the right ot life and personal liberty guaranteed by Article 21 must be construed in the light of the Directive

Principles in Part IV of the Constitution. The Court held that every child of this country has a right to free education till the age of fourteen years and after the child completes 14 years; his right to education is circumscribed by the limits of the economic capacity of the State and its development. At the same time, seats of Unaided Professional Colleges were divided into two equal categories of 50 % each for Government and Management, viz., free seats and payment seats. Management could fix higher fee to payment seats but all students shall be selected on the basis of a common entrance test.   The rationale for this classification and higher fee to payment seats was that otherwise the private educational institutions would have to be closed down, as they would be wholly unviable without appropriate funds for running the institution.

The Mohini Jain case in 1992 guaranteed right to education at all levels, but Unnikrishnan case confined it to primary education up to 14 years. The Court opined that higher education calls heavily on national economic resources and the right to it must be limited by the country's economic circumstances.

A eleven judge bench of the Supreme Court had pronounced a judgment in *T.M.A Pai Foundation v. State of Karnataka* (2002) 8 SCC 481 to clarify the confusions created by Unnikrishnan judgment. Here the Court held that any system of student selection would be unreasonable if it deprives the Private Unaided Institutions of the right of rational selection, and surrendering the total process of selection to the state was held unreasonable. The Court further added

that common entrance test is no longer compulsory and each institution can have its own criteria for admission, provided it is fair and transparent and gives due regard to merit. Though capitation fee is still declared illegal, Court allowed the self financing or management institutions to collect fee including; 'reasonable surplus' for expansion and augmentation of facilities. This judgment encouraged unaided professional colleges to charge whatever fees thereby promoting commercialization of education.

A five judge bench of the Hon'ble Supreme Court again discussed the question of fee fixation, admission procedure, eligibility of the institution to select students etc in *Islamic Academy v. State of Karnataka* 2003 6 SCC 687. The Court found that fee structure can be fixed subject to the condition that there is no profiteering or capitation, private institutions have full autonomy in administration so long as admissions are merit-based and merit can be satisfied through a common entrance test run by the state or by an association, and the state can provide reservation in favour of financially or socially backward sections of society. In order to ensure transparency in admission and fee structure, the Court resorted to the setting up of two committees, one to give effect to the judgment in TMA Pai and to approve the fee structure and the other to oversee the tests conducted by associations of institutions. This judgment in its implementation resulted in the violation of the rights of private institutions.

The setting up of the committees in Islamic Academy, the extent of quotas and state reservation in private institutions, and the regulation of fees was once again

challenged before the Supreme Court and a larger bench of seven judges was set up in *PA Inamdar v. State of Maharashtra*, (2005) 6 SCC 537. The Court had held that a common entrance test can be held by a group of similarly placed institutions provided that it is fair, transparent, and non-exploitative. The state may itself or through an agency, arrange for holding such tests and students can be admitted on the basis of merit out of these common entrance tests, however, the state may only take over if the three criteria mentioned above are not satisfied, every institution is free to devise its own fee structure subject to the limitation that there can be no profiteering and no capitation fee can be charged directly or indirectly, or in any form, NRI seats are permissible to the extent of 15 per cent in all institutions. In the absence of any central legislation, it is for the central and state governments to come out with a detailed, well-thought-out legislation on the subject. Many states had implemented the judgment in Inamdar by enacting suitable legislation.

In 2012, the Government introduced the one-country, one-test, NEET (National Eligibility cum Entrance Test) for medical admissions. More than 1000 cases challenging NEET was filed by both the state governments and by private and minority medical colleges and the Supreme Court three judge bench in *Christian Medical College v. Union of India*, (2014) 2 SCC 305 held that NEET was unconstitutional. This NEET was an attempt by the Medical Council of India to streamline and to provide a single window entrance for all medical courses and to end rampant corruption in medical admissions and to end

huge capitation fee. The court had held that such a test violated the rights of private institutions under Article 19(1)(g), the freedom to carry on any trade, profession or practice and under Article 30, the right of minority to establish and administer educational institutions of their choice in the Constitution. This judgment invited lot of controversies because it was delivered on the very day the Honourable Chief Justice Altamas Kabir retired.

The Centre and the Medical Council of India (MCI) had approached the Supreme Court for review of the judgment declaring the single National Eligibility-cum-Entrance Test (NEET) as unconstitutional in Medical Council of India v. Christian Medical College, Vellore & Ors. R.P. (C) No 1956 of 2313 in T.C (C) No 101 of 2012. In April 2016, the Honourable Supreme Court through a five judge bench recalled the 2013 judgment which held NEET unconstitutional thereby paving the way for private colleges to conduct their own examination. The Court added that the judgment in 2103 "needs reconsideration" as "the majority view had not taken into consideration some binding precedents. The Court ordered to conduct NEET from 2016 onwards. The Central Government initially accepted the apex court's order and later partially reversed it through the Ordinance. Petition was filed before the Supreme Court challenging the Ordinance but the Court refused to stay the Ordinance even though it had made hard-hitting observations about the centre for promulgating the ordinance.

Conclusion

From the analysis of some of the important judgments of the Hon'ble Supreme

Court of India with regard to the admission to unaided or self financing higher education institutions, it can be understood that the Court had taken a fluctuating attitude to the question of admission to professional colleges. The Court sometimes offered maximum freedom to unaided professional colleges in the matter of admissions and regulating the affairs. Some other judgments reveal the attitude of the judiciary to control the whole system of higher education thereby ensuring access and opportunity to all sections of the society ensuring transparency. The growth, development and quality of higher educational institutions are the indicators of a nation's development. At the same time, it is also true that the government sector alone cannot cater to the needs of young aspirants for entry into higher education or professional education courses. Privatization in the higher education sector cannot be discouraged, but state must make measures ensuring access and quality in these institutions. There must be proper checks or controls in matters of admission or administration of self financing educational institutions, but at the same time, it must also be ensured that those institutions can exercise discretion and can make reasonable profits for meeting the cost. Otherwise regulations for equality and transparency may act as hindrance for starting new educational institutions which again will act as an obstacle to access to higher education. The government must ensure access to higher education for ensuring social justice through appropriate policies and legislations. The courts should also be more cautious while dealing with issues of admission and administration in higher educational institutions.

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SCOPE AND EXTENT OF RIGHT TO EDUCATION AS FUNDAMENTAL RIGHT

Dr. Bindu S*

ABSTRACT

Right to education is the basic human rights of each individual and is necessary for the development and empowerment of an individual. Education is the most potent tool which can shape the future of an individual as well as the whole nation. Educated citizen can, not only improve the economic and social status of the nation but political scenario also. The constitutional provision for fundamental right to free and compulsory education to children up to the age of 14 years, the directive principles of state policy, fundamental duties, decisions of the Apex Court, the right to education Act etc formulate the contours of right to education in India. The content and extend of right to education is also shaped by various international instruments. This article is an attempt understand the concept of right to education in the light of these particulars.

***Key words:** Right, education, free and compulsory, right to life, etc.*

"The highest education is that which does not merely give us information but makes our life in harmony with all existence". Rabindranath Tagore

Introduction

Education plays an important role in every person's life. It transforms an individual mentally, physically and intellectually strong and is an important tool in the hands of students to succeed in future. Education provides the fullest possible development to each individual and helps in the development and progress of the country also.

Accordingly, education plays very important role in nation building and is one of the means to empower the people and helps in transformation of the society. Therefore, in a welfare state, committed to achieve social justice, it becomes the duty of the state to provide educational facilities to its people. This article tries to analyse the nature and extend of right to education accessible to

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individual citizens and the facilities to be provided by the state in accessing such right, whether any change is necessary in the existing system so as to improve the educational facilities to the citizens etc. This should be analysed on the basis of international documents, Constitutional provisions, judicial approach to right to education and also based on the legal frame work for right to free and compulsory education.

Right to Education in International Documents

Right to education is universally accepted basic right of individuals. Various international documents have recognized the right to education of children and also made it the responsibility of each state party to provide educational facilities to them as per the norms laid down in these documents.

Article 26 of Universal declaration of Human Rights 1948 specifically mentions the right to education of every person. According to this article, 'everyone has a right to education. Education shall be free and compulsory at least in the elementary and fundamental stages. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit'. Article 26 (2) states, education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for maintenance of peace. Further, Article 26 (3)

provides that parents have a prior right to choose the kind of education that shall be given to their children.

International covenant on Civil and political Rights 1966, Article 18(4) speaks about religious and moral education, which states that the state parties undertake to have respect for the liberty of the parents or legal guardians to ensure the religious and moral education of their children.

International covenant on Economic, Social and Cultural Rights 1966, Article 13, recognize the right of everyone to education. It further provides that the states Parties to the present covenant recognize that, with a view to achieving the full realization of this right:

(a) Primary education shall be compulsory and available free to all;

(b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;

(c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;

(d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received on completed the whole period of their primary education;

(e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be

established, and the material conditions of teaching staff shall be continuously improved.

Article 28 of the United Nations Convention of the Rights of Child 1989 also recognizes right to education. According to this Article, all children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. Article 29 mentions the goals of education. As per this Article, children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents.

Many of the rights mentioned in universal Declaration of Human Rights and International covenant on Civil and political Rights were incorporated as fundamental rights in our Constitution. In this background analysis of Constitutional provisions guaranteeing right to education and its scope becomes necessary to find out the nature and extend of right to education as fundamental right, as element of right to life and personal liberty.

Constitutional Guarantee of Right to Education

The framers of our Constitution were aware of the problem of illiteracy, social and economic status of the people of our country and the role of education in eradicating these evils. So they incorporated various provisions in our Constitution providing educational facilities to children and also imposed a duty on the state to provide free and compulsory education. Educational rights are to be traced under various provisions of the Constitution. For instance, the preamble to the Constitutions of India secures to all citizens justice social, economic and political and equality of status and opportunity. Part IV of the Constitution mentions various policies to be followed by the States while enacting laws for achieving the objectives mentioned in the preamble of the Constitution. Without providing educational facilities to children, social justice and equality of status cannot be achieved.

The provision for free and compulsory education for children is provided under Article 45 which says "The State shall endeavour to provide, within a period of *ten years* from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". Even though many states have taken steps towards free and compulsory basic education, but they could not achieve the desired goal. As this Article comes within Part IV as Directive principles of State policy, it was destined as

set of rules that were meant to be followed in spirit and the government could not be made accountable if the actual letter was not followed. Article 46 of the Constitution also provides, 'The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation. Article 41 provides for the right to work and education of the disabled person which states, 'The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want'.

Thus the Constitution guarantees free and compulsory education to children up to the age of 14 years and also recognizes the educational rights of weaker sections particularly scheduled casts and scheduled tribes. Educational rights of disabled persons are also spell out in the Constitution but subject to the economic capacity of the states. Accordingly, it is perceived that the extent and content of right to education is clearly specified in the constitution itself.

But the reality is that even after the elapse of more than five decades, the governments did not take any concrete steps to implement this directive. The right to education was not included as fundamental right by the framers of our Constitution in view of the financial condition of the state. They thought it was not feasible to make it a fundamental right under part III of the constitution but took the view that it should be achieved in near future.

Judicial Initiative

Judiciary has got the opportunity to discuss the matter of right to education in its various decisions. In *Bandhua Mukti Morcha* v. *Union of India* (AIR 1984 SC 802) Supreme court took the view that right to live with human dignity enshrined in Article 21 derives its life breath from the Directive principles of State Policy that must include protection of the health and strength of workers men and women, and of the tender age of children against abuse, opportunities and facilities for children to develop in a healthy manner and in conditions of freedom and dignity, educational facilities, just and humane conditions of work and maternity relief. These are the minimum requirements which must exist in order to enable a person to live with human dignity and the government cannot deprive a person the enjoyment of these basic essentials.

Supreme Court though not specifically declared right to education as a fundamental right under Article 21 , but opined that educational facilities is one of the many requirements that enable a person to live with human dignity.

But right to education was declared as a fundamental right by the Supreme Court in *Mohini Jain* v. *State of Karnataka* (AIR 1992 SC1858). In this case the petitioner, Mohini Jain was denied admission because of the high capitation fee of rupees 4.5 lakhs per annum in a private medical college in Karnataka. . Court in this case took the view that right to life under Article 21 and the dignity of the individual could not be realized

unless it was accompanied by right to education. Right to education at all level is a fundamental right under Article 21 of the constitution and charging capitation fee for admission is illegal and amounted to denial of citizen's right to education. The right to education flows directly   from right to life. The State Government is under an obligation to make endeavour to provide educational facilities at all levels to its citizens.

Right to education was raised again before the Supreme Court in *Unnikrishnan v. State of A.P (*AIR 1993 SC 2178). In this case the Court specifically held that free and compulsory education is available only to children up to the age of 14 years and overruled MohiniJain's case where it was held that children of all ages have the right to education. After 14 years of age the obligation of state depended on the economic capacity and development.

In this case the Supreme Court narrowed down the ambit of fundamental right to educations as held in *MohiniJain's* case. Further, a demand was being raised from the civil society and from other corners to make education a fundamental right. As a result, the Parliament enacted Constitution 86th Amendment Act 2002.

Eighty Sixth Constitutional Amendment Act 2002

In 2002 86th constitutional amendment inserted Article 21A to the Constitution which provides that state shall provide free and compulsory education to all children of the age of 6-14 years in such manner as the state may by law determine. Through this amendment right to education was added as a fundamental right. But become effective, only on passing of an enabling Act. After a lapse of seven years, The Right of Children to Free and Compulsory Education Act 2009(RTE Act) was passed by the Parliament.

The Amendment substituted a new Article 45 which made Provision for early childhood care and education to children below the age of six years. Now Article 45 says, 'The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.'Article 51A (K) was also added by this amendment. As per this Article it shall be the duty of a parent or guardian to provide opportunities for education to his child or ward between the age of six and fourteen years.

Right to Education Act 2009

After independence almost all states has enacted their own primary education act, these remained unenforced due to various reasons including administrative and financial constraints. But RTE act 2009 is the first central legislation in this regard. The term "compulsory education" as defined in the Act, means obligation of the appropriate Government to— provide free elementary education to every child of the age of six to fourteen years; and ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years; ensure availability of a neighborhood schools; ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;

provide infrastructure including school building, teaching staff and learning equipment; ensure and monitor admission, attendance and completion of elementary education by every child; ensure good quality elementary education conforming to the standards and norms specified in the Schedule; ensure timely prescribing of curriculum and courses of study for elementary education; and provide training facility for teachers.

Act also contain specific provisions for the disadvantaged groups, such as child laborers, migrant children, children with special needs, or those who have a disadvantage owing to social, cultural, economic, geographical, linguistic, gender or any such factor. The act stress on the point that the Children with disabilities should also be educated in the regular mainstream schools

The Main Features of the Act

The main features of the Act include free and compulsory education to all children of the age of six to fourteen years.

Child above six years of age who has not been admitted in any school or though admitted, could not complete elementary education shall be admitted in a class appropriate to his age;

Child shall have a right to seek transfer to any other school, for completing his or her elementary education.

For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area in limits of neighbourhood, as may be prescribed, a school, where it is not so

established, within a period of three years from the commencement of this Act.

Twenty five percent of reservation for economically disadvantaged communities in admission to class one in all private schools

The Central Government and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education

No child shall be subjected to physical punishment or mental harassment and whoever contravenes this shall be liable to disciplinary action under the service rules applicable to such person.

No school, other than a school established, owned or controlled by the appropriate Government or the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from the authority, by making an application in the prescribed manner.

Constitution of School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers.

Every School Management Committee shall prepare a School Development Plan, in such manner as may be prescribed, which shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

School teachers will need adequate qualifications.

Duties of teachers and redressal of grievances- A teacher appointed shall perform the duties, like, maintain regularity and punctuality in attending school; complete entire curriculum within the specified time; assess the learning ability of each child and accordingly supplement additional instructions,; hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child etc

The National Commission for Protection of Child Rights constituted under section 17, of the Commissions for Protection of Child Rights Act, 2005, shall examine and review the safeguards for rights and recommend measures for their effective implementation. The Commission can inquire into complaints relating to child's right to free and compulsory education: and take necessary steps.

Any person having any grievance relating to the right of a child under this act may make a written complaint to the local authority having jurisdiction. After receiving the complaint, the local authority shall decide the matter within a period of three months after affording a reasonable opportunity of being heard to the parties concerned.

 Any person aggrieved by the decision of the local authority may prefer an appeal to the State Commission for Protection of Child Rights. The appeal preferred shall be decided by State Commission for Protection of Child Rights or the authority prescribed.

The Central Government shall constitute, a National Advisory Council, not exceeding fifteen members, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development. The functions of the National Advisory Council shall be to advice the Central Government on implementation of the provisions of the Act in an effective manner.

The State Government also shall constitute, a State Advisory Council similar to that of the National Advisory Council.

This Act is a progressive bit of legislation that aims to provide free education to the common masses and helps them to improve their status and enter the mainstream of the society. This Act mainly base on child's right based approach. The RTE Act wants to form an education system in which every child should be allowed to get education freely and should be free from any kind of discomfort regarding harassment, unequal treatment etc. The Act wants to establish the system in which full awareness regarding subject and right values should be provided and they could not be deprived of their fundamental and the most basic rights. With the passing of 'Right of Children to Free and Compulsory Education Act, 2009, there will be a fundamental transformation of the school education system in this country. The Central Government and the State Government shall have concurrent responsibility for providing funds for carrying out the provision of the Act. After the implementation of this Act, there has been momentous progress in the physical infrastructure of schools in India, especially in terms of facilities for girls. India has also witnessed improvements in the teacher to student ratio. So, classrooms now have smaller number students per teacher.

There has also been an increase in the enrollment of girls in schools. Overall, there has been a definite drop in the total number of students who do not attend school.

But the main drawback of this legislation is that it considers only persons between the age group of six to fourteen years. For attaining complete literacy and the fullest development of individual personality and thereby accelerating the growth of nation, not only education between the age group of 6-14 is to be ensured, but at the same time adult education and also facilities for early child hood care should be provided. For this free and compulsory education as fundamental right should be ensured to all citizens irrespective of their age groups so that it becomes mandatory for the state to initiate facilities for adult education and education and care of children below the age group of six years. Free and compulsory elementary education should be recognized as the fundamental right of every citizen of India under Article 21A. Accordingly changes should also be introduced in the RTE Act. Then the state is under an obligation to make endeavour to provide basic educational facilities to its citizens at all levels .

Conclusion

Right to education is one of the means to empower the people and helps the transformation of the society. The extent and content of right to education can be understood from various international instruments, constitutional provisions and Parliamentary enactment. Finally through an amendment of the Constitution, it is declared as a fundamental right under Article21A. But only elementary education is free and compulsory in India, beyond that it would depend on the economic capacity of the state. But right to education is not just a fundamental human right, but an enabling right that unlocks the door to understand and accomplish all other rights and at the same time also laying the foundation of a civilized society.

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TEACHING APTITUDE AND VALUE PATTERNS OF STUDENT TEACHERS AT SECONDARY SCHOOL LEVEL

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Abstract

Teacher is the main pillar of educational system and teaching is the profession which demands a number of skills in order to strengthen this most rewarding profession. Effectiveness of teaching profession depends upon several person related variables like teacher aptitude, value pattern etc. Research studies have been conducted to reveal the variables which influence in strengthening of teaching profession and found out that teacher aptitude is one of the basic and basis to all person related variables. As a profession which considered being highly significant in deciding the future of any society it is expected that the teacher should possess expected level of value patterns. For a healthy democratic society it is compulsory that teachers should possess teaching aptitude and high level of value pattern. In this study an attempt has been made to find out whether there is any significant relationship between teaching aptitude and value pattern among student teachers at secondary school level. A sample consisting of 236 student teachers at secondary school level in Kerala were chosen for the present study using stratified random sampling technique. The standardized tools namely, Test of teaching aptitude for student teachers and Test of value patterns for student teachers were used for collecting the data. The statistical treatment of the data collected revealed that there is significant relationship between teaching aptitude and value pattern of student teachers at secondary school level. The study also revealed that majority of the student teachers at secondary school level has moderate level of value pattern.

Key Terms: *Teaching aptitude, value patterns, student teachers, secondary school level*

Introduction:

Teaching is an incredibly demanding, equally rewarding profession that requires a number of skills. Anyone and everyone is not suited for it. There's a lot that goes into being an effective teacher. It all starts with understanding teaching aptitude.

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Teaching aptitude is one important criterion for success in the teaching profession. With regard to the increasing pressure of the present society, nation needs very competent, committed and skilled teachers who can truly materialize the dream of providing quality education through which nation will be felicitated with those citizens who will be the proud forerunners of our great democracy. As such it is quite essential to enrich student teachers with high level of teaching aptitude and to educate them accordingly.

Teaching learning does not solely focus upon content delivery. Important task of the schools is to teach values, to discipline students and to contribute to moral and character development. Values are the beliefs that bind individual together to live harmoniously in the society. They give directions and firmness to life and bring joy, satisfaction and peace to life. Values helps in discovering the purpose of their existence in this world and the true meaning of life. It guides them to be better person through better learning. Therefore values act as a source of inspiration, motivation, love and respect for education.

Values are already embedded in the teaching subjects. It aids in teaching learning process. So for effective teaching, teachers need to have believe and faith in values. Teachers are the main contributions of education. They pass on knowledge and values in every generation. They play crucial roles in developing and touching one's life. They mold children with knowledge and values to prepare them for working life and to become good citizen of the nature.

Need and significance of the Study:

The development of human resources is said to be the main function of education

(Rajendra& Vijayalalitha, 2010). The values enshrined in the constitution assume paramount significance (NCF, 2005). In our country and culture, a teacher is held in great honour and respect. He/she is considered as a fountain of all knowledge and source of great ideas. He/she is the torch - bearer to the society. Students look up to him/her with faith and hope and they seek his/her counsel in matter of temporal and transcendental. Hence the teacher should have keen sense of values and good aptitude for teaching, so that he/she can guide the whole generation. As teachers are supposed to look after the total development of children and their performance is the most crucial input in the field of education (POA 1992), training should be adequate to stimulate the socio – cultural, moral development of the child; hence an immediate break through is necessary in teacher education programme so that it can meet the challenge of value crisis among young generations, which may result in the elapse of the future society.

From the close review of the studies evaluating Teacher Effectiveness with respect to the person related variables, it was found that Teacher Aptitude of the teachers was one of the basic and basis to all person related variables (Kaur, 2014; Devi, 2013; Fakeye, 2012). But a few researches were done on teaching aptitude and value pattern.

Improving teacher quality through enhancing Teacher Effectiveness has been the major issue to the researchers, educationists and policy makers all over the World for educational reforms during the last decade. Effectiveness of individual classroom teacher is the single largest factor affecting academic growth of the students (Kennedy, 2010; Goldhaber, 2007; Rivkin, Hanushek, & Kain,

2005; Rockoff, 2004).A growing number of studies are focusing on the effects of teachers' training on effectiveness of the teachers (Konold et al., 2008; Cochran-Smith & Zeichner, 2005). Teachers' Training Programmes (TTP) or Teacher Preparation Programmes (TPP) are an obvious potential source of variability in Teacher Effectiveness (Gansle, Noell, & Burns, 2012; Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Farooq & Shahzadi, 2006).

Almost all the education Commissions and Committees argued for the proper teacher training to develop the quality of education in India (Reports of the National Policy of Education, 1986; Education Commission, 1964-66; Secondary Education Commission, 1952-53). National Council for Teacher Education (NCTE), a statutory body of the Govt. of India, strongly argued for the quality development of the teacher education programme in India to produce good and effective teachers. It really matters a lot because a teacher with less effectiveness can depress the achievement and inhibits the learning of a large number of students over time depending on the school capacity, class size and his service life (Kodero, Misigo, Owino, & Simiyu, 2011; Chait, 2010).

The related characteristics of the effective teachers are undoubtedly the most significant aspects which actually influence the effectiveness and quality of every student and thus also have large contributions to the qualitydevelopment of education and to the national development. So in order to ensure effective teaching there is the need to study the teaching aptitude and value pattern of student teachers.

Research questions

There is no doubt in stating that development of any democratic society depends upon the quality of education it provides to its citizen and teachers are the key deciding person who is responsible for ensuring this quality. Research studies conducted in this field has shown that aptitude in teaching and value pattern determine the professional competencies and commitments of a person in the field of teaching profession. Hence selection of students in teacher education institutions should be based on their aptitude in teaching and value pattern. In this context there is the need to find out an answer to questions like:

is there any relationship between teaching aptitude and value pattern of student teachers?

Statement of the Problem:

Reviewing the related literature, the researcher felt the need to study the teaching aptitude and value pattern of student teachers at secondary school level in Kerala. The problem selected for the present study is stated as, "Teaching aptitude and value pattern of student teachers at secondary school level".

Objectives for the study:

* To find out the teaching aptitude and value pattern of student teachers at secondary school level.
* To find out whether there is any significant relationship between teaching aptitude and value pattern of student teachers at secondary school level.
* To find out whether there is any significant difference between the teaching aptitude of student teachers at secondary school level with high, average and low value patterns.

Hypotheses of the study:

Based on the objectives the researcher framed the following hypotheses,

- The student teachers at secondary school level possess an average teaching aptitude and value pattern.
- There is no significant relationship between the teaching aptitude and value pattern of student teachers at secondary school level.
- There is no significant difference between the teaching aptitude of student teachers at secondary school level with high, average and low value patterns.

Methodology:

The purpose of this study was to study the relationship between teaching aptitude and value pattern of student teachers at secondary school level. Survey method is adopted for the present study. The study was conducted on a sample of 236 student teachers at secondary school level studying in different Colleges of Teacher Education in Kerala using stratified random sampling technique.

Tools Used:

Two standardized tools namely; Test of teaching aptitude for student teachers (Seena and Bindu, 2015) and test of value patterns for student teachers (Seena and Bindu, 2015) were used for collecting the data. Both tests were having 30 items with four alternatives all of them are given with scores varying from one to four. Total score is the sum of all the score of the 30 items; leading to a maximum score of 120 and a minimum score of 30. Mean and standard deviation of the scores on teaching aptitude and value pattern were calculated. Those who have scored between

M+ ó and M-ó were classified into average, greater than M+ ó as high and less than M-ó as low groups with respect to teaching aptitude and value pattern. Data collected were analysed using descriptive statistics, product moment correlation, one way ANOVA and Scheffe the post hoc test.

Analysis and discussion:

The data collected were analyzed using suitable statistics as per the objective set for the present study.

Mean and standard deviation of the study variables namely teaching aptitude and value patterns of student teachers at secondary school level are given in Table 1.

Table 1

Mean and standard deviation of teaching aptitude and value patterns of student teachers at secondary school level

Variables	Mean	SD	N
Teaching Aptitude	86.79	6.710	236
Value Pattern	84.81	7.192	236

The maximum and minimum scores possible for teaching aptitude and value pattern are 30and 120. The mean value of teaching aptitude is 86.79 and that of value pattern is 84.81. These values indicate that student teachers at secondary school level are possessing average teaching aptitude and value pattern.

Product moment correlation between teaching aptitude and value pattern of student teachers at secondary school level was calculated. The details of product moment correlation coefficient of teaching aptitude and value pattern student teachers at secondary school level are given in Table 2 are given in Table 2.

Table 2

Teaching aptitude and value pattern of student teachers at secondary school level

Variables	N	Correlation
Teaching Aptitude Value Pattern	236	0.352**

**. Correlation is significant at the 0.01 level (2-tailed).

From Table 2 it can be seen that the coefficient of correlation between teaching aptitude and value pattern of student teachers at secondary school level is 0.352 significant at 0.01 level. It indicates that there exists a positive relationship between teaching aptitude and value pattern of student teachers at secondary school level and any variation in any one of these variable can bring a relative change in the other variable in the same direction.

Comparison of teaching aptitude of student teachers at secondary school level with respect to different levels of value patterns (high, average and low) was done using one way ANOVA. Details of ANOVA are given in Table 3

Table 3

Comparison of teaching aptitude of student teachers at secondary school level with respect to different levels of value patterns

	Sum of squares	df	Mean square	F
Between groups	1430.276	2	715.138	18.21**
Within groups	9149.131	233	39.267	

From Table 3, the F value 18.21 is greater than the F value at 0.01 level (4.65)of significance for df(2,233). F-table indicates that there is significant difference between teaching aptitude of student teachers at secondary school level having high, average and low value patterns.

The Table of ANOVA is not giving any idea about the pair of groups which differ significantly in their teaching aptitude. Hence Scheffe the Post Hoc Test was carried out.

Table 4

Multiple Comparisons of teaching aptitude of student teachers at secondary school level of high, average and low value pattern

Teaching Aptitude: Scheffe

Value Pattern		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
High	Average	4.885**	1.327	.001	-8.15	-1.61
Average	Low	3.947**	.989	.000	-6.38	-1.51
Low	High	8.832**	1.496	.000	5.15	12.52

** The mean difference is significant at the 0.01 level.

Table 5

Scheffe post hoc test details of teaching aptitude of student teachers at secondary school level with high, average and low value pattern

Value Pattern	N	Subset for alpha = 0.05		
		High	Average	Low
High	26	81.54		
Average	156		86.42	
Low	54			90.37

From table 4 and 5 it can be seen that there exists significant difference between the teaching aptitude of all the three pairs (high-average, average-low, and high-low) at 0.01 level as the mean values of Teaching Aptitude fall on different columns.

Conclusion:

From the findings of the present study it was revealed that majority of the secondary school level student teachers have moderate level of values. As a result of quick economic growth, over mechanization, urbanization and craving for materialistic life, there has been a loss of values and of the value system at the individual level and in the country as a whole. Materialistic needs and never ending lust to earn more and more by putting in less and less effort has become the order of the day. Value orientation in the life of an individual should begin from home, be nourished by the community and be entrenched positively by one's school. The kingpin in the schooling process is the teacher. As the student teachers are future teachers, the teacher education curriculum should aim at increasing the level of value orientation in them.

In the present study, it is noticed that most of the student teachers at secondary school level have moderate level of values. If values have to be nurtured in children it would be crucial that their teachers function as role models. So it becomes extremely important that the teacher education aims at inculcation of values in studentteachers, who are future teachers. Among many, one of the main objectives of teacher training colleges should be development of values.

As teachers deal with fresh and impressionable minds of the nation, a teacher's responsibility is to impress those minds with high humanistic values. The whole human community looks up to teachers for the welfare and progress of their children. Hence the value of teachers attains social significance.

This study will stimulate the academic bodies and teacher educators to plan and prepare the student teachers at secondary school level for the fast changing society in light of the feedback received.

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ACHIEVEMENT MOTIVATION, CAREER ASPIRATION AND SOCIO-PERSONAL ADJUSTMENT OF ORPHAN AND NON-ORPHAN SECONDARY SCHOOL STUDENTS IN KERALA

Ummer N*
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Abstract

Children growing up in a normal family are receiving psychological support in their learning from parents. But orphan students are not receiving such an individual care from their take carers. The psychosocial approach looks at individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and their ability to function. Psychosocial factors such as Achievement motivation, Career aspiration, Personal Adjustment and Social Adjustment are used in this study. The major objective of this study is to compare the achievement motivation, career aspiration and socio-personal adjustment of orphan and non-orphan secondary school students in total samples and sub samples. The study was conducted in 293 secondary school students in Kerala by keeping all categorisation desired to the study. For the data collection purpose, used standardised tools developed by experts. The major finding of the study is Non-orphan students possess higher Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment than orphan students. The study reveals that the society and authorities have to give more attention to orphan students to develop them in all aspects.

Key words: *Achievement Motivation, Career Aspiration, Personal Adjustment, Social Adjustment, Orphan, etc.*

Introduction

In the 21st century learning is taking place in a digital context. The theories and principles of teaching-learning are to be redefined to offer a bridge between conventional classroom strategies and digital class room strategies. The individual differences are to be considered a lot in this

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era. The home environment; both psychological and physical will influence the behaviour and learning outcomes of students at the secondary level. At this adolescent period of stress and strain their psychological needs are to be identified and satisfied by our educational system. The psycho-social variables affecting students' learning depend mainly on the parental involvement and their contribution to learning of their wards.

Many variables affect students' academic, self-awareness and their eventual academic achievement. Abe (1995) noted that it is possible to perceive the totality of human as being guided and ruled by psychological and social variables. Onocha (1985) also quote that the modern man as a person has his educational aspiration and accomplishments projected by the psychosocial variables in the environment, the positions of these two sets of variables are unique and important and may be appreciated when it is realized that the variables are necessary for the understanding of human beings, their overt and covert behaviours, potentialities and performances in the three domains of brain namely; cognitive, affective and psycho motor domains.

The psychosocial approach looks at individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and their ability to function. Children growing up in a normal family are receiving psychological support in their learning from parents. But orphan students are not receiving such an individual care from their take carers. In this context in addition to the normal stress and strain of the adolescent period they are having additional stress related to their orphanage stay and care receiving from there. Even the peers of orphanage are also giving stress to them.

Need and Significance of the Study

It is currently estimated that there are about 201 million orphans in the world today. Orphan-hood is frequently accompanied with multidimensional problems.

Psychosocial factors such as achievement motivation, study habits, career goals, adjustment etc., in academic achievement is relevant because of their detrimental impact to the child's abilities to socialize and achieve academically. In this study, attention was specifically given to the psychosocial domain. Benson (2003) conducted a study of the psycho-social problems of orphans in Kerala. The study found that orphan and non-orphan students are differ in many psycho-social variables such as problems related to self-esteem, love and affection, creative expression etc. Achievement related psycho-social variables are to be explored. Review of related literature could not give much more in this area. Hence the present study was conducted. Here the research questions raised in the mind of investigators are; Is there any difference in the achievement of orphan and non-orphan students? Is it be related to psycho-social variables? Is the difference if any contribute to their academic performance? Are the psycho-social variables of orphan and non-orphan students differ? In this context the investigators decided to conduct a study in the difference in some of the psychosocial variables namely; achievement motivation, career

aspiration and socio-personal adjustment among orphan and non-orphan students residing in the state of Kerala studying at secondary level. Findings from this study are expected to bring out how the present educational system has to be modified to meet the needs of these stream lined orphan students.

Objectives of the study

- To compare the achievement motivation, career aspiration and socio-personal adjustment of orphan and non-orphan secondary school students.(Total sample)
- To compare the achievement motivation, career aspiration and socio-personal adjustment of orphan and non-orphan secondary school students with respect to subsamples gender and school management.

Methodology

Data were collected from a representative sample of 293 secondary school students studying in government and aided - secondary schools in Kerala consisting of 142 orphan students and 151 non-orphan students. Stratified random sampling with respect to gender, locale and type of management was used for selecting the sample. The variables of the study are Achievement motivation, Career aspiration, Personal Adjustment and Social Adjustment. The related to these variables were collected using standardised tools. The tools used for the present study are Kerala Scale of Achievement Motivation (Nair 1976 revalidated by the present investigators in 2015), Test of Career Aspiration, (Anitha and Bindu, 2012) and Kerala Socio-personal Adjustment Scale–Revised version (Nair 1995, revalidated in 2015 by the present investigators). The data collected were analysed using test of significance of the difference between means.

Analysis and Findings

The data collected were analysed using test of significance of the difference between means of independent groups. The t-value obtained was compared with the table value set for 0.01 level of significance and 0.05 level of significance. The details of analysis including mean, standard deviations, sample size and t-values are given in Table 1 and 2.

The difference between mean scores of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of orphan and non-orphan students for the total sample are given in Table 1.

Table 1

Mean, Standard Deviation, Number and t-values of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of orphan and non-orphan students (Total sample)

Variable	Orphan students			Non-orphan students			t-value
	Mean	N	SD	Mean	N	SD	
Achievement Motivation	116.52	142	13.388	124.07	151	9.916	5.459**
Career Aspiration	12.09	142	3.207	12.85	151	2.524	2.234*
Personal Adjustment	11.13	142	3.452	13.31	151	4.746	4.510**
Social Adjustment	12.12	142	3.181	14.52	151	3.850	5.823**

*Significant at 0.05 level of significance   **Significant at 0.01 level of significance

From Table 1 it can be seen that the variables under study namely; Achievement Motivation (t value = 5.459), Personal Adjustment (t value = 5.823) and Social Adjustment (t value = 4.510) of orphan and non-orphan students differ significantly at 0.01 level of significance. The variable Career Aspiration (t-value = 2.234) showed significant difference only at 0.05 level. It indicates that the two groups of students differ in their Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment. The mean values associated with non-orphan group were found to be greater for all the four variables. It means that non-orphan students possess higher Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment than orphan students.

The difference between mean scores of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of orphan and non-orphan boys are given in Table 2.

Table 2

Mean, Standard Deviation, Number and t-values of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of orphan and non-orphan boys

Variable	Orphan students (Boys)			Non-orphan students (Boys)			t-value
	Mean	N	SD	Mean	N	SD	
Achievement Motivation	118.31	67	12.189	123.17	75	8.823	2.693**
Career Aspiration	12.46	67	3.359	12.67	75	2.743	0.394
Personal Adjustment	11.43	67	3.775	12.72	75	4.581	1.834
Social Adjustment	12.31	67	2.803	13.96	75	3.493	3.112**

**Significant at 0.01 level of significance

From Table 2 it can be seen that the variables under study namely; Achievement Motivation (t value = 2.693) and Social Adjustment (t value = 3.112) of orphan and non-orphan boys differ significantly at 0.01 level of significance. It indicates that the two groups of students differ in their Achievement Motivation and Social Adjustment. But the two groups do not differ significantly in their Career Aspiration and Personal Adjustment. The mean values associated with non-orphan boys were found to be greater for the variables Achievement Motivation and Social Adjustment. It means non-orphan boys possess higher Achievement Motivation and Social Adjustment than orphan boys.

The difference between mean scores of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of female orphan and non-orphan girls are given in Table 3.

Table 3

Mean, Standard Deviation, Number and t-values of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of orphan and non-orphan girls

Variable	Orphan students (Girls)			Non-orphan students (Girls)			t-value
	Mean	N	SD	Mean	N	SD	
Achievement Motivation	114.92	75	14.265	124.96	76	10.873	4.860**
Career Aspiration	11.76	75	3.048	13.03	76	2.292	2.882**
Personal Adjustment	10.87	75	3.138	13.89	76	4.862	4.553**
Social Adjustment	11.95	75	3.495	15.07	76	4.123	5.017**

**Significant at 0.01 level of significance

From Table 3 it can be seen that all the variables under study namely; Achievement Motivation (t value = 4.860), Career Aspiration (t value = 2.882), Personal Adjustment (t value = 4.553) and Social Adjustment (t value = 5.017) of orphan and non-orphan girls differ significantly at 0.01 level of significance. It indicates that the two groups of students differ in their Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment. The mean values associated with non-orphan girls were found to be greater than that of orphan girls for all the four variables. It means non-orphan girls possess higher Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment than orphan girls.

The difference between mean scores of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of orphan and non-orphan students studying in government schools are given in Table 4.

Table 4

Mean, Standard Deviation, Number and t-values of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of orphan and non-orphan students studying in Government schools

Variable	Orphan students (Govt.)			Non-orphan students (Govt.)			t-value
	Mean	N	SD	Mean	N	SD	
Achievement Motivation	109.93	42	16.201	118.88	51	9.701	3.147**
Career Aspiration	12.83	42	1.962	11.86	51	2.474	2.110*
Personal Adjustment	13.12	42	2.086	12.37	51	3.800	1.200
Social Adjustment	12.40	42	1.740	15.10	51	3.770	4.548**

*Significant at 0.05 level   **Significant at 0.01 level of significance

From Table 4 it can be seen that the variables under study namely; Achievement Motivation (t value = 3.140) and Social Adjustment (t value = 4.549) of orphan and non-orphan students studying in government schools differ significantly at 0.01 level of significance. But the two groups differ in their Career Aspiration at 0.05 level of significance (t-value= 2.110). It indicates that the two groups of students differ in their Achievement

Motivation, Career Aspiration and Social Adjustment. The mean values associated with non-orphan group studying in government schools were found to be greater for all the three variables. It means non-orphan students studying in government schools possess higher Achievement Motivation, Career Aspiration and Social Adjustment than orphan students studying in

government schools. The two groups do not differ significantly in their Personal Adjustment.

The difference between mean scores of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of orphan and non-orphan students studying in aided schools are given in Table 5.

Table 5

Mean, Standard Deviation, N and t-values of Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment of orphan and non-orphan students studying in Aided schools

Variable	Orphan students (Aided)			Non-orphan students (Aided)			t-value
	Mean	N	SD	Mean	N	SD	
Achievement Motivation	119.29	100	10.972	126.72	100	8.971	5.242
Career Aspiration	11.78	100	3.566	14.22	100	3.876	3.648
Personal Adjustment	10.30	100	3.577	13.79	100	5.113	5.592
Social Adjustment	12.00	100	3.621	14.22	100	3.876	4.185

**Significant at 0.01 level of significance*

From Table 5 it can be seen that all the variables under study namely; Achievement Motivation (t value = 5.242), Career Aspiration (t value = 3.648), Personal Adjustment (t value = 5.592) and Social Adjustment (t value = 4.185) of orphan and non-orphan students studying in aided schools differ significantly at 0.01 level of significance. It indicates that the two groups of students differ in their Achievement Motivation, Career Aspiration, Personal Adjustment and Social Adjustment. The mean values of all the four variables are associated with non-orphan group studying in aided schools were found to be greater than that of orphan students. It means non-orphan students studying in aided schools possess higher Achievement Motivation, Career Aspiration, Personal Adjustment and

Social Adjustment than orphan students studying in aided schools.

Discussion of results

The study revealed that the four psycho-social variables of orphan and non-orphan students differ significantly for the total sample and subsample based on gender and type of management of their school. Career Aspiration and Personal Adjustment of male orphan students and male non-orphan students do not differ significantly. Personal adjustment of orphan and non-orphan students studying in Government schools is also not differing significantly. The major observation of this study is that the higher mean in the case of all the variables in this study both in total and subsamples were associated with non-orphan students. This

can be explained as due to the parental involvement of non-orphan students. This should be keenly addressed in educational institutions so that this difference can be reduced to minimum. Special attention should be given to orphan students by the school teachers in order to compensate the care to be received from home.

The variables achievement motivation and career aspiration are highly related with each other. Parents play a vital role in developing motivation among their children. For orphan students the care takers are to be trained in this aspects. Socio-personal adjustment of orphan students are also to be enhanced. It will help them to adjust well with the society and also to develop good personality. The school can do many things such as: maintaining democratic classrooms, individualisation of instruction, role plays to understand about the higher concepts, avoid situations of maladjustment etc. It is hoped that this study has brought to light some useful information regarding the nature of variables that can discriminate orphan and non-orphan students to address their problems.

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ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS MODERNIZATION

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Alex George**

Abstract

The world we live in is constantly changing. The changes that take place as part of industrialization, globalization, urbanization or any other such processes is called modernization. Modernization has changed the outlook and attitude of people. It denotes the embracing of modern ways of lifestyle, thinking and values. The process of a country's development from a traditional society into a modern society is followed by a corresponding transformation of attitudes and values. Adolescence is a very important stage in the process of development as the adolescent faces internal crises because of cognitive social and biological changes. They are sensitive toward their environment and seek for a stable and modern value system. Under the impact of modernization today, however, the adolescents are finding it hard to restrain from its influence. Some of them blindly follow the concepts and ideologies propagated by modernism without giving it a second thought. Some others are stern with their traditional outlook and develop a kind of contempt towards the aspects of modernism.

Key Words: *Modernization, lifestyle, thinking, values, adolescence, etc.*

Introduction

The world we live in is constantly changing. The changes that are taking place as a result of industrialization, urbanization, democratization etc are called modernization. The term 'Modernization' does not denote any philosophy or movement, but only represent a process of change. In other words, modernization is a process which denotes the adoption of modern ways of life style and values. With the advent of modernization, changes occur in the life style and values of human beings. The changes that occur in people's thought, attitude, values, behavior etc reflect the effect of modernization upon each individual. By the arrival of modernization, everything that is traditional is pushed back. The things that matter now are those which are destined to be speeded up, dissolved, displaced,

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transformed and reshaped. Though modernization has completely overthrown the society and the lifestyles of people, yet a duplicitous attitude still prevails in their mind. All the people are not optimistic about the advent of modernization. Some looks at modernization with a skeptic attitude. The development towards fully consolidated modernity implies a simultaneous transformation of linked social conditions and values.

Need and Significance of the Study

The process of a country's development from a traditional society into a modern society is followed by a corresponding transformation of attitudes and values. Adolescence is a very important stage in the process of development as the adolescent faces internal crises because of cognitive social and biological changes. They are sensitive toward their environment and seek for a stable and modern value system. Under the impact of modernization today, however, the adolescents are finding it hard to restrain from its influence. Some of them blindly follow the concepts and ideologies propagated by modernism without giving it a second thought. Some others are stern with their traditional outlook and develop a kind of contempt towards the aspects of modernization. Hence, it is the need of the century to help our adolescents to develop a right attitude towards modernization. In this background, this study aims at finding out the attitude of adolescents towards various aspects of modernization is highly significant and needful.

Objectives of the Study

- To find out the attitude of students of Kottayam District towards modernization.
- To compare the attitude of male and female students of Kottayam district towards modernization.

Methodology

The sample consisted of 50 students of St. Joseph's High School, Manathoor including 25 males and 25 females. The relevant data were obtained from the students on 13.10.2017 with the help of the modernity scale prepared by the investigator. The importance and objective of the study were explicitly explained to the respondents by the investigator. The data were collected in a friendly and in a formal manner. The respondents were asked to read the questionnaire carefully before filling it.

Tool used and Scoring

After having a thorough study of the 'Modernization Inventory for Adolescent' by Ahluwalia and Kalia, the investigator prepared a self developed tool to measure the attitude of adolescence towards modernization. The tool included both positive as well as negative items and scored as strongly agree, agree, neither agree or disagree, disagree and strongly disagree. The maximum score for positive item is awarded as 5 and least is 1. In case of negative items the scoring procedure is to be reversed. Those who score above 80 marks are considered to have a positive attitude towards modernization.

Analysis and Interpretation

Objective 1: To find out the attitude of students of Kottayam District towards modernization.

A total of 32 % of the respondents neither agree nor disagree that the students have the right to question the teachers. 26 % among them agree with the statement and 24% strongly disagree with the statement. Also, 64 % of the total respondents strongly agree that teachers should use new technologies in classroom, replacing the traditional style of teaching. Furthermore, majority of the respondents strongly agree that each person has the right to select any career and course of their choice. None of the respondents disagree or strongly disagree with the statement. Majority of the respondents strongly agree that both girls and boys have equal rights. Only a few disagree with the statement. Moreover, 42 % of the total respondents strongly agree that girls can also study all the areas that boys can. But, among the male respondents, 12% of them strongly disagree with the statement.

After the analysis of all the 25 questions, it is found that out of 50 students surveyed, 28 students are found to have a positive attitude towards modernization.
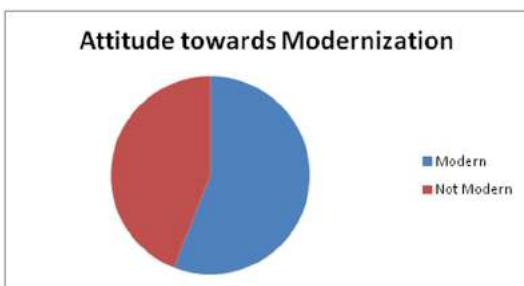
Graph 1*: Graphical representation of attitude of respondents towards modernization*

Objective 2: To compare the attitude of male and female students of Kottayam district towards modernization.

Boys and girls differ in their attitude towards modernization. It is evident from the analysis of their response to the questions that were asked. After the analysis of the results of boys it is found that only 12 (48%) among them have a positive attitude towards modernization. By analyzing the results of girls, it is found that 16 (64 %) among them have a positive attitude towards modernization. Thus, girls of Kottayam district were found to have more positive attitude towards modernization than boys.
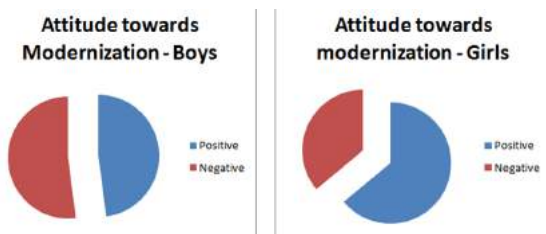
Graph 2*: Graphical representation of attitude of boys and girls towards modernization*

It is found that none of the girls disagree or strongly disagree that the students have the right to question the drawbacks of the teachers. But 48 % of the boys strongly disagree with the statement. Also, 76% of the girls agree that it is good to maintain deep friendship between teachers and students. On the other hand 40% of the boys disagree to the statement. Furthermore, majority of the girls (84%) strongly agree that girls should learn martial arts like Taekwondo and Karate. However, 28 % of the boys strongly agree that a student doesn't require a teacher in today's developed world. But none of the girls strongly agrees to the statement. 16% of the

boys disagree that girls can study all the areas that boys can. But not even a girl disagrees or strongly disagrees to the statement. Surprisingly, 20% of the boys disagree that men and women should get equal wages. None of the girls disagrees or strongly disagrees to the statement. From the analysis, it can be deciphered that boys lack modern attitude especially in the matters regarding empowerment of women.

Findings of the Study

- Out of 50 students surveyed, the investigator found that 28 among them have a positive attitude towards modernization.
- Girls have more positive attitude towards modernization than their counterparts.
- Boys lacked the modern attitude especially in the area of women empowerment.
- None of them disagrees or strongly disagrees that each person has the right to wear the dress of their comfort.
- 82% among them strongly agree that teachers should be a role model for the students.
- 88 % of the girls strongly agree that men and women should be given equal wages. But only 44 % of the boys strongly agree to the statement.
- None of the girls disagrees or strongly disagrees that girls can study all the areas that boys can. But a total of 28% of the boys disagree and strongly disagree with the statement.
- 86% of the total respondents strongly agree that parents have the right to interfere in the personal matters of their children.

Conclusion

Modernization is a change which can be considered on a positive as well as negative scale. Even in the midst of changes and developments one should be aware of the importance of upholding certain traditional values and systems. At the same time, certain patriarchal, rigid values should be changed. Everyone should be able to create an appropriate attitude towards various aspects of modernization. Boys should be educated about the importance of giving equal opportunities to their counterparts. At the same time, certain traditional values like, respect for teachers and parents, love for nature, the importance of religion etc should be preserved even during the entrenchment of modernization. Education is the most essential pre-requisite for modernization and only with the help of education can people become aware of their roles in the modernizing process of the society. Thus, the role and duty of teachers in developing the right kind attitude among their students are inevitable. It is found that about 12% of boys strongly disagree that girls and boys have equal rights. Also, 6% of the total respondents strongly agree that we should respect our parents even if they are unreasonable at times. It is in this context that the duty of a teacher becomes immense. The teacher should be able to influence students and help them develop an appropriate attitude towards the effect of modernization.

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GRIEF EDUCATION FOR CAREGIVERS: A SOCIOLOGICAL PERSPECTIVE

Lebia Gladis N. P*

Abstract

As the population of the elderly is increasing, it is estimated that in the near future there will be an overwhelming increase in the number of individuals dealing with Alzheimer's disease or a related dementia (ADRD). From the time that symptoms begin to insidiously emerge, it can take well over ten years for the disease to run its course. In addition to the debilitating effect for those inflicted, this lengthy duration can have an ongoing devastating effect on the caregivers who are grieving while providing care. This research paper focuses on the conditions of dementia patients and the role of caregivers in providing support to them. In this process of caregiving, grief education becomes an important dimension which is embedded in the management strategy. The research design used in this study is cross sectional design. The sample of the study was 50 caregivers of dementia patients at 'Alzheimer's and Related Disorders Society of India', Palarivattom. Kochi, Kerala. Simple random sampling was used in this study. Interview schedule was used to collect the data from the respondents. The perspective of 'Activity and Disengagement' theories provide theoretical base to the study.

Key words: *Dementia, Caregiver, Grief Education, etc.*

Introduction

In the postmodern century, the advancements in science and technology has helped us to live long and healthier lives. However , even the state-of-art technology and knowledge of medical science today has not helped the human race to overcome certain medical conditions like dementia. The word dementia comes from the French word 'dement', meaning, "a condition of madness or insanity." The modern usage now implies cognitive damage affecting learning, planning, remembering and retrieving. Individuals are deprived of memories, language skills and the ability to reason, concentrate and know where they are in time and space. Alzheimer's disease is the most common form of dementia. Studies indicate

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that 10 per cent of the population aged 65 years and over will suffer from Alzheimer's. The incidence increases with the progression in age. Twenty per cent of those 85 years and older will become the sad inheritors. (Earl Grollman, 2016). At present, there is no treatment for dementia. No race, gender or socioeconomic group is exempted from this medical condition. Apart from the dementia patients themselves, the worst affliction is on the caregivers. While taking care of the patients, there is exhaustion, confusion and turbulence for the caregiver.

Caregivers may be surprised to learn that they are going through a grieving period. In contrary to the popular belief, grief doesn't occur only after the death of a loved one. Grief is a natural reaction to any kind of painful loss including a disease that takes away a loved one's mind. Alzheimer's disease is a "series of grief experiences." Caregivers grieve as they are forced to redefine and re-evaluate their lives – relationships, careers and future. There may be the accountability of arranging for the daily errands of the dementia patients. Hence, it is imperative to understand not only the problems of dementia patients, but also how caregivers should educate themselves by addressing the grief they encounter in the process of caregiving.

Review of Literature

There are very few community – based studies of dementia in India. Rajkumar et al (1996) conducted a study in the city of Chennai using a sample comprised of 1,300 people, aged 65 years and above and found a prevalence rate of 27 percent for dementia. Chandra et al (2001) conducted a study in a rural elderly Hindi speaking population of Ballabarh in Northern India and found an overall prevalence rate of 0.84 percent for all dementias in the population aged 55 years and above and an overall prevalence rate of 1.36 percent in the population aged 65 years and older. In Thrissur, Kerala, Dr. K.S. Shaji et al. (2006) from the local 10/66 group carried out a qualitative study of 17 caregivers of people with Alzheimer's disease. These had been identified by local community health workers specially trained by Dr. Shaji to be more aware of dementia, so they were fairly representative of people with dementia in general and had not been picked out because of previous contact with local health services. Dr. Shaji and his team explored the caregivers' knowledge and understanding of dementia, the nature of the care arrangements for the person with dementia, the caregiver's attitudes towards their caring role, and the sources of strain for the caregiver. They found the following key themes: limited understanding of dementia, lack of information/ unresponsiveness of local health services, economic strain, and the distress caused by incontinence, family conflicts.

Theoretical Framework

Activity Theory by Lemon Bengston & Peterson and Disengagement theory by William Henry and Elaine Cumming formed the theoretical base for the study. This theory emphasizes that continuing activity through social roles is required for every person in order to attain high life satisfaction in life. It is argued that in order to be happy in later life, people should remain active in their role relationship as possible. The theoretical perspective of activity theory is used in the study. Disengagement theory is a model

originally proposed in 1961 by William Henry and Elaine Cumming, two social scientists interested in studying aging and the way interactions with other people change as people grow older. Disengagement theory refers to an inevitable process in which many of the relationships between a person and other members of society are severed and those remaining are altered in quality. Withdrawal may be initiated by the aging person or by society, and may be partial or total. It was observed that older people are less involved with life than they were as younger adults. As people age they experience greater distance from society and they develop new types of relationships with society. The high level of deterioration of mental capacities in dementia patients, withdraw them from social relationships and activities. In the case of dementia patients, engagement in activities and social interaction can bring about lot of changes and improvement in their personality. Hence these form an essential part of management of dementia cases from the perspective of the caregivers and will provide a direction towards alleviating the grief associated in taking care of them.

Methodology

The purpose of the study is to examine the conditions of the dementia patients and its impact on the management by the caregivers. The specific objectives are:

1. To examine the sociodemographic profile of dementia patients.
2. To understand the physical, psychological and social conditions of dementia patents.
3. To examine the role of caregivers and to suggest grief education skills to them.

The research design used in this study is cross sectional design. The sample of the study was 50 caregivers of dementia patients at Alzheimer's and Related Disorders Society of India, Palarivattom, Kochi, Kerala. Lottery method of random sampling was used to select the respondents. Interview schedule and key informant interview were used to collect the data. Some of the respondents were met at the centre and others at their respective homes.

Data Analysis and Findings

Socio-Demographic Profile of the Respondents

Table 1
Socio-demographic Profile

Particulars	Respondents	Number	%
Sex	Male	11	22
	Female	39	78
Age Group	60-70	2	4
	70-80	6	12
	80-90	42	84
Marital Status	Married	36	72
	Un Married	13	26
	Unwed mother	1	2
Religion	Hindu	16	32
	Christian	31	62
	Muslim	3	6
Place of living	Rural	8	16
	Urban	42	84
Family System	Nuclear Family	35	70
	Joint Family	10	20
	Single life	5	10

An analysis of the personal profile of the respondents showed that 78 % of the respondents were females. In the case of their marital status, most of the respondents are married. Although all the respondents

were aged sixty years and above, it was seen that 84% of the respondents were above eighty years of age. With regard to religion, the number of Christians is far greater than any other religious group (62%).The study was conducted in an urban area, hence, 84% respondents were urbanites and belonged to nuclear families (70%).

Physical, psychological and social conditions of dementia patents

A specific objective of this study was to find out the physical, social and psychological conditions of the dementia patients. With regard to physical aspects, it was found that respondents had already lost or were in the process of losing their cognitive abilities like memory, listening capacity, language, judgment and orientation. It was seen that they lost their capacity to manage their affairs and even simple skills of personal care. 98% of the respondents were not able to remember their phone numbers, date, month and year. 50% of the respondents had difficulty in coordinating time, and, in understanding day and night. 64% of the respondents misplaced objects frequently.62% of the respondents failed to recognize relatives and bystanders.

With regard to socio-psychological signals of dementia, previous studies have shown that persons with dementia become unusually emotional and experience rapid mood swings for no apparent reason. This study however proved otherwise. Mood swings and sudden outbursts of anger or frustration were absent among the respondents. It was seen that 82% of the respondents did not express signs of fear, and 74% were not afraid of being alone. Studies

reveal that people with dementia often find it hard to complete everyday tasks that are routine tasks. It was seen that 38% of the respondents had difficulty in performing daily tasks. 96% of the respondents felt that they were not confident to visit a bank and discharge business there as they used to do earlier, they were also unable to do shopping for themselves or for their family as earlier.78% of the respondents needed help and assistance in brushing teeth, taking bath etc. 90% of the respondents expressed their inability to take any decision.72% of the respondents had difficulty in expressing themselves properly and so hesitated to interact with people.

Role of caregivers

The role of caregivers in taking care of demented individuals needs specialized soft skills and other management strategies. 56% of the caregivers found it difficult to handle the dementia patients. However, 40% of the caregivers said that, patience is an important skill required to handle the patients. Apart from this, 30% of the respondents say that love and care is another dimension required for taking care of the patients. 16% of the caregivers suggest that understanding the feelings of the patients is pertinent in dealing with them, while 14% suggested that a high degree of adjustment is inevitable in managing dementia patients.

Grief Education

While analyzing the role of caregivers, it is imperative to probe into their grieving experiences while taking care of the dementia patients. Grief had initially been defined as a psychological (emotional, cognitive, functional and behavioural

responses) response to a loss such as death (Prigerson & Maciejewski, 2008; Zisook & Shear, 2009). Meuser and Marwit, however, found out that family caregivers of persons with Alzheimer's disease grieved as they were observing ''social'' death and intellectual deterioration of their loved ones long time before the actual experience of their death (Marwit & Meuser, 2002; Meuser & Marwit, 2001). The 3A Grief intervention model by Eleanor Silverberg (2011) is considered to be a relevant one to address the caregiver grief experience in a comprehensive manner. The 3A model ensconces the grief experience through Acknowledging, Assessing and Assisting in grief management.

(i)   Acknowledging Loss and Grief

Alzheimer Disease progresses through different stages- early, middle, and late. Each stage can last for years with concomitant deterioration in the physical and cognitive abilities of the patient .In the late stage, the deterioration is more severe and 24-hour care is required, with the impaired individual eventually being bedridden, sleeping more, and losing the ability to speak (http://www.alzheimer.ca/en/Living-withdementia/Grieving?p=1.; Hart, 2001). Dempsey and Baago (1998) identified three dimensions of loss that caregivers experience: loss of the person inflicted, loss of personal identity, and symbolic loss of the ideal. In real life, the caregiver experiences loss of the person who have been with them through their daily errands , but fails to acknowledge in a practical sense, that they are grieving for the loved one. According to Boss (1999), the grief of caregivers is compounded by not knowing

whether a loved person is absent or present. This ambiguity creates confusion for caregivers about roles within relationships and creates guilt in caregivers about experiencing feelings of grief, and consequently, it is often difficult for caregivers to accurately recognize feelings of grief before the family member actually dies. Hence, the first step in grief education is , acknowledging the 'social loss' and adjusting oneself to it.

(ii) Assessing caregiver style

Martin and Doka (2000) noted that everyone does not grieve the same way and identified two styles of grieving, intuitive and instrumental. Intuitive grievers experience their grief in terms of emotions, while instrumental grievers are more likely to experience it in physical terms or cognitively. In other words, it could be stated that intuitive grievers "feel" the grief while instrumental grievers "do" the grief. Intuitive grievers feel intense inner pain, helplessness, hope lessness and loneliness. It is not unusual for intuitive grievers to express themselves through tears. As the instrumental grievers are concerned, they are reluctant to talk about feelings, but they tend to focus more on problem solving activity. In the context of grief education, assessing the caregiver style is very important in extending support systems to them.

(iii) Assisting Caregivers

The major focus on assisting caregivers is restoration of their lives through social reintegration. Some grieving caregivers may not require a great deal of support or critical intervention. But, the denial of social support systems extended to them can be assessed

as a maladaptive expression of grief. These caregivers should be given special attention as they could be struggling with attachment issues or an inability to accept the reality of loss. This could lead to the caregiving duties not being carried out appropriately, perhaps putting safety at risk. Healthcare professionals who provide empathic care will more easily develop a good rapport and are more likely to be sensitive with regards to the timing of encouraging respite. In this context, being empathetic would provide caregivers with a feeling of being heard and thus safe to accept support as they are grieving.

Conclusion

Informal caregivers, who are usually family members, are invaluable to the people they care for. The care they provide is critical and without it the person with dementia would not be able to sustain themselves. However, taking care of the demented individuals can be exhaustive physically, psychologically, socially and spiritually. In this context, it becomes necessary to assist the caregiver in various ways so that they don't lose themselves in the process of caregiving, and the concept of grief education acquires special relevance. One important way to help them, is through support groups which offer emotional as well as practical support to caregivers. Support groups allow caregivers to share their own experiences with others who understand what you are going through. They also provide carers with a sense of belonging and let them know they are not alone. Another way is to provide the caregiver with individual counselling. They may simply want to talk to someone about their problems, gain emotional support, learn

how to manage their stress, learn new coping skills, learn practical problem solving techniques, they may wish to gain knowledge, work through role transition issues or grief and loss issues. Family therapy can also be seen as an important method to reduce the stress of the family members in the process of caregiving. Thus, grief education is the need of the hour in the context of providing support for the caregivers who are always relentless in assisting the dementia patients.

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http://www.alzheimer.ca/en/Living-withdementia/ Grieving?p=1.

and benefits of it. Gwartney, et.al (2014) described that Economic Way of Thinking is about how incentives alter the choices people

THE STRUCTURE AND DIMENSIONS OF ECONOMIC WAY OF THINKING

Dr. Manju Joseph*

Abstract

Thinking is the highest mental activity in man. Thinking starts with a problem and ends in a solution (Smith and Kosslyn, 2008). The basic problem in every economy is the problem of scarcity**.** Scarcity has two elements: wants and means of fulfilling those wants. These can be interrelated since wants are changeable and partially determined by society. The way which fulfil wants can affect those wants. The degree of scarcity is constantly changing. The quantity of goods, services, and usable resources depends on technology and human action, which underlie production. Individuals' imagination, innovativeness, and willingness to do what needs to be done can greatly increase available goods and resources. So, how does an economy deal with scarcity? It is through Economic Way of Thinking. In this article the investigator go through the Concept of Economic Way of Thinking, Need and Significance, Structure of Economic Way of Thinking, Aspects of Economic Way of Thinking and Principles of Economic Way of Thinking.

Keywords: Economic Way of Thinking, Rationality, Scarcity, Opportunity cost, comparative advantage, etc.

Introduction

As songs come to cuckoo, thinking comes to man. Man thinks as naturally as he breathes. Rationality is a definite differentia and his pride possession. Hence Aristotle defines man as a rational animal (Pandya, 2000). Economists believe that individuals are rational decision makers. Skaggs and Carlson (1996) state that rationality means, people are capable of establishing goals and of acting in a manner consistent with the achievement of these goals. People are purposeful, making decisions that benefit themselves. Goals vary from person to person and across societies but people act in ways they believe are beneficial to themselves. In all decision making, individuals choose the alternative for which they believe the net gains to the greatest. They take decisions on the basis of comparing the costs

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make and also help to make better choices in life.

Economic Way of Thinking

One of the most important objectives of studying Economics is to acquire this skill. Economic Way of Thinking is a way of looking at and analyzing the way the world works by comparing the cost of an action with the benefit generated. Ekelund and Tollison (1986) point out that Economic Way of Thinking is mainly related to the decision of the people, they make every day. The study of Economics is the process of Economic Thinking about issues related to the scarcity problem. The need for Economic Thinking is a direct result of the scarcity problem, which exists due to unlimited wants and needs, but limited resources. Scarcity means that virtually all actions incur cost. Identifying the cost of an action is the essence of Economic Thinking.

Economic Way of Thinking refers to a system for making decisions. It provides a decision making framework for individuals, corporate managers and policy makers (Australian National University, 2010). Decision making is the central skill of Economics. Economic decision making is a logical, reasoned approach using economic concepts and generalizations. Economic Way of Thinking begins with understanding that human choice in all walks of life is always exercised against a background of constraints. The fundamental constraint is the fact of scarcity not material or merely financial scarcity, but the logical fact of scarcity (Boettke, 2011). A decision is a choice among possibilities. It involves assessment of the courses of action available and a determination of the action to take. A decision occurs when a person with an unfulfilled need takes an action to satisfy that need or desire. The primary cognitive activity in Economic Way of Thinking is the evaluation of each possible choice and the determination of the one most likely to achieve current goals.

Need and Significance

When an artist looks at the world, he sees colour. When a musician looks at the world, he hears music. When an economist looks at the world, he sees a symphony of costs and benefits. The economist's world might not be as colourful or as melodic as the others' worlds, but it is more practical. If you want to understand what is going on in the world that is really out there, you need to know Economics.

Economics is a science about choice and is at the heart of all decision-making. Likewise, Dwivedi (1987) states that Economics is basically the study of choice making and decision making behaviour of the people. Individuals, businesses and governments are all faced with making choices in situations where resources are scarce. As a result, Economics is applicable in a wide range of fields, including business, finance, administration, law, local and national government and, indeed, most aspects of everyday life. Economics is not just a subject; it is a way of thinking.

Boettke (2011) points out that Economic Way of Thinking begins with understanding human choice in all walks of life. Economic Way of Thinking involves the ability to develop and practice thinking skills that enhance decision making. Tucker (2008)

emphasises that Economic Way of Thinking is important because it provides a logical framework for organizing your thoughts and understanding an economic issue or event.

Every day people face many economic issues. In the ordinary business of life, they will decide what to buy, what careers to pursue and how much of their income to be spend. Rational thinking helps people to select the best option. Thinking covers a range of different mental activities such as reflecting on ideas, having new ideas, theorising, arguing, making decisions and working out problems (Eysenck and Keane, 2010). Rational economic decision making says that if the marginal benefits of an action are greater than the marginal costs, the action should be undertaken. If the marginal costs are greater than the marginal benefits, the action should not be undertaken. Economists often state these rules by saying that actions should be undertaken until the marginal benefits are equal to the marginal costs.

It is a unique way of thinking that offers insight into seemingly chaotic human behaviour in a world of different values, resources, and cultures. Economics is not merely the study of money. Almost every aspect of human behaviour can be analyzed using an economic approach. In a good economics course, students learn the Economic Way of Thinking, not a definite set of conclusions; they are given a new set of lenses through which to view the world.

People trained in Economics think in a certain way. They analyze everything critically; they compare the costs and the benefits of every issue and make decisions based on those costs and benefits. To think like an economist involves addressing almost all issues using a cost/ benefit approach. Economic Way of Thinking will help the people to make better decisions and enhance their understanding of how the world works.

The Strsucture of Economic Way of Thinking

The structure of the Economic Way of Thinking is a combination of scarcity, choice, opportunity cost, comparative advantage and specialisation. The diagrammatic representation of structure of Economic Way of Thinking is given below:

Figure 1
Structure of Economic Way of Thinking
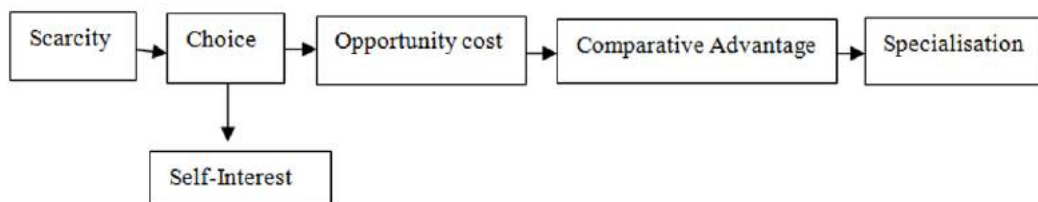
Scarcity requires choice, choice is made on the basis of self-interest with the objective of minimizing opportunity costs. Minimizing opportunity costs means that specialization according to comparative advantage occurs.

Aspects of Economic Way of Thinking

Heyne, Boettke and Prychitka (2005) describe that Economics is not only about money and profit, business and finance but

also people's choices, and the unintended consequences – the unanticipated side effects of their choices. They points out that the three main aspects of Economic Way of Thinking are Actions, Interactions and Consequences. The diagrammatic representation of different aspects of Economic Way of Thinking is given in Figure 2.
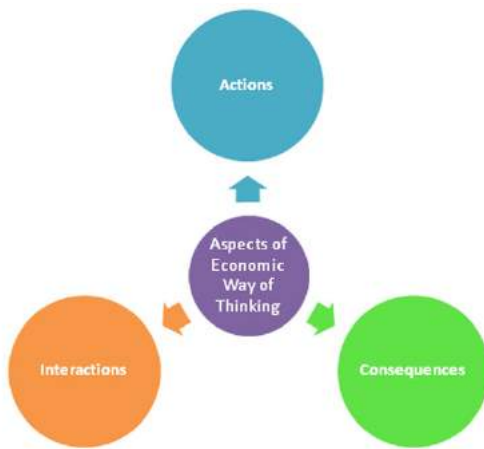
Figure 2
Different Aspects of Economic Way of Thinking

• **Actions**

The Actions emphasize economizing and trade-offs or sacrifices. To economize means to use resources in a way that extracts from them the most of whatever the economizer wants (Heyne, Boettke and Prychitka, 2005). Gordon(2000) state that an action is anything that you do on purpose. In a world of scarcity, all people face tradeoffs in life because wants are unlimited and resources are limited. So, people must make choices. For example, If a farmer chooses to plant cotton in his land this year, he gives up the opportunity to plant his land in wheat. If a firm decides to produce only cars, it gives up the opportunity to use

those resources to produce refrigerators or something else that people value. In Economics, Actions means buying, selling, investing and labouring. Every action has a goal or purpose. Individuals choose their Actions on the basis of the net advantages they expect. Their actions alter, however minutely, the relative benefits and costs of the options that others perceive. When the ratio of expected benefit to expected cost for any action increases, people do more of it. When the ratio falls, they do less.

• **Interactions**

Interactions mean making choices. Individuals make choices. They may make those choices on their own or by collaborating in groups (households, business firms, government bureaus and so on). Sometimes their choices do not turn out as they expected because they had a lack of information when making a decision. For example, Ramu gets up, look outside and see the sun is shining without a cloud in the sky. With just that amount of information he did not see any need to find his coat or umbrella. He would expect it to be nice outside, and he would dress accordingly. Suddenly a rain storm is coming. Would that change what he wear? All choices are not as simple as what to wear. Some choices are very complex, which makes it more difficult to make a good decision. If individuals are deciding which car to buy, or where to go to college, there is a lot more to consider. Their goal is to determine how to get the greatest benefit for the least cost, and they choose the alternatives that they think will accomplish that goal. People make choices on the basis of expected benefits and expected cost of that choice, it is diagrammatically presented in Figure 3.
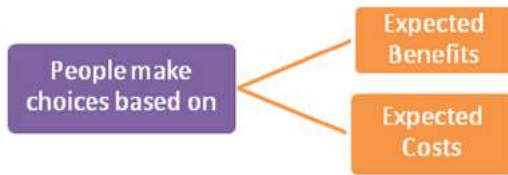
Figure 3
Basis of Choice

People make choices in their life because they cannot have everything they want. Even the wealthiest people in the world must decide where to go and what to do. Their list of choices may be different from poor people, but still they must choose. People make choices because they have limited resources. This problem is called scarcity. As individuals, limited resources (time, money, space, etc.) keep us from having everything we want. The same is true for society: there is only so much land and so many workers (resources) that must produce all of the things that people want. According to Smith and Kosslyn (2008), in formal decision analysis, the goal is to get human decision makers to think more rationally, so information about choices is added to the decision in the form of numerical probabilities that events will occur.

• *Consequences*

The third aspect of Economic Way of Thinking is the Consequences. Consequences are benefits or losses that the person receive or experience from the choice of a particular alternative and the events that follow from that choice. Consequences are the results emerged from Actions and Interactions. According to Heyne, Boettke and Prychitka (2005), Consequences are intended or unintended. Choices have consequences, outcomes or results that can last for many years. The people make choices today will have impact on our available choices for the future. Some consequences are short-term, lasting only a brief time; others are long-term, lasting for the rest of our life. What seems like a good idea or benefit today, may be a cost tomorrow. When people make choices, they should focus on the future. In the vocabulary of decision theory, decisions are described as outcomes, values and utilities. The outcome is the result; the value is its net worth and the utility is the desirability of that value. Obviously, the evaluation depends on goals and personal values, so the Consequences of a decision are subjective. For example, Rahim is a medical student, the decision is easy; his goal is to get into medical college , so he will study no matter that. But in the case of Abdul, he is in school only to satisfy his parents, he hate studying and his goal is merely to pass the course, the decision is simple (Smith and Kosslyn, 2008). But in all cases the decision is not simple; sometimes you would be in dilemma. The uncertain alternatives have various Consequences.

Principles of Economic Way of Thinking

According to Bade (2010), the major principles of Economic Way of Thinking are:
i.   A choice is a trade-off.
ii.   People make rational choices by comparing benefits and costs.
iii. Benefit is what you gain from something.

iv.   Cost is what you must give up to get something.

v.   Most choices are 'how-much' choices made at the margin.

vi.   Choices respond to incentives.

(i)   A Choice is a Trade-off

People face scarcity in every field of life, so they must make choices. While making a choice, they have to select it from the available alternatives. For example, John spent Saturday night studying for his next economics test or having fun with his friends, but he cannot do both of these activities at the same time. He must choose how much time to devote to each. Whatever choice he makes, he could have chosen something else. He can think about his choice as a trade-off. A trade-off is an exchange giving up one thing to get something else. When he chooses how to spend his Saturday night, he faces a trade-off between studying and hanging out with his friends.

(ii)   Making a Rational Choice

A rational choice is one that compares costs and benefits and achieves the greatest benefit over cost for the person making the choice. Only the wants of the person making a choice are relevant to determine its rationality. Economists view the choices that people make as rational.

(iii)   Benefit: What You Gain

The benefit of something is the gain or pleasure that it brings and is determined by preferences by what a person likes and dislikes and the intensity of those feelings. Economists measure benefit as the most that a person is willing to give up to get something.

(iv) Cost: What You Must Give Up

The opportunity cost of something is the highest-valued alternative that must be given up to get it.

(v)   Choosing at the Margin

To make decisions, people compare marginal benefit against the marginal cost. The benefit that arises from an increase in an activity is called marginal benefit. The opportunity cost of an increase in an activity is called marginal cost. For students, the marginal cost of studying one more night is the cost of not spending that night on their favourite leisure activity. If the marginal benefit from an extra night of study exceeds its marginal cost, they study the extra night. If the marginal cost exceeds the marginal benefit, they do not study the extra night.

(vi)   Choices Respond to Incentives

Economists take human nature as given and view people as acting in their self-interest. All people consumers, producers, politicians and civil servants pursue their self-interest. Self-interested actions are not necessarily selfish actions. The central idea of Economics is that predict the self-interested choices that people make by looking at the incentives they face. People undertake those activities for which marginal benefit exceeds marginal cost and reject those for which marginal cost exceeds marginal benefit.

Conclusion

In short, people make choices in all problems in their life, because they cannot have everything they want. When they make choices, they try to determine how they can get the most benefit for the least cost. The

idea of considering the benefits and the costs is called "Economic Way of Thinking" (Oklahoma State Department of Education, 2008). It simply means that people have some awareness about what they gain, and some awareness of what they give up; that awareness help them decide which option is best. Economic Way of Thinking will help the people to make better decisions and enhance their understanding of how the world works.

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DUAL CAREER FAMILY PATTERN AND PROFESSIONALISM OF WOMEN ACADEMICIANS

Dr. Sajitha J. Kurup*

Abstract

Teacher professionalism is an important determinant in the pursuit of educational excellence. This study examines how the dual career family pattern affects professionalism of married women academicians. A total of 350 married women teachers from aided, unaided and government colleges under Mahatma Gandhi University, Kottayam, constituted the sample for the study. The study found that majority of respondents has only a moderate level of professionalism. The analysis of dual career pattern and professionalism shows that married women teachers continue to juggle between home and work, and this is definitely imprinting ineffaceable unconstructive impression in their professional investments.

Keywords: *Dual career family pattern, Professionalism, women academicians, etc.*

Introduction

The Indian higher education system is the third largest in the world after China and United States (World Bank, 2007). Higher education in India has witnessed a phenomenal development– both in quantitative and qualitative terms, since independence. The Government has been steadily increasing the budgetary allocation for education and the country has also made significant strides in higher and technical education. In the context of globalization, the fundamental requirement for global standards of education is the trained and professionally competent teachers. Teacher professionalism has relevant significance in education as it affects the role of the teacher and his or her pedagogy, which in turn, affects the student's ability to learn effectively.

Due to the growing autonomy given to educators, professionalism remains one of the most influential attributes of education today. When it comes to women, it becomes really a questionable issue as to whether they can embrace the charismatic attributes of teaching profession in its complete meaning and depth. This is because, women in their traditional stereotyped roles often find themselves at a loss as how to "fit" their professional profile into their gendered multiple role paradigm. Many a times, the

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work-life balance is in jeopardy, where women are forced to choose priorities than accommodating their multiple roles with thoughtfulness and support from the family. This leads to innumerable problems which affect women physically, mentally and spiritually. The corollary of this entire issue is that, the educational institution suffers, the student community suffers and ultimately the entire society. The discussions herewith acquire an exceptional hue when we realise the fact that the teaching profession is dominated by women all over the world (Drudy , 2008).

Review of Literature

Dual-career couples now comprise the most common family type (Haddock, 2002). Families with working women are referred to as dual worker or dual career families. Rapoport & Rapoport (1969) are credited with coining the term "dual – career families "to indicate 'a type of family structure in which both heads of the household – the husband as well as the wife – actively pursue careers and family lives simultaneously. In popular parlance, they are also called DIGs or 'Double Income Groups'. Dual career couples are experiencing a renewed attention by researchers for at least two different reasons. Firstly, the increasing women's labour force participation throughout the family formation years, particularly among well educated women, opens the question whether something has changed both in gender arrangements within couples and in career patterns in the labour market and particularly in the impermeability of the "glass ceiling" that used to block women's upward mobility. Secondly, when both partners in a household invest in paid work the question

arises concerning who is going to do all the unpaid work otherwise performed by women, for the household but also for kin and sometimes community. While the marriage of two careers brings a level of autonomy and financial freedom unavailable to most families that rely on a single source of income or on two modest incomes, such arrangements are always contingent upon the availability of careers in the labour market, people to help with housework and childcare, and the ability of couples to adapt to competing employer demands. In other words, dual-career couples are always dependent upon others outside the relationship.

Theoretical Frame Work

Sandra Ruth Lipsitz Bem (1981) is an American psychologist known for her works in androgyny and gender studies. Bem contributed to gender schema theory which is a theory of gender development that combines social learning and cognitive learning theory. Thus, gender roles are formed in part by observing others and learning from how others act, and from accomplishing different cognitive tasks specific to cultures that are done by men and by women. Gender schema theory focuses on the role of cognitive organization in addition to socialization. Gender schema theories are very significant in explaining career decisions of women. Perceptions of available fields of study and employment are determined by individual gender schemas. Many careers do not fit into the gender schema, and therefore, is not pursued. Conversely; gender roles affect career choices by influencing perceptions of careers. Thus, most women persist in seeking

those careers which 'fit' into their gender schema. Teaching is considered as a profession which helps women to successfully combine work and family. However, the gender schemas generated in our society affects the aspirations, motivations and attitudes of women towards their profession. Overall, we see that, even if women are highly educated and professionally oriented, they provide more direct care for and spend more time with children. This care includes taking responsibility for the mental work of gathering and processing information about infant care, delegating the tasks related to infant care, and worrying about infant health and well-being.

Methodology

This study attempts to analyze whether the dual career family pattern affects the professionalism of married women teachers in colleges under Mahatma Gandhi University, Kottayam.

Objectives of the Study

1) To examine the Personal, Family and Work profile of married women teachers in colleges under Mahatma Gandhi University.

2) To find out whether the pattern of dual career family influence professionalism of married women teachers.

The research design used in this study is cross sectional design. Revenue Districts of Kottayam, Ernakulam and Idukki, Kozhencherry, Mallappally, Thiruvalla and Ranni Taluks of the Pathanamthitta District and Kuttanad Taluk of the Alapuzha District comes under the aegis of Mahatma Gandhi

University, Kottayam, Kerala. There are 259 Arts and Science Colleges and Professional colleges which are affiliated to Mahatma Gandhi University. Among these, there are 82 aided Colleges, 163 unaided colleges and 14 government colleges. The sample consists of married women teachers from aided, unaided and government colleges under M.G. University, who have minimum of five years of teaching experience. The sample size consists of 150 married women teachers from Aided Colleges, 150 married women teachers from Unaided Colleges and 50 married women teachers from Government Colleges. In this study, Multi Stage sampling method is employed. Structured Interview schedule is the tool used in the present study. The responses from the schedule were edited and were subsequently coded and analysed using the IBM SPSS software. The data has been tabulated and presented in percentages.

Data Analysis and Findings

Profile of the Respondents

Majority of the respondents are in the young age category (25-40years), and, Assistant Professors (84.3%) outnumbers Associate Professors (14.6%) and Professors (1.1%). As the number of professors are extremely less, the respondents having an experience of more than thirty -one years is very low (4.3%), while the category of respondents who have a minimum of five years of experience is high (36%). Mainstream of the respondents belong to the nuclear families (69.4%), which is a predominant family type in the urban areas, and most of the colleges under Mahatma Gandhi University, Kottayam, are also located in urban areas. Majority of the

respondents (40%) follow the small family norm with two children, which is almost universal in urban areas. Forty Seven per cent of respondents' spouses have post graduation or higher degrees and thirty per cent of the respondents' spouses have other professional degrees like MBBS, C.A etc. Twenty Seven per cent of the respondents' spouses are engaged in professions like chartered accountants, doctors, engineers etc. Only seven per cent are in private institutions working as teachers. The rest of the categories of profession of spouses also reveal that the spouses are equally professionally equipped like their counterparts.

Sixty one per cent of the respondents have domestic help which has become inevitability in the urbanized household within the dual career family norm. Forty eight per cent have part-time servants. Majority of the respondents were selected from Private Aided (42.9%) and Unaided Colleges (42.9%), because the number of aided and unaided colleges is greater in number when compared to government colleges. Hence, Fourteen per cent of respondents are from government colleges, which are very less in number. The factors like financial and job security are cited as prime motivators for the respondents to pursue this profession (41%). Other attractions (23%) mainly encompass aspects like status, prestige, dynamism of the profession, etc.

The service- mindedness is also a noteworthy factor cited by Twenty per cent of the respondents. At the same time, the element of interest occupies only the last position (16%) which compels one to assume

that the factual motivating factors are economic and job security alone. Majority of the respondents spent 6-8 hours in the college and are moderately satisfied (48.9%) with the profession. Only Forty Seven per cent of the respondents are highly satisfied with their profession. Forty Two The data reveals that the respondents are highly satisfied with their profession, and they experience both affective and cognitive job satisfaction. This is corroborated by the fact that most of the respondents have cited remuneration as well as interest as major motivating factors in taking up this profession. The majority of female teachers, who were interviewed in this study, also said that they were encouraged by family members to become teachers. Some teachers had taken up teaching as untrained pupil teachers and discovered their interest in teaching before entering into this profession. Even though they imply work pressure, it is only mildly affecting their social relations including family and friends.

Dual career family pattern and Professionalism of the Respondents

The professionalism of married women teachers was studied based on the criteria proposed by Richard Hall which was published in American Sociological Review in 1972, namely, *Using the Professional Organization as a Major Referent, belief in public service, belief in self regulation, sense of calling to the field and autonomy*. In this study, this term refers to a teacher's score on the above five dimensions of professionalism taken for the study, from Richard Hall (1972). The analysis of the data of the respondents found that majority of the

respondents (94.6%) belongs to the moderate level of professionalism. But the most outstanding feature is that none of the respondents have a low level of professionalism.

In order to understand the dual career family pattern of the respondents, the following characteristics were selected, as given in Dual-Career Family Scale (DCFS, Pendleton, Poloma, & Garland, Measures For Clinical Practice: A Sourcebook. 2nd Ed. (2vols), 1994) - Nature of Family Responsibility, Domestic responsibility, Self Image, Career Salience, Career Line and Family life Satisfaction. Each of this characteristic was correlated with the level of professionalism of the respondents.

With regard to nature of family responsibility, the respondents who do not get much assistance from their counterparts is showing a high level of professionalism (8.3%), while those respondents who get modest help from their husbands show highest score for moderate level of professionalism (95.4%). However, it is also interesting to note that even those respondents who show high score for their nature of family responsibility, is lagging behind in numbers both in high (7.1%) and moderate level (92.9%) of professionalism. This induces us also to think that for some respondents the family realm takes highest priority than the work domain. This is in accordance with the social construction of gender which emphasis on shared norms rather than individual autonomy. The value orientation provided by these norms compels women to take up choices based on collective interests of the primary group, and therefore, we find majority of women in our society are contented with the 'traditional housewife' role rather than the dynamic and revolutionary professional role . They are not yet ready to relinquish the customary image for the sake of profession.

In the realm of domestic responsibility, the respondents with low score of domestic responsibility show high level of professionalism (14.7%). This implies that the heavy burden of domestic tasks remains as a self-reliant entity for the women, which they delineate from the realm of professional life. Domestic life and professional life remains as two distinct autopoietic systems for women regulated by social expectations.

Table 1

Self Image and Levels of Professionalism

| Self Image | Levels of Professionalism | | Total |
	Moderate	High	
Low	248 (93.6%)	17 (6.4%)	265 (100%)
Moderate	78 (97.5%)	2 (2.5%)	80 (100%)
High	5 (100%)	-	5 (100%)
Total	331 (94.6%)	19 (5.4%)	350 (100%)
X^2= 2.126 (a); Degrees of Freedom = 2; Level of Significance= 0.345			

Source: Primary Data

The hypothesis that was generated with regard to the association between the Self Image and Levels of professionalism was that, *there is positive relationship between Self Image and levels of Professionalism of married women teachers*. In Table 1, incongruence is seen in the relationship between self image and professionalism. Those respondents with low self image have scored greater in the high level of professionalism (6.4%). At the same time, those who have high self image also are showing moderate level of professionalism (100%). This incongruence between self image and professionalism can be explained by the social-psychological process of Self-justification. It describes what Leon Festinger terms as, '*cognitive dissonance*' (1956), that is, a situation in which a person's behavior is inconsistent with their beliefs, that person tends to justify the behaviour and deny any negative feedback associated with the behaviour.

Dissonance can result from an action dissonant with either a negative or positive concept. In this study, the dissonance between low self image and professionalism might have prompted the respondents to invest more in their professional sphere to have a consistent image of themselves in a positive manner. At the same time, those respondents who have a

high self image rationalize their moderate level of professionalism by assuming that level is representative of their positive self-concept. The level of significance was measured by using chi square test. Test is significant at 5% (.05) level. The Calculated X^2 for 2 degree of freedom is 2.1269(a) and the *p* value is 0.345. Since p> .05, there is no significant relation between Self Image and Levels of Professionalism of married women teachers.

Career salience is the importance attached to building a career and the time and effort an individual is willing to invest in it. In this study, a high score in career salience is reflected in the high level of professionalism (5.6%); it also true in the case of moderate level of professionalism (94.4%). A number of researchers have linked work-role salience or career salience with work attitude (Mannheim, Baruch, & Tal, 1997 ; Velde E. G, Bossink, B. A. G., & Jansen, P. G. W. , 2003). Respondents in this study also have shown a positive work attitude, which is echoed in their levels of professionalism.

Regarding the dimension of career line, it was found that, respondents who have high score in Career line have high level of professionalism (15%). This is an exhilarating depiction of indian women professionals who rank high in their career ambitions even in the patriarchal set up of Kerala.

Table 2

Family Life Satisfaction and Levels of Professionalism

Family Life Satisfaction	Levels of Professionalism		Total
	Moderate	High	
Low	124 (92.5%)	10 (7.5%)	134 (100%)
Moderate	206 (96.3%)	8 (3.7%)	214 (100%)
High	1 (50%)	1 (50%)	2 (100%)
Total	331 (94.6%)	19 (5.4%)	350 (100%)

X^2= 10.010(a); Degree of Freedom=2; Level of Significance=0.007

Source: Primary Data

The hypothesis that was generated with regard to the association between the Family life satisfaction   and Levels of professionalism was that *there is no relationship between Family life Satisfaction and levels of Professionalism of married women teachers.* Table 2 tells us that respondents with high score in satisfaction are showing a high level of professionalism (50%). The level of significance was measured by using chi square test. Test is significant at 5% (.05) level. The Calculated X^2 for 2 degree of freedom is 10.010 (a) and the *p* value is 0.007.Since, p < .05, there is significant relation between Family Life Satisfaction and levels of professionalism of married women teachers.

Conclusion

From the analysis of this paper, it is seen that the relationship between the work and non-work domains is typically described by the metaphors of juggling and balancing. As women started assuming roles in the workplace, entering domains previously dominated by males, husbands and wives have to face a set of new challenges different from those of a traditional one-earner family. The task of house holding and the obligations of family make considerable demands on time, and men have not contributed significantly to this realm. While the women are trying to manage the demands of their working lives, they are struggling to create quality time for their spouses, children and other members of the family. It is also seen that, in trying to reconcile work commitments with family obligations, the professional women often gives precedence to family responsibilities.

Although the career oriented couples may not follow the traditional bread Winner-homemaker mould, distant gender differences persist.

Husbands tend to work longer hours at paid employment and wives put in more hours in both their profession and household and child-care duties.However, in spite of all these hurdles women seem to claim that they have achieved a good work-balance and this is reflected in the appreciable level of professionalism they display. They have a positive self image and a commendable degree of career salience. Their career line is also showing upward trends, irrespective of the reality that family remains as 'code red' priority for them.

The investigation of the dual career lifestyle of the women teachers provide with a well defined trajectory of their lives imbued with the classic 'superwoman' syndrome. They are able to achieve a perfect work-life balance by skillfully making use of their knowledge, creativity and economic advantages. Still they are not yet ready to deviate from the patriarchal system with its traditional stereotypic impressions of a home maker.

Although the challenges for the married spouses in the definition of roles which dual career family has to face has been a topical issue in the literature of sociology, there is still a great deal we have to learn about what it means for couples who choose this life style. This learning has to be contextualized in the modernization process of a society where the values of consumerism have become so overpowering that they may have given a new configuration to the work ethic.

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ROLE OF SELF REGULATION IN DEVELOPING THINKING SKILLS AMONG ADOLESCENTS

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Abstract

Self Regulation refers to the self directive process through which learners transform their mental abilities into task related skills. This is the method or procedure that learners use to manage and organize their thought and convert them in to skills used for learning. Self regulation is the process of continuously monitoring progress toward a goal, checking outcomes and redirecting unsuccessful effort. Self regulation is desirable because of the effects that it has an educational and behavioural outcomes. Thinking is one of the important aspects of teaching and learning. Teaching children to become effective thinkers is increasingly recognized as an immediate goal of education. A child's ability to learn and solve the problems depends upon his ability to think correctly. The present study is based on Descriptive Survey method, where survey is conducted on four hundred students of Standard Twelve of Kottayam District. The finding of the study indicates that there is a significant positive correlation between Self Regulation and Thinking skills.

Key Words: *Self Regulation, Thinking skills, Adolescents, etc.*

Introduction

The students in the changing society must update their skills and knowledge or learn new skills and knowledge independently so that, they can withstand in the competitive society. It requires an ability to manage one's own learning process. Self-regulation has become a unifying concept bringing together diverse fields of research to provide a coherent picture of how a learner manages the complex activities inherent in the academic learning. Self-regulation can be defined as self-generated thoughts, feelings and actions for attaining academic goals (Zimmerman, 1998). Self - Regulated Learning (SRL) is known as 'learning that occurs from students' self-generated behaviours systematically oriented toward the attainment of their learning goals. Students' ability to regulate their own engagement in academic tasks or academic

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self regulation, has been identified as an important contributor to their academic learning and school performance.

Self Regulation and Thinking

Self regulation appears to be the stable element attempting to guide behaviour along a specific path to directed aim or goal. Self regulation is desirable because of the effects that it has an educational and behavioural outcomes. The development of self regulation can be expected to support learning progress and educational attainment. It includes the ability to concentrate to become involved in group activities to restrain descriptive and impulsive behaviour and to work automatically. Self regulatory learning consists of the generation and self monitoring of thoughts, feelings and behaviours in order to reach a goal.

Self regulated learning is an important aspect of learning and achievement in academic contexts. Students who are self-regulating are much more likely to be successful in school, to learn more, and to achieve at higher levels. Accordingly, it is important for schools and classrooms to attempt to foster the development of expertise in self-regulated learning. Of course, there are developmental, motivational, and contextual factors that can facilitate or constrain self-regulated learning, but there are implicit and explicit ways to help foster self-regulated learning. In the twenty-first century and as the explosion of information and multiple ways of learning increase, it will become even more important that individuals know how to self-regulate their learning and that fostering self-regulated learning becomes an important goal for all educational systems.

Students can be described as self-regulated to the degree that they are metacognitively, motivationally and behaviourally active participants in their own learning process (Zimmerman, 1986). Self regulators are characterised as purposeful, strategic and persistent in their learning. They possess the ability to evaluate their own progress in relation to the goals they have set and to adjust subsequent behaviour in light of those self-evaluations. They generate and direct their own learning experiences rather than act in response to external controls. In sum they are self-initiators who exercise personal choice and control of the methods needed to attain the learning goals they have set for themselves.

Thinking is one of the important aspects of teaching and learning. Teaching children to become effective thinkers is increasingly recognized as an immediate goal of education. A child's ability to learn and solve the problems depends upon his ability to think correctly. It help him in adjustment and is necessary for successful living. A man who can think distinctly, consecutively and carefully can only contribute something worthwhile to the society. But one is not a born thinker. One has to learn to think just one has learn to perceive. The child has to be trained in keeping himself away from the incorrect and useless thinking besides having knowledge and practice of the methods of adequate thinking. All human achievement and progress is simply the product of thought. Thinking has to be developed in children in order to prepare them for future life. It is essential for the existence of individual as well as the society.

Need for the study

Education is the right and primary necessity of a citizen. Education is a process by which knowledge, character and behaviour of young are shaped and moulded. Studies showed that self regulation is an important attribute of understanding and presiding behaviour. Self regulation is considered as the basic variable in the development of an individuals personality. It also considered as an important component of emotional health.

Self regulatory process is linked with the academic content, student learn how to apply these process in learning context. It is worthwhile to teach students to set goals, organize their schedules, rehearse information to be remembered and the like but such instruction may not transfer beyond the context in which it is provided. Self regulation has become an integral part of human learning. Self regulated learning occurs when students activate and sustain cognitions and behaviours systematically oriented toward attainment of learning goals.

Self regulated learners can attempt to monitor and control the environment. Of course, they will not have as much control over the general classroom context or academic tasks as they do over their own cognition, motivation, and behavior, but there are some aspects of the context that can be controlled. For example, good self-regulated learners will try to control distractions by asking others to be quiet or by moving to another location. Good self-regulators also try to understand the task demands and the classroom norms and then try to adjust their learning to fit these demands. In other words,

they are sensitive to the contextual demands and constraints that are operating in the classroom and attempt to cope with them in an adaptive manner.

"Self regulated learning emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement" (Paris and Paris, 2001). In particular, Self-regulated learners are cognizant of their academic strength and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day to day challenges of academic tasks. These learners hold incremental beliefs about intelligence (as opposed to entity, or fixed views of intelligence) and attribute their successes or failure to factors within their control.

Finally, student who are self regulated learners believe that opportunities to taken on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success. Self regulated learners are successful because they control their learning environment. They direct and regulate their own action toward their learning goals.

The main goal of education and the core objective of the teaching learning process are to develop the learner as thinking persons. Education has to provide dynamic thinkers to our community. The power of thinking is an essential tool for the welfare and meaningful existence of the individual as well as the society. The thinking skills can be used to develop habits of thoughtful

enquiry. Fostering thinking skills has always been the prime objective of formal education, a basic aim of teaching and learning in all discipline. Every educational system in the world will to claim that it already fosters thinking skills.

The term thinking embodies a wide range of cerebral activities. It involves problem solving, decision making, logical reasoning, critical thinking, reflective thinking, inferential thinking and creative thinking. It refers to a range of skills such as choice making, deliberate planning, flexibility, looking in to alternatives, solving problems systematically, taking initiative, reducing impulsivity, persistence, considering others point of view, supporting conclusion with evidence, risk taking, meta-cognitions, empathy and so on. These skills are necessary to make the best use of existing knowledge and to gain further knowledge and facilitate learning.

The lack of emphasis on thinking in a system is associated with the work and attention that are involved where thinking is stressed, the teacher must necessarily supplement the existing texts by exercises which call for thinking. If the children are allowed to think and are encouraged to think, perhaps they will think something that they shouldn't.

If the text book materials are made from objectives which go against thinking and the book do not lay stress on understanding with the present day method of teaching. It will result in the lack of confidence, nervousness and confusion which hinders mental abilities such as power of thinking and concentration.

In the twenty first century we want citizens who can think and make verbal decisions which will be useful for a good democratic society. We want our children to think, reflect upon what they are thinking, think independently, to develop intellectual courage, good faith and apply the knowledge precisely. Without thinking people would be more easily exploited not only politically but also economically.

Objectives of the study

1. To study the Self Regulation among the Students of Standard Twelve of Kottayam District

2. To compare the Self Regulation among the Students of Standard Twelve of Kottayam District with respect to a) Gender, b) Locale and c) Type of management

3. To study the relationship between Self Regulation and Thinking Skills among the Students of Standard Twelve of Kottayam District.

Methodology

The present study is based on Descriptive Survey method, where survey is conducted on four hundred students of Standard Twelve of Kottayam District. The study is conducted on a representative sample of 400 Male and Female students of standard Twelve in Rural and Urban area which are Government and Aided schools of Kottayam District. Here the investigator used the Stratified Random Sampling method.'The Self Regulation Inventory' is used to measure Self Regulation among the students of Standard Twelve of Kottayam District. 'Test on Thinking Skills' is used to measure Thinking Skills among the students of Standard Twelve of Kottayam District.

Analysis, Interpretation of Data and Discussion of Results

Classification of the total sample of the students of Standard Twelve based on their Self Regulation

The whole sample is divided into classes by using the scores obtained on the tool titled 'Self Regulation Inventory' for the students of Standard Twelve. The investigator classified whole sample into three categories.

- High Self Regulation ($> M+1\,\acute{o}$)
- Moderate Self Regulation (between M-1 ó and M+1 ó)
- Low Self Regulation (<M-1 ó). Where M is the mean and ó is the standard deviation of the scores on Self Regulation.

The classification of the sample on the basis of scores on Self Regulation is given in the Table 1.

Table 1

Classification of the total sample of the students of Standard Twelve based on the Self Regulation

Level of Self Regulation	Range	No. of Students	Percentage
High Self Regulation	> 135	62	15.5
Moderate Self Regulation	Between 135 and 114	287	71.75
Low Self Regulation	<114	51	2.75
		400	100

From the Table 1 the investigator observes that 62 students of Standard Twelve scored above 135. They constitute 15.5% of the total sample. They have High Self Regulation. There are 51 students of Standard Twelve scored below 114, constituting 12.75% of the total sample. They have Low Self Regulation. There are 287 Students have Moderate Self Regulation. That is 71.75% of students have Moderate Self Regulation. Therefore investigator concluded that majority of students of Standard Twelve have Moderate Self Regulation.

Comparison of the Self Regulation among the Male and Female Students of Standard Twelve

The investigator formulated the objective of the present study as "To compare the Self Regulation among the Male and Female students of Standard Twelve."

In order to analyse the objective the investigator used two tailed t test for large independent sample. The value of t was set as 1.96 at .05 level of significance with degrees of freedom 398 (N=400). The result is presented in the Table 2

Table 2

Variable, Number, Mean, Standard Deviation, t- value and p- value on Self Regulation of total sample of students of Standard Twelve with respect to Gender

Variable	Gender	Number	Mean	SD	t-value	p- value	Remarks
	Male	203	122.82	10.13			
Self Regulation	Female	197	125.80	10.05	2.94	.003	Significant at .05 level

From the Table 2 it is observed that the obtained t-value of Self Regulation among the students of Standard Twelve with regard to Gender is 2.94 and also the obtained p value is .003.

Thus from the table the investigator interprets that the obtained t- value is 2.94, greater than the table value 1.96 at .05 level of significance and p- value is .003 which is less than the .05 with degrees of freedom 398. It shows that means of scores on Self Regulation among the students of Standard Twelve with regard to Gender differ significantly.

Comparison of the Self Regulation among the Urban and Rural area Students of Standard Twelve

The investigator formulated the objective of the present study as "To compare the Self Regulation among the Urban and Rural area students of Standard Twelve."

In order to analyse the objective the investigator used two tailed t test for large independent sample. The value of t was set as 1.96 at .05 level of significance with degrees of freedom398 (N=400). The result is presented in the Table 3

Table 3

Variable, Number, Mean, Standard Deviation, t- value and p- value on Self Regulation of total sample of students of Standard Twelve with respect to Locale

Variable	Locale	Number	Mean	SD	*t*-value	*p*- value	Remarks
Self Regulation	Urban	200	125.91	11.46			
					4.19	.000	Significant at .05 level
	Rural	200	121.58	6.81			

From the Table 3 the investigator observes that the obtained t-value of Self Regulation among the students of Standard Twelve with regard to Locale is 4.19 and also the obtained p value is .000.

Thus from the table the investigator interprets that the obtained t- value is 4.19,greater than the table value 1.96 at .05 level of significance and p- value is .000 which is less than the .05 with degrees of freedom 398. It shows that means of scores on Self Regulation among the students of Standard Twelve with regard to Locale differ significantly.

Comparison of the Self Regulation among the Government and Aided Higher Secondary School Students of Standard Twelve

The investigator formulated the objective of the present study as "To compare the Self Regulation among the Government and Aided Higher Secondary School Students of Standard Twelve."

In order to analyse the objective the investigator used two tailed t test for large independent sample. The value of t was set as 1.96 at .05 level of significance with degrees of freedom 398 (N=400). The result is presented in the table 4.

Table 4

Variable, Number, Mean, Standard Deviation, t- value and p- value on Self Regulation of total sample of students of Standard Twelve with respect to Type of Management

Variable	Type of Management	Number	Mean	SD	*t*-value	*p*- value	Remarks
	Government	200	122.07	8.12			
Self Regulation					4.54	.000	Significant at .05 level
	Aided	200	126.51	11.41			

From the Table 4 the investigator observes that the obtained t-value of Self Regulation among the students of Standard Twelve with regard to Type of Management is 4.54 and also the obtained p value is .00.

Thus from the table the investigator interprets that the obtained t- value is 4.54, greater than the table value 1.96 at .05 level of significance and p- value is .000 which is less than the .05 with degrees of freedom 398. It shows that means of scores on Self Regulation among the students of Standard Twelve with regard to Type of Management differ significantly.

Correlation between Self Regulation and Thinking Skills among the students of Standard Twelve

The investigator sets objective as "To study the relationship between Self Regulation and Thinking Skills among the students of Standard Twelve".

The data related to this objective was analyzed using Karl Pearson's Product Movement correlation 'r'. The 'r' value was set as .098 at .05 level of significance for degrees of freedom 398.The Product Moment Correlation 'r' value between the scores on Self Regulation and Thinking Skills among the students of Standard Twelve is presented in the Table 5.

Table 5

Relationship between Self Regulation and Thinking Skills among the Students of Standard Twelve

Variables	Number	Degrees of Freedom	Calculated 'r' value	Remarks
Self Regulation Thinking Skills	400	398	.63	Significant at .05 level

From the table 5, the investigator interpret that the obtained 'r' value is .63 and it shows a positive correlation between Self Regulation and Thinking Skills among the students of Standard Twelve. The calculated 'r' value .63 is greater than the table 'r' value.098 at level of significance with degrees of freedom 398.

Thus the investigator concludes that there is a significant positive correlation between Self Regulation and Thinking Skills among the students of Standard Twelve.

Major Findings of the Study

- The investigator found that 15.5% of students of Standard Twelve have High Self Regulation, 71.75% of students have Moderate Self Regulation and 12.75% of students have Low Self Regulation. The most of the students of Standard Twelve have Moderate Self Regulation.

- There exists a significant difference in the means of scores of Self Regulation among the students of Standard Twelve with regard to Gender. Female students possess High Self Regulation than Male students.

- There exists a significant difference in the means of scores of Self Regulation among the students of Standard Twelve with regard to Locale. The Urban area students posses relatively High Self Regulation than that of Rural area school students.

- There exists a significant difference in the means of scores of Self Regulation among the students of Standard Twelve with regard to Type of Management. The Aided school students posses relatively High Self Regulation than that of Government school students.

- There exists a significant positive correlation between Self Regulation and Thinking Skills of Students of Standard Twelve.

Suggestions for improvement of Educational Practices

The present study attempt to find out the relationship between Self Regulation and Thinking Skills among the Higher Secondary students. On the basis of the findings of the present study, the investigator derived certain suggestions for improving educational practices which are presented below.

- The curriculum must include the content and activities that helps to develop Self Regulation. School must provide guidance to students to promote Self Regulation.

- Teachers and parents should be aware of students Self Regulation and adopt methods to improve it. Curriculum may be changed by providing ample opportunities for group works. Importance should be given to co-curricular activities. Incentive marks may be considered for the active participation of students.

- The children should also be given an opportunity to realize that they too have their own independent existence, which can build Self Regulation among them.

- Teachers should give emphasis to activity oriented techniques to develop the Self Regulation of the students. They should also provide various activities which stimulate and increase the students psychological development.

- The teachers need a thorough knowledge about the theory and practice of Thinking Skills and they should provide opportunities for boosting the Thinking Skills of students in the classroom.

- Thinking Skills should be given proper importance in the curriculum. Currriculum must include content and activities that help to improve Thinking Skills of students.

- While presenting the topic, the teacher should give more emphasis to develop

Thinking Skills among the students. For that teacher should adopt methods such as brain storming, buzz session, problem solving and analytical method.

• Provide appropriate learning experiences through the application of constructivism which is helpful for developing Thinking Skills among the students.

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MOOC- A NEW MODE OF LEARNING AND A FUTURISTIC LEARNING TREND

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Abstract

The modern Indian education should aim at grooming the skills, talents and creative powers of the youth. Today India's higher education system is world's 3rd largest after USA and China. Though the government focuses on the improvement in providing quality education to its people, there are also number of challenges like globalization and fast development of science and technology in education etc. When these challenges are faced by the Indian education there is a natural question that whether our teachers and students are well equipped to face these demands of the modern education? The advancement of science and technology has created a world-wide change in the methods of transferring and developing educational contents. All the educational authorities in the world try to fulfill the demands of the present educational system by shifting its methods and attitude to the needs of the time. To meet the challenges of today's education we need to shift the traditional methods of delivering the contents. Teachers need to update their knowledge and students need to be ready to receive the knowledge in the way it satisfies the need of the time. As a result the apex body of higher education introduces several programs for the improvement in the skills of teachers and students in the university level. Massive Open Online Course is a new method of education for both teachers and students to enhance their skills and knowledge. This paper deals with the structure, pedagogical process and the future trends of MOOCs.

Keywords*: Massive Open Online Courses, Connectivism, CCK08, Open Education Resources, Coursera, etc.*

Introduction

The world is a shelter for many billion people and one third, we can be sure, are making use of internet. It has also been calculated that 45% of the world internet users are under the age of 25. Globalization

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and influence of information and communication technologies have paved the way for many new possibilities for personal and professional enhancement for the people related to education especially in the field of higher education. Distance mode has the advantage of imparting knowledge without any disturbance to their daily routine. In this regard, MOOCs have become very famous and been found very useful within and outside India. UGC, AICTE, MHRD and other authorities of Indian higher education gradually encourage all the central and state Universities and other educational institutions like IITs, IIMs to offer short term certificate, diploma courses for the personal and professional development of both teachers and students. MOOC is a new opportunity especially for the teachers and students to furnish and develop their skills. It allows them to update themselves with the current technological and knowledge based advancement. Therefore it is good to have detailed study in what, why and how of the MOOCs.

What is MOOC?

Massive Open Online Course is the new form of learning. As it is written, MOOC is composed of 4 words: massive-open-online-course and the structure and affordances of MOOC technology is understood from these words. 'Massive' here means large number of teachers and students can be engaged in this form of learning. There is no restrictions or limitations for the participation in this type of learning. The word 'open' here means that it is open to all irrespective of the participants' physical presence. It means these courses can be registered by anyone from anywhere provided that the users should be accessed to internet. MOOCs deliver online courses in synchronous mode schedule on a weekly calendar basis or on particular defined schedule. A user from anywhere in the world can take part in the lectures and do the prescribed exercises in his/her own time. Even it helps to attend and make up the missed lectures according to the users' convenience. The nature of the transaction of the course and its contents show the constructivist approach of pedagogy.

It is good to shed light on the history of MOOC. It was introduced during 2008 as a form of distance education having predefined structure of the course, learning objectives and specific learning contents. The term Massive Open Online course (MOOC) was coined by Dave Cormier and Alexander. This was initially a course which was basically developed in response to a course titled "Connectivism and Connective Knowledge" also known as CCK08 which was led by George Siemens of Athabasca university and Stephen Downes of the National Research council at the university of Manitoba.

MOOCs for the Professional and Personal development

In India, it has been observed that the teaching has become an activity of anybody due to the unsystematic preparation of university teachers. Among the students also it has been viewed that even the masters/research scholars are not able to transfer their knowledge clearly and contemplatively to others. It is an evidence that the UG/PG courses offered from the university and

colleges certify only the competence of students of their amount of cramming the knowledge and not the construction of knowledge and ability to teach. Therefore we need professional and personal development for the teachers and students which enable them both for research and teaching. Each and every student must get opportunity to develop teaching competency and the teachers of higher education also be given professional development through different types of online courses or in-service programmeswhich have both real and virtual experiences. Open Educational Resources (OER) and MOOCs are prepared and designed to do so. MOOC works on the principle of A3 (Anyone, Anytime, Anywhere). It provides opportunity for its users to be more resourceful by being techno-savvy.

MOOC- Pedagogy and Practices

As we have said early, MOOC is a platform for everyone who are interested for the advancement of knowledge. There are lot of high quality technical, professional and personal development courses available for all sorts of people especially teachers, students, higher educational administrators, industry professionals, policy makers and all the life-long learners.

In simple terms, MOOC is a platform of learning in which the learning materials are delivered online to virtually any person. These courses are specially meant for the aspiring learners according to their needs, knowledge and skill to enhance the professional and personal academic growth. Though there are wide variety of online courses are available but MOOC still

differ from them with respect to the objectives, structure and many other dimensions. It is totally free of cost and open to all and provided by the leading universities across the world. The most important feature of this course is that it does not require any basic academic requirements for participating in MOOC. The academic experience which a learner acquire through MOOC will enhance the regular academic experience of the learner. Most commonly MOOC will last to 5-8 weeks which require 2-6 hours study per week. The course materials are all provided online, course transactions and evaluations are made possible through online. But there are many well-structured and planned regular courses with a duration ranging from one year to two having few semesters. The learner has to enroll his/her name at the institutions hosting the MOOC courses through online.

The learning contents of MOOC include video presentations of the experts in their field of study. And the course activities include watching video presentations, discussions, online blogging, writing and commenting on the videos watched, immediate feedbacks, peer reviews, summarizing the learning contents etc. The learners are free to watch and re-watch the learning content/lectures/videos. The major advantage is that it allows the participants to learn at one's own pace and has the freedom to choose the study materials. The course interaction takes place in blogs, tweets and other social net-workings and online venues. The announcement of a particular course and its schedule,duration are usually made on academic websites, blogs.

Role of MOOCs in Higher Education: Opportunities and Challenges

In India, it is a reality, most of the classroom environment is not student centric. Even though the curriculum of each course state that the content transaction strategies would be based on seminars, projects, small group interactions etc. Putting students at the centre of teaching learning activities demand many requirements. In this situation, a course which is fully student centric encourages self-learning satisfies the requirements of today's curriculum. Therefore, the UGC and higher education authorities should plan and implement MOOCs in universities in India. Today's knowledge societies, changing platforms of education due to the technological advancements in education, demand for online courses to enhance the quality learning. MOOCs allow students to select courses by choice and help to reduce geographical barrier. It has also the advantage of getting the opportunity to learn from famous universities and institutions. In the sphere of higher education, many universities make age limit for many courses. This confines the students from getting higher education and becomes a barrier for their aspiration for the lifelong learning. In this way people those who are interested in education become benefitted by MOOC and these courses allow the people to be updated.

Famous MOOC Providers: A number of universities in abroad at present are engaged in providing MOOCs. In the similar fashion, many IITs and IIMs provide MOOCs to improve and enhance the professional development for both teachers and students.The major MOOC providers are Coursera, Edx, Khanacademy, Swayam, Alison, udacity, Harvard open Courses etc. which are famous. India is also one of the countries which is trying to practice MOOCs. Many of the universities and educational institutions like IIT Mumbai, IIT Delhi, IIT Madras, IIT Kanpur, IIM Bangalore, IIM Calcutta, IIT Indore, IIT Gandhinagar have started the online courses through MOOC.

MOOCs are getting more space in the higher educational scenario. The MHRD, UGC give priorities for MOOCs in the educational institutions. The demand for higher education is ever growing. To certain extent MOOCs can satisfy these demands by providing access through digitalizing the higher education. MOOCs have more scope in developing Asian countries like India and China through cultivating literacy among people and allows the students to have better world view.

The major challenge in the MOOCs are the language in which the course materials are delivered. Mostly the English speaking people get benefit of MOOC courses and when we apply these courses in India especially many of the non-English speaking students make distance from MOOCs. Many of the teachers and students are not aware about the value of MOOC certificates and its importance in the labour market.

Conclusion

It is a good omen that the realm of higher education is going digital. In recent years, Indian higher education is increasingly thinking about digitalizing the higher education. Introduction of MOOC in the field of higher educational institutions for the development of teachers and students is one of the hopeful steps in this regard. MOOCs

can be offered in all the streams by the universities and Institutions because it has wide range of flexibility and dynamism for any type of learners. Therefore, it is no doubt that MOOCs will become one of the futuristic learning trends in the areas of higher education.

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ACHIEVEMENT IN SCIENCE AMONG SECONDARY STUDENTS

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Abstract

Science education in schools needs to ensure that all young people are equipped with the knowledge, understanding, skills and attitudes that will enable them to engage positively with scientific issues and debates as they occur in their daily lives. Furthermore, provision has to do all of this in a context in which scientific knowledge is expanding exponentially and new disciplines of study are appearing at an everincreasing pace.This motivated the investigator to assess the Achievement in Science among secondary students. The main objectives of the study are, to find out the level of Achievement in science among Students of Standard Nine and to find out the significance difference if any between the Means of the scores on Achievement in Science among Students of Standard Nine with respect to gender and medium of instruction. Survey method is selected for the study and the Achievement Test in Science was used to collect data. Major findings of the study are, (a) Most of the students have moderate Achievement in Science, (b) There is significant difference in Achievement in Science among boys and girls i.e. Girls are having high Achievement in Science than Boys. (c) There is no significant difference in Achievement in Science among English medium and Malayalam medium students.

***Key words:** Achievement in Science, Constructivism, Achievement Test in Science.*

Introduction

There is no doubt that science education faces a challenging agenda in the present context. It needs to fulfil two quite different purposes simultaneously, both to the highest possible standard. On the one hand, it needs to provide inspiration and a sound preparation for the longer-term learning and development of young people who will go on to embark on higher study and careers in sciencerelated areas. On the other hand, science education in schools also needs to ensure that all young people are equipped with the knowledge,

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understanding, skills and attitudes that will enable them to engage positively with scientific issues and debates as they occur in their daily lives. Furthermore, provision has to do all of this in a context in which scientific knowledge is expanding exponentially and new disciplines of study are appearing at an everincreasing pace. We know that traditionally our science education has tended to be better at the preparation of specialists than the development of all young people as scientifically literate citizens.

Using the right instructional strategies and programs can make the learning process an exciting time of discovery, empowering students to be scientifically literate citizen. An achievement is something which someone has successes in doing, especially after a lot of effort. It was a great achievement to reach this agreement quickly. Academic achievement is the knowledge obtained or skill acquired in school subject. Achievement is the knowledge attained or skills developed in academic subjects usually designed by test scores or by marks assigned by the teachers or both (Good, 1945). Theoretical basis of Achievement in Science is described below.

Achievement Motivation Theory

Achievement motivation theory relates personal characteristics and background to a need for achievement and the associated competitive drive to meet standards of excellence. According to theoretical research by McClelland (1961), need for achievement is influenced by a combination of internal factors including personal drives and external or environmental factors including pressures and expectations of relevant organization.

Achievement motivation, also referred to as the need for achievement, is an important determinant of aspiration, effort, and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence. Such behavior is called achievement oriented. The goal of achievement oriented activity is to succeed, perform well in relation to a standard of excellence or in comparison with others who are competitors (McClelland, 1961). According to him Achievement- motivated people constantly seek improvements and ways of doing things better.

Need and Significance of the study

(National Science Education Standard [NSES], 1996) assessment is a primary feedback mechanism in the science education system.The assessment process is an effective tool for communicating the expectation of the science education system to all concerned with science education. The use of an extended inquiry for an assessment task signals what students are to learn, how teachers are to teach, and were resources are to be allocated. Achievement in science is necessary for higher studies. Fundamental science process skills are needed as the basic survival tools for life. Achievement test will increase student's confidence level.

Achievement test is developed to test skill or knowledge. It is a standardized test developed to measure skills and knowledge learned in a given grade level, through planned instruction such as classroom instruction. Achievement test scores determine the level of instruction for which a student is prepared. High grade level indicates the mastery of grade level material and low achievement test score

indicates the need for remediation or repeating a course grade. Achievement tests have an additional role of assessing proficiency of students. Proficiency is the amount of knowledge and skills a student has acquired up to the point of testing. Better teaching practices expected to increase the achievement test scores and yield more "proficient" students than before.

The traditional teacher as information giver and textbook guided classroom has failed to bring the desired outcome of producing thinking students(Young & Collin, 2003). Constructivist teaching practices in science intended to produce much more challenging instruction for students and thus, produce improved meaningful learning. Learning in the constructivist framework contributes to intellectual, social and psychological development of learners unlike other method of instruction.

Using the right instructional strategies and programs can make the learning process an exciting time of discovery, empowering students to be scientifically literate citizens. Academic achievement in science should be considered to be a multifaceted construct that comprises different domains of learning.

Objectives

1. To study the distribution of the scores on Achievement in Science among the Students of Standard Nine.
2. To find out the level of Achievement in Science among Students of Standard Nine.
3. To find out the significance difference if any between the Means of the scores on Achievement in Science among,

A. Boys and Girls of Standard Nine of Kottayam district.
B. English medium and Malayalam Students of Standard Nine of Kottayam district.
4 . To find out the mean scores of Achievement in Science.

Hypotheses

1. The distribution of Achievement in Science of Students of Standard Nine is approximately equal.
2. There is no significant difference in the Means of the scores on Achievement in Science among Boys and Girls of Standard Nine of Kottayam district and English medium and Malayalam medium students.

Methodology

Normative survey method is adopted for the conduct of present study. The present study consists of sample of 80 Students of Standard Nine, randomly selected out of the total population in Kottayam District. Selection of sample is according to Gender and medium of instruction. An Achievement Test constructed and validated by the investigator was used for data collection. Achievement test measures the effect of learning that occurred under partially known and controlled conditions. A test of educational achievement is the one designed to measure different objectives in a specified subject (Freeman, 1962). The important points to be considered in the construction of test were; selecting the content area, defining the objectives, deciding the number and type of questions to be included in the test, determining the weightages to be given for content areas and the duration of the test.

The content selected for the construction of test items included Refraction, current electricity, Some non-metals in nature, The world of carbon, Acids and alkalis, nature of materials, periodic table and the chemical bond, wave motion, gravitation, and work energy and power. The test is constructed based on the three cognitive levels, namely, knowledge, process skills and application. The investigator selected the multiple choice test items for the achievement test. The multiple choice type is widely adaptable and relatively high in ability to discriminate between high and low achieving students. The investigator included 25 multiple choice item with four options in the test assigned one score for each correct answer and zero score for the wrong answer. Thus the total mark score by a student in the achievement test was 25.

The Achievement in Science Test was administered to selected samples. The students were given necessary instructions before allowing them to answer the questions. The meaning of terms and items which the student could not understand if any were explained to them. The scoring procedure was done according to the scoring key prepared by the investigator. The collected data was systematically classified and tabulated according to the formulated hypotheses.

Statistical Technique

The following statistical techniques were employed for the analysis of data collection.
1. Mean
2. Standard deviation
3. 't' –test

Analysis and Interpretation

Table 1
Distribution of the scores of Achievement in Science among Students of Standard Nine

Class interval	Frequency	Percentage
0-5	10	12.50
6-10	13	16.25
11-15	28	35.00
16-20	17	21.25
21-25	15	18.75
Total	80	100

The first objective was to find out the distribution of Achievement in Science among the Students of Standard Nine. From the table values it is interpreted that highest number of students fall in the class interval of 11-15. 35% students got this score12.50% belongs to 0-5 class intervals. About 16.25% got marks in between 6- 10 and 21.25% got scores between 16-20. Only 18.75% got scores in the class interval 21-25. This shows that the scores are not normally distributed around the central score.

Table 2
Classification of total sample of students based on their Achievement in Science.

Level of Achievement in Science	Range	No: of students	Percentage
High Achievement in Science	22.14	17	21.25
Moderate Achievement in Science	Between 22.14 and 12.25	48	60.00
Low Achievement in Science	12.25	15	18.75
	Total	80	100

The second objective was to find out the level of Achievement in Science among Students of Standard Nine. The investigator classified the whole sample based on the scores obtained in the tool selected, the Achievement Test in Science. The classification is as follows. By using the Mean and standard deviation of the scores it is easy to classify the students according to their Achievement in Science. Majority of students have moderate Achievement in Science. Only 21.25% of students have high Achievement in Science. About 18.75% of students have low Achievement in Science.

Table 3

Achievement in Science among Students of Standard Nine with respect to Gender.

Variables	Category	N	Mean	S.D	t-value	Remarks
Achievement in Science	Boys	40	20.6604	4.765	2.03	significant at .05 level
	Girls	40	22.2857	4.012		

Table 4

Achievement in Science among Students of Standard Nine with respect to medium of instruction.

Variables	Category	N	Mean	S.D	t-value	Remarks
Achievement in Science	English medium	41	20.03	4.286	0.221	Not Significant at 0.05 level
	Malayalam medium	39	20.18	4.313		

The third objective was to find out the significance difference in Achievement in Science among Students of standard nine based on Gender and Medium of instruction. The investigator used inferential statistics to find out the significant difference between the mean scores of the variables. It is clear from the table 3 that the t-value is greater than 1.96 at 0.05 level of significance. It shows that there is significant difference in Achievement in Science between the Boys and Girls of standard Nine. The hypothesis formed is rejected. Girls having more Achievement in Science than Boys.

Table 4 shows that the t-value is less than 1.96 at 0.05 level of significance. It shows that the mean scores on the Achievement in Science among English medium and Malayalam medium Students of Standard Nine notdiffers significantly. The hypothesis formed is accepted. The investigator concludes that there isno significance difference between English medium and Malayalam medium Students of Standard Nine with respect to Achievement in Science.The mean scores on Achievement in Science among English medium students is 20.03 and Malayalam medium students is 20.18.The Achievement in Science of the English medium and Malayalam Medium students are almost equal.

Major Findings of the Study

1. The distribution of Achievement in Science among students is not normally distributed.

2. Most of the students have moderate Achievement in Science.

3. There is significant difference in Achievement in Science among Boys and Girls.

4. There is no significant difference in Achievement in Science among English medium and Malayalam medium students.

Conclusion

In many Secondary schools there was a lack of attention to progressively developing pupils' knowledge, understanding and skills. As a consequence, there were common weaknesses in pupils' skills of practical investigation, including planning, observing and measuring, and recording, presenting and interpreting their findings. Sometimes, teachers gave too little attention to ensuring that pupils observed and measured accurately. This made the drawing of conclusions and the advancement of pupils' learning more difficult. Significant gaps were often evident, too, in pupils' knowledge and understanding of key aspects of science, particularly in the area of energy and forces. Even where school science programmes were better developed, pupils were still under-achieving. This was usually because tasks were not appropriately matched to their prior attainment, or because pupils' learning was not being revised and consolidated.

Teachers should give equal importance to developing pupils' investigative skills and their knowledge and understanding. Teachers received clear guidance on the work to be covered and practical advice on tackling specific activities. Their plans specified what pupils were expected to learn, and in the best cases teachers shared these objectives with pupils. Worksheet materials were used sparingly and reviewed critically to ensure that tasks were relevant and challenging for pupils. Teachers were careful to involve pupils in using everyday materials, artefacts and specimens. They made good use of the school grounds and visits to places of interest such as country parks, museums and science centers. These approaches helped pupils to view science as important and relevant, and to develop positive attitudes towards the environment. Pupils frequently engaged in experiments that developed a range of investigative skills as well as encouraging initiative and independence.

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ATTITUDE TOWARDS NUMERICAL AND REASONING ABILITIES FOR RECRUITMENT EXAMINATIONS

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Abstract

Mathematics is provided as a compulsory subject from the standard on to tenth all outs of idea. Higher secondary Education is provided by giving opportunity for choosing studies in Mathematics. For any Recruitment Examination we cannot attend without the Mathematics knowledge. So the researcher has to find out the Attitude towards Numerical and Reasoning Ability among the Arts and Science College Students in relation to their Recruitment Examination. 99 Male and 101 Female Samples used in this study. With the help of certain Statistical Analysis like 't' Test, 'F' Test, and Chi-Square etc. the researcher has proved the results. Major findings of this study are Father's Educational Qualifications and Mother's Occupations are also related with the students' Attitude towards Numerical and Reasoning Abilities.

Key Words*: Attitude, Numerical and Reasoning Abilities, Recruitment Examination, College Students etc.*

Introduction

Recruitment is the most important function of personal administration. It is the first process of employment, which helps in providing the adequate manpower resources for the organization. In others, it is a positive process of searching for prospective employees and stimulating then to apply for the jobs in the organization. Recruitment Examination is the process of identifying and hiring best-qualified candidate (from within or outside of an organization) for a job vacancy, in a most timely and cost effective manner. Types of Recruitment Examinations are Competitive Examination, Railway Competitive Examination (Group A, Group B and Group C), TNPSC etc. It is not possible to think the school education without subject Mathematics. Mathematics is provided as a compulsory subject from the standard on to tenth all outs of idea. Higher secondary Education is provided by giving opportunity for choosing studies in Mathematics. For any Recruitment Examination we cannot attend without the Mathematics knowledge

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Numerical and Reasoning Abilities

Numerical Abilities are related to a number or series of numbers – Numerical order and designating number or a number – a numerical symbol. Its expressed in or counted by numbers – numbers strength and its opposed to algebraically, is used to denote a value irrespective of its sign; thus, -5 is numerically greater than -3, though algebraically less. Reasoning Ability means a mental cognitive process to judge concepts logically to acquiesce or collaborate.

Review of Related Literature

Hemmings, Brain Kay and Russell (2010), conducted a study on "Prior Achievement, Effort and Mathematics Attitude as Predictors of Current Achievement". He found that "A sample of Australian secondary school students was used to explore the relationships among a set of standardized year 7 numeracy and literacy tests, measures taken at year 10 of mathematics attitude and school work effort, and mathematics and English scores in a state-wide year 10 examination. Additionally, the predictive capacity of the numeracy and literacy tests, together with the attitude and effort measures, were examined in relation to the Mathematics and English scores. Mathematics attitude was significantly associated with year 10 Mathematics, but effort did not correlate significantly with either of the year 10 examination scores. Multiple Regression Analyses demonstrated that the relevant year 7 test results contributed to a considerable amount of the total variance in the two year 10 examination scores. A sub-sample of the students was interviewed and four case studies were selected to interrogate the notions of achievement, mathematics attitude and effort.

Objectives

1. To find out the Attitude towards Numerical and Reasoning Ability among the Arts and Science College Students in relation to their Recruitment Examination.

2. To compare the Attitude towards Numerical and Reasoning Ability among the Arts and Science College Students in relation to their Recruitment Examination.

Research Design

Study Nature	Variables	Tool	Sample	Analysis	Statistical Methods
Survey Method	AttitudeTowards Numerical and Reasoning Ability	AttitudeTowards Numerical and Reasoning Ability Scale prepared by the Researcher	Arts & Science College Students. Boys – 99 Girls – 101 Total - 200	Qualitative & Quantitative Analysis	't' Test, ANOVA followed by Tukey HSD Test,Chi-Square and Coefficient of Correlation

Hypotheses

1. Male and Female students do not significantly differ in their Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

2. Arts and Science students do not significantly differ in their Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

3. Father's Educational Qualifications do not significantly differ in the student's Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

4. Mother's Occupation do not significantly differ in the student's Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

5. There is no Association between Rural and Urban students Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

6. There is no Relationship between Attitude towards Numerical and Reasoning Abilities among the College Students.

Analysis and Interpretation

Frequency Distribution of Personal Variables Selected for this Study

Variables	Frequency	Percentage
Gender:		
Male	99	49.5
Female	101	50.5
Subject Groups:		
Arts	103	51.5
Science	97	48.5
Locality:		
Rural	116	58.00
Urban	84	42.00
Age Group:		
Below 20	80	40.00
Above 20	120	60.00
Degree:		
Under Graduate	86	43.00
Post Graduate	114	57.00
Father's Educational Qualification:		
Degree	48	24.00
Professional Course	23	11.50
Others	129	64.50
Mother's Educational Qualification:		
Degree	42	21.00
Professional Course	20	10.00
Others	138	69.00

Father's Occupation:

Government	38	19.00
Own Business	22	11.00
Unemployed	2	1.00
Professionals	3	1.50
Private	35	67.5

Father's Occupation:

Government	28	14.00
Own Business	12	6.00
Unemployee	30	15.00
Professionals	2	1.00
Private	128	64.00

Inferential Analysis

Hypothesis: 1

Null Hypothesis: Male and Female students do not significantly differ in their Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

Table 1
Difference between the Mean Score of Male and Female with Respect to their Attitude towards Numerical and Reasoning Abilities for Recruitment Examination

Gender	Sample	Mean	S.D.	't' Value	Table Value
Male	99	2.00	0.756	0.935	1.96
Female	101	2.10	0.742		

Since the calculated 't' value (0.935) is less than the Table Value (1.96), the null hypothesis is accepted at 5% level of significance.

Hypothesis: 2

Null Hypothesis: Arts and Science students do not significantly differ in their Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

Table 2
Difference between the Mean Score of Arts and Science with Respect to their Attitude towards Numerical and Reasoning Abilities for Recruitment Examination

Subject Group	Sample	Mean	S.D.	't' Value	Table Value
Arts	103	2.01	0.760	0.784	1.96
Science	97	2.09	0.737		

Since the calculated 't' value (0.784) is less than the Table Value (1.96), the null hypothesis is accepted at 5% level of significance.

Hypothesis: 3

Null Hypothesis: Father's Educational Qualifications do not significantly differ in the Students Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

Table 3

ANOVA Score of Father's Educational Qualifications of the Students Attitude towards Numerical and Reasoning Abilities for Recruitment Examination

Father's Educational Qualifications	Sample	Mean	S.D.	'F' Value	Table Value
Degree	48	1.77	0.751	5.207	2.995
Professional Course	23	1.91	0.793		
Other Qualifications	129	2.15	0.686		

Since the calculated 'F' value (5.207) is greater than the Table Value (2.995), the null hypothesis is rejected at 5% level of significance.

Hypothesis: 4

Null Hypothesis: Mother's Occupations do not significantly differ in the Students Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

Table 4

ANOVA Score of Mother's Occupation of the Students Attitude towards Numerical and Reasoning Abilities for Recruitment Examination

Mother's Occupation	Sample	Mean	S.D.	'F' Value	Table Value
Government	28	1.82	0.670	3.119	2.371
Own Business	12	2.58	0.669		
Un employee	30	2.13	0.809		
Professionals	2	3.00	0.000		
Private	128	2.04	0.749		

Since the calculated 'F' value (3.119) is greater than the Table Value (2.371), the null hypothesis is rejected at 5% level of significance.

Hypothesis: 5

Null Hypothesis: There is no Association between Rural and Urban students Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.

Table 5

Chi-Square for Rural and Urban Students Attitude towards Numerical and Reasoning Abilities for Recruitment Examination

Locality	Sample	'F' Value	Table Value
Rural	116	14.340	5.99
Urban	84		

Since the Chi-Square value (14.340) is greater than the Table Value (5.99), the null hypothesis is rejected at 5% level of significance.

Hypothesis: 6

Null Hypothesis: There is no Relationship between Attitude towards Numerical and Reasoning Abilities among the College Students.

Table 6

Coefficient of Correlation between the Attitude towards Numerical and Reasoning Abilities for Recruitment Examination

Variables	Sample	'R' Value	Level of Correlation
Numerical and Reasoning Abilities	200	-0.067	Negative

The Correlation of Coefficient between the Attitude towards Numerical and Reasoning Abilities indicates that the Negative Correlation. Hence, the null hypothesis is rejected.

Major Findings

1. There is no significant difference between Male and Female College Students Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.
2. There is no significant difference between Arts and Science College Students Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.
3. Father's Educational Qualifications and Students Attitude towards Numerical and Reasoning Abilities are significantly differ in their Recruitment Examinations.
4. Mother's Occupations and Students Attitude towards Numerical and Reasoning Abilities are significantly differ in their Recruitment Examinations.
5. There is an Association between Rural and Urban College Students Attitude towards Numerical and Reasoning Abilities for their Recruitment Examinations.
6. There is a relationship an Attitude towards Numerical and Reasoning Abilities for the College Students' Recruitment Examinations.

Recommondations

1. Guidance can be given for the College Students to improve their Attitude which will in turn helps in Recruitment Examinations.
2. Special Coaching Classes can be provided to improve their Attitude towards Numerical and Reasoning Abilities to attend the Recruitment Examination.
3. To be integrate the Mathematics Subject in all the major students such as Arts and Science.

Educational Implications

The purpose of study explored the Attitude towards Numerical and Reasoning Abilities with reference to the Recruitment

Examinations. Coaching Classes is not only the remedial measure for many programmes, but it is to enrich their performance. It is implied the high score in Mathematical Questions will automatically boost their total scoring. At this point, it is essential to have in depth discussion and planning to enhance numerical ability and reasoning ability in their Recruitment Examinations.

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http://www.google.co.in/search?hl=en & q = numerical + ability & aq = 5 & aqi = g10 & aql = & oq = numeri

http://placementpapers.net/helpingroot/ Synonyms_Antonyms _ Aptitude_Critical_ Reasoning_Numerical_Ability

http://www.thefreedictionary.com/numerical

THINKING SKILLS OF STUDENT TEACHERS AT SECONDARY LEVEL

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Abstract

The Thinking skills have been given a high priority in educational policy. *A*s the producer of current and future teachers, teacher education programme should emphasize Thinking Skills in teaching. The present study aims to assess the Thinking skills of Student teachers at Secondary level. This study has several practical implications for teacher education programme for producing future teachers with the ability of Thinking Skills. Survey method was used for the study. Thinking skill Test was used for the study. The study was conducted on a random sample of 1022 Secondary Teacher Trainees. The major findings of the study is that 18% of sample possessed a high level Thinking skills; 68% of the sample possess moderate level of Thinking skills and 14% of the sample possess low level of Thinking skills. The study further reveals that there is no significant difference among Student teachers at secondary level w.r.to Locale. Also there is significant difference in Thinking skills among Student teachers at secondary level w.r.to Discipline, Qualification, and Type of Management.

Key words: Thinking skills, Student teachers, Secondary level

Introduction

Education is a socially oriented activity and it supplement all kinds of skills among person. Teacher is called as an architect and nation builder who leads their students from the darkness of ignorance to the light of knowledge. The teacher is the most important element in any educational program. "If a country is to be corruption free and become a nation of beautiful minds, there are three key societal members who can make a difference. They are the Father, the Mother and the Teacher" (Kalam Abdul, 2011). The National Council for Teacher Education (1998) has defined teacher education as "A program of education, research and training of persons to teach

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from pre-primary to higher education level." Main goal of teacher education is the development of teacher proficiency and competence that would enable and empower teacher to meet the requirements of the profession and face the challenges of the present.

In recent years, Teacher education is gaining prominence because of the need for qualified teachers with the necessary skills and knowledge needed to adequately carry out teaching jobs as well as for professional growth (Osunde and Omoruyi, 2004). Teacher education emphasizes the development of specific knowledge, attitude, skills and behavior patterns which an individual requires to perform a job adequately. So this education should develop those skills which are needed for a prospective teacher to become an excellent professional teacher. The purpose of training is to bring excellence in the specific job for which the individual is being trained.

Present technological advances and the need to stay competitive in the globalisation era require skilled workers, who are able to think critically, to evaluate alternatives, and to meet complex challenges intelligently (Pithers, 2000). These fundamental changes in employment imply a rise in the demand for non-routine cognitive and interpersonal skills and a decline in the demand for routine cognitive and craft skills, physical labour, and repetitive physical tasks (OECD, 2012). Therefore, policy-makers around the world strive to include the development of cognitive ability or thinking skills as an important education goal. According to A. Craft (2007),

by the late 1990s, policy-makers in several countries, such as Australia, Canada, England, Hong Kong, China, Singapore, and the Middle East had announced policy initiatives focused on fostering students' thinking.

Secondary Teacher Education

The Secondary Teacher Education Programme is for practicing the prospective teachers. Secondary education occupies a very crucial place in education because of its special educational functions. The curriculum for this stage becomes enriched and stands in the mid-way of elementary and senior secondary schools. Further, it is an independent stage of education for the majority of students who prefer to enter into life. The secondary teachers are expected to play different roles and prepare students for two-fold responsibilities to cater the needs of students for life and prepare them for senior secondary schools. But the major consideration which demands the attention of teacher educators is to maintain the continuity of integrated approach in curriculum development and its transactional strategies and prepare students for subject-centred approach in future. Since teachers at secondary stages have to deal with adolescents they must understand their problems and offer solutions to them including their social transformation maintaining their uniqueness. After The completion of the programme, the students will have gained a sound knowledge on subject matter about the Secondary Curriculum framework, as well as broad insights into pedagogy, thus allowing them to apply this skill in a variety of educational spheres.

Use of Thinking Skills

Thinking is the ultimate human resource. The quality of our future will depend entirely on the quality of our thinking. This applies on a personal to a professional level, as well as on community level to the global level. In a rapidly changing world very often we find that our thinking is inadequate to meet the demands and challenges put upon it. With the advancement of Science and Technology, the world we live in becomes very narrow. Uses of internet and communication devices have broken all the boundaries and geographical limitations.

Thinking skills refers to the skills which enhance effective learning through thinking. It is a higher order ability to perform complex cognitive tasks smoothly and precisely. The Thinking Skills selected for the present study are Inferring, Classifying, Interpreting data and hypothesizing. Bruner (1957) defined thinking is a process which helps us to go beyond the information given and it is a complex and high level skill that fills up gaps in the evidence. Newell (1972) defined thinking as a process of searching through a problem space. Baron (1994) reported thinking as some types of mental processing that we do when we are in doubt.

Need and Significance of the study

Teaching children to become effective thinkers is increasingly recognized as an immediate goal of education. If students are to function successfully in a highly technological society, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process information in an ever changing world. The important task of educators is to instill these valuable thinking skills into students so that they are equipped to stay competitive in this challenging and rapidly changing world.

Just as a teacher has to be trained extensively in their specialization area, they also should be trained in thinking skills before expected to teach the same. One indication of such preparedness should be that the teachers show an improvement in their thinking skills as well as their disposition towards such thinking skills. As the development of thinking skills may take a longer period of time, the inclination towards such skills may appear earlier. In any case, it is with a certain inclination that one will do what one is inclined to do.

Many national documents related to education have exposed the need to develop students who can exercise thinking skills. Teachers have the task of preparing individuals for challenges that cannot be foreseen. Thinking skills is used as a term for a range of higher-order intellectual powers including critical thinking, reasoning, problem solving, decision making, and creative thinking.

Many educational psychologists argued that thinking skills are important aspects in education (Sternberg, 1990). It is imperative that thinking skills should be made the educational goals where students can be trained to make sense of new information and not just acquisition of knowledge. The responsibility therefore lies in education where it is important that students be trained to think critically and creatively. It is realized that many teachers are not fully capable of incorporating thinking skills in their teaching strategies. So Teacher Training Programmes

should prepare prospective teachers capable of utilizing thinking skills in their teaching.

Incorporating thinking skills direct all teacher trainees to master thinking skills. Consequently, the teacher trainees should be: a) capable to think critically and creatively in order to achieve the goals of education; b) capable of decision making and solving problems; c) able to use their thinking skills, and able to understand language or its contents; d) able to treat thinking skills as lifelong learning; and finally e) well-balanced in terms of their intellectual, physical, emotional and spiritual development.

To improve student performance on thinking skills, schools of education must improve teacher training. They must teach cognitive skills to pre-service teachers before training them to teach these skills in the classroom. They must integrate thinking skills into all aspects of teacher preparation and train future teachers to be models of effective thinking strategies (Presseisen, 2000).

Statement of the Problem

The Statement of the problem entitled as "A study on Thinking skills of Student Teachers at Secondary Level".

Operational Definitions

The investigator operationally defines the key terms which needs clarification.

a) *Thinking Skills*

Thinking skills are mental processes used in cognitive functions that enable people for solving problems, making decisions, planning, organizing, synthesizing and analyzing information.

b) *Student Teacher*

A student teacher is a college, university or graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education.

c) *Secondary Level*

Secondary level of education refers to the education covering 2-3 years of academic study starts with classes 8th -10th.

Objectives of the study

The investigator operationally formulates the objectives for the present study as are follows

1. To find out the Thinking Skills of Student Teachers at Secondary Level.

2. To study the significant difference if any between the means of scores of Thinking Skills of Student Teachers at Secondary Level with regard to Locale, Discipline, Qualification and Type of Management.

Hypothesis of the study

The investigator formulated the following research hypothesis for the present study.

1. There is a significant difference in the means of scores on Thinking Skills of Graduate Urban and rural Student Teachers at Secondary Level.

2. There is a significant difference in the means of scores on Thinking Skills of Arts, Science and Language Student Teachers at Secondary Level.

3. There is a significant difference in the means of scores on Thinking Skills of Graduate and Post Graduate Student Teachers at Secondary Level.

4. There is a significant difference in the means of scores on Thinking Skills of Government, Aided and Unaided Student Teachers at Secondary Level.

Methodology of the study

Normative survey method is adopted for the conduct of present study. The present study consists of a sample of 1022, Student Teachers at Secondary Level randomly selected out of the total population in Kerala. Selection of sample is according to Locale, Discipline, Qualification and Type of Management. The investigator used a tool titled "Thinking Skills Test". The assessment of each skill was done separately. Questionnaire having 42 questions were used to find out the Thinking Skills of Student Teachers at Secondary Level.

Analysis and Interpretation of the Data

Table 1

Number and Percentage of the Level of Thinking Skills of the Student Teachers at Secondary Level

Number	Mean	SD	Level of Thinking Skills in %					
			Low ($\leq = M-1\sigma$)		Moderate (In between)		High ($\geq = M+1\sigma$)	
			No	%	No	%	No	%
1022	15.98	9.44	142	13.89	695	68	185	18.10

Population of the study

The population of the study was the prospective teachers studying in all the B.Ed colleges of Kerala state.

Sample of the study

The investigator has used stratified random sampling technique for selecting the sample. The sample consists of 1022 Student Teachers at Secondary Level.

Tool used for the study

For the present study the following tool were used by the investigator.
1. Thinking skill Test prepared by the investigator.

Statistical Techniques used

The following statistical techniques were employed for the analysis of data collection. Mean, Standard Deviation, t test, ANOVA

From the Table 1 it is observed that majority of the Student teachers at secondary level have moderate level of Thinking Skills (68%) followed by 18.10% of Student teachers have High level of Thinking Skills and 13.89% with low level of Thinking Skills.

Table 2

Significance of the difference between the means of scores Thinking Skills of Student teachers at Secondary level based on Discipline, Qualification and Type of Management

Variables	Groups	No	Mean	SD	Calculated t-value/F- value
Locale	Rural	410	15.02	6.05	1.06
	Urban	612	15.82	9.73	
Discipline	Arts	247	23.17	7.28	3.47*
	Science	396	24.85	7.75	
	Language	379	24.36	7.68	
Qualification	Graduate	401	5.97	2.69	14.30*
	Post Graduate	620	8.49	2.39	
Type of	Govt (G)	196	26.27	6.28	7.71*
Management	Aided(A)	437	23.91	9.02	
	Unaided(A)	389	23.63	6.29	

*Significant at .05 level of significance

In the Table 2 it is clear that the t values with respect to the variable Qualification (15.30) is significant at .05 level of significance and; F values for the variables Discipline(3.77) and Type of Management(8.71) are significant at .05 level of significance. It means that variations in each of these variables are significantly influencing the Thinking Skills of Student Teachers at Secondary Level.

Further the mean values indicates that Student teachers studying in the B.Ed colleges located in Urban areas (16.08), Science Student Teachers (24.85), Student teachers studying in Government B.Ed colleges, Post Graduate Student teachers (8.49) have more Thinking Skills than their counterparts. Ie, Student teachers studying in the B.Ed colleges located in Rural areas (15.02), Student Teachers studying in Arts subjects (23.17), Language Student teachers (24.36), Student teachers studying in Aided colleges (23.91), Unaided colleges(23.63), Graduate Student Teachers (5.97) respectively. On the other hand, the *t/F* values with respect to the variable Locale of the institution (1.06) is not significant at .05 level of significance which indicates that non influence of the variations in this variable on the Thinking skills of Student Teachers at Secondary Level.

Discussion of the Results

The study reveals that Thinking Skills of Student teachers at Secondary level is moderate. Only 18.10% of the Student teachers who formed high level of Thinking Skills. Further analysis reveals that urban and rural Student teachers at Secondary level do not differ significantly in their Thinking Skills. Arts and Science and Language, Government, Aided and unaided Student teachers do differ significantly in their

Thinking Skills. This indicates that Student teachers at Secondary level Discipline, Type of management, influence in their Thinking Skills

Conclusion

The teacher educators provide an exemplary practice of thinking skills teaching to their student teachers. This new vision of teaching differs significantly from views framing conventional teaching approaches. In order to move toward this new vision, teacher educators need to change their teaching approaches from traditional into constructivist approaches with an emphasized on students' thinking development. However, the results of this study clearly indicate that thinking skills has not spread yet into teacher education. This should be given serious attention since teacher education is the provider of current and future teachers. Such lacking of focus on current education needs would continue the problem related to the ill-equipped teacher to implement thinking policy.

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THE CONCEPT AND CONTEXT OF VALUES EDUCATION

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Abstract

The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact of media, misuse of information technology, globalization, consumerism etc. are putting immense pressure on children, families and schools leading to distortion of values .This paper discusses the need for education in values due to fast erosion of values in our country and the state of growing up of children and youth in the age of insecurities, technology ,competition and survival for existence. It points out the need for schools and parents to come up with new ways of educating students and the role of value education in meeting the challenges of the present times. It emphasizes that value education is not a separate domain. Therefore, value education is not to be perceived as yet another task by schools already busy with the hard work of improving retention and academic achievement of students. Much of the work can be done in the context of schools, family and the community.

Keywords: domain, misuse, value education, education system, community, moral education, etc.

Introduction

Values are not things. They are standards of conduct, beauty, efficiency or worth that a person endorses and that he tries to live up to or maintain. They do not exist in or of themselves but are reflected in certain value judgments or claims that individuals make. When a person claims that a certain idea, individual, object, act, policy, or way of behaving is good, right, ought to be supported, or should be carried out, such standards are often revealed in the reasons he gives for his claim.- **Jack R. Fraenkel.**

Education Commission (1966) recommended introduction of social, moral and spiritual values in the school curricula. The National Policy of Education (1986) also

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highlighted the need of education for values in removing intolerance, violence, superstition and upholding social, cultural and scientific principles to make India a secular, democratic and progressive nation taking pride in its cultural heritage. The National Curriculum Framework (NCF), 2005 strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy and peaceful conflict resolution. It also delineates education for peace as a significant national and global issue

Schools should be viewed as providing a fulcrum for personal and societal transformation as well as values building, and not merely as institutions for acquiring subject mastery and other competencies for advancement of personal life and living.. The foundations for these are to be anchored in the country's basic culture and ethos. In this process, the young have to be fully involved to see and accept it -Fr. T.V. Kunnunkal Former Chairman Central Board of Secondary Education Commission. This paper will help teachers as the key agents who facilitate the rebuilding of the India we want to belong to

Role of the School

Schools must act out of a fundamental understanding of the multiplicity of factors which influence the development of children and youth. They must focus on working with all viable programmes which cater to children and youth .School rules and regulations, teaching and other staff relationships must be infused with democratic principles and the quality of the physical environment must be shaped deliberately to continually and consistently provide opportunities that support and reinforce the adoption of positive values within the school, the family and the nation. In a Values-based school, children develop a secure sense of self. They become more empowered to take responsibility for their own learning. Research shows that children develop academic diligence when they are involved with a Values-based school. They develop relational trust. They become articulate and able to talk freely and well. Through silence, quietness and reflectional techniques of the Values-based framework, children can understand much more deeply their work and their lives.

Role of Parents

Some of the parents are too caring and possessive while others are not much concerned about their child due their busy schedule or illiteracy. Similarly some of the parents are strict hardliners wants to grow their child in a disciplined environment while others are very reluctant. These attitudes of parents are not helpful in developing values in child. An ideal parent would be blend of all who reacts according to the situation. Extreme is never desirable. The experience ones face in his or her early childhood remains permanent for whole life. What parents do is more important than what parents say because child learns more by observing not by listening. An alcoholic or smoker never wants his or her child to consume alcohol or smoke but he has no words to express the same. In present situation it is better for parents to become role model for their child before they adopt an inappropriate role model from their surroundings.

Role of Media

Media can play an important role in providing value education in child. Especially television channels should try to avoid showing serials, programmes, advertisement which directly or indirectly challenges the human values. Same responsibility is expected from other form of Social media such as internet,mobile applications, news paper, magazines etc.

Role of Society

Society plays a greater part in imparting values. It should aim to

* Maintain an environment that facilitates the development of positive values in children that are a crucial aid to any values
* Provide extra learning/teaching resources to children.
* Take steps to ensure the physical and mental wellness of the society.
* Maintain community structures that promote peace.
* Provide guidance and counselling whenever needed.

Models of Value Education

Smith and Martin (1979) offer three possible conceptual frameworks for incorporating values education.

Values Clarification Approach

Values clarification approach (raths et. al., 1966) is widely practiced in public schools. According to this approach, students clarify their values without using a standard measure. The objective is to encourage students to consider their values and to reflect upon them. Here the focus is on the process of valuing, more than the actual content.It has three dimensions.

Three Basic Dimensions

* prizing one's beliefs and behaviors,
* choosing one's beliefs and behaviors, and
* acting on one's beliefs

The Cognitive Development Approach

The cognitive development approach to moral education utilizes Kohlberg's theory of moral development. According to his view, by confronting moral issues, students can develop higher levels of moral thinking.

Higher Levels of Moral Thinking. These stages are:

(1) Preconventional Level-student is responsive to rules dictating what is good and bad, but the student interprets these rules according to the consequences or the power of those who enforce the rules.

(2) Conventional Level-the student perceives expectations apart from the consequences. In this level, students are loyal to the group and identify with those involved.

(3) Postconventional Level-the student makes a clear effort to define moral values and principles apart from the persons holding these principles.

The Development Approach

The development approach utilizes Perry's theory of personality evolution. Like Kohlberg's moral development approach, Perry's theory is also explained in a series of stages. Perry's study showed the wide range of ways that students construe the origin of values and the nature of knowledge.

These three approaches can serve as models for values education in the classroom

Core Values to be Adopted (during the infant and childhood years)

Peace	Respect
Love	Responsibility
Happiness	Cooperation
Honesty	Humility
Tolerance	Unity
Freedom	Gratitude
Cleanliness	Friendship

Adapted from: Diane Tillman and Diana Hsu (2000):Living Values for Children Ages 3-7.Health Communications Inc. Deerfield Beach, Florida

Life Management: (Dr. Phil Mc-graw S Ten Laws Of Life)

1. You either get it or you don t. Become one of those who get it.
2. You create your own experiences. Acknowledge and accept accountability for your life.
3. People do what works. Identify the payoffs that drive your behaviour and that of others.
4. You cannot change what you do not acknowledge. Get real with your life and everybody in it.
5. Life rewards action. Make careful decisions and then pull the trigger.
6. There is no reality, only perception. Identify the filters through which you view the world.
7. Life is managed, not cured. Learn to take charge of your life.
8. We teach people how to treat us. Own, rather than complain about how people treat you.
9. There is power in forgiveness. Open your eyes to what anger and resentment are doing to you.
10. You have to name it before you can claim it. Get clear about what you are dealing with by finding the language to capture it.

Merits of Value Education

• Develop learning experiences that go beyond the mere acquisition of knowledge to equip young people and children with the skills to examine critically the choices they make;

• Help children and young people to acquire and practice specific skills that support positive values;

• Develop a standard of personal life practices which will help maintain his or her positive self-image in order to serve as a role model etc.

Conclusion

It is not sufficient to introduce' Value Education' as a subject. We must also create a true value based environment in the schools/colleges and the society. Our co-ordinated efforts are bound to give us fruit during our own life span- fruit of shining India. From the social perspective, Values-based Education promotes effective learning and underpins the continuous improvement of personal, social, moral and economic wellbeing. It is an investment in individual capability and self-responsibility and its product, therefore, promises significant value to society.

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EXAMINATION MALPRACTICE A MENACE IN THE EDUCATION SECTOR IN NIGERIA

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Abstract

Examination Malpractice is a menace in our educational sector in Nigeria. Students, teachers, most administrators have made it seems as if without cheating one cannot possibly pass examination. The situation has also made examination looks like a child's play. This paper examines the issue of examination malpractice in the educational sector in Nigeria. It looks at the causes of examination malpractice, the factors that influence examination misconduct, types of malpractice, impact of malpractice on the individual and the society and the way forward.

Introduction

In our contemporary society many people are struggling to survive in the home, office and school. This pressure to survive or succeed arises after the civil war. After the civil war, many people lost their valuable document such as certificate and for them to get any tangible thing to do, they started forging papers to represent their lost certificates and those who were yet to get these certificates began to look for short cut to get them by all means. Igwe (1990) asserted that examination malpractice could be seen as the aftermath of the Nigerian civil war. He further said that after the three years of war, many young people had acquire bad habits which they later started exhibiting in examination halls because most of them had lost three years of schooling. The situation worsen as the years passed by when teachers, parent, administrators etc got involved. Take for instance; if giving of grant to schools depends on official league tables where schools are graded according to the students' performance, what will happen then, the administrator will look for a means of upgrading his /her school so that the school can get the grant.

What about where premium is placed on high grades scored by students, the students will strive by all means to obtain the grades, what about demand for paper qualification in industries for jobs? All these and many more have made so many to indulge in examination malpractice in order to obtain which ever. Examination malpractice in

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schools today is a reflection of what is happening in the society. There is corruption every where both in private and public sector of the society. The society has decayed, there is moral decadence in the society and the decision to cheat or not to cheat is a moral issue. Slobogin (2002) is of the view that when students begin to feel pressured and judged by their grades to a certain degree, cheating will become more of a social than a moral decision. Furthermore, O'Rouke, Barnes, Deaton, Fulks Ryan, and Rettinger (2010) concluded that cheating is a social decision where students must choose between his or her moral values and group accepted behaviours in academic setting.

Meaning

Examination malpractice is a process or a situation where a student either before , during or after examination indulge in illegal acts detrimental to academic integrity by copying , exchanging papers , talking or carrying extraneous materials into examination hall in other to gain advantage over other students . It may also mean a deliberate act of out smarting others in order to earn more marks which the person did not merit.

According to Maheshwari (2011) examination malpractice as an illegal act committed by a student single handedly or in collaboration with fellow students, teachers, parents supervisors, invigilators before, during or after examination in order to obtain undeserved marks. The author went further to said that it may also mean an act of omission or commission by a person who in anticipation of before, during or after examination fraudulently secure any unfair

advantage for himself or others in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability and authenticity of the examination.

In the same vein, Alutu and Alutu (2003) noted that examination malpractice includes all forms of cheating carried out directly by students, as well as external assistance given to students before, during and after examinations that result in undeserved examination scores. The author further said that examination malpractice has reached epidemic proportions and left unchecked will render academic certificates worthless. Accordingly, Cornelius-Ukpepi (2012) said that examination malpractice is any wrong doing, before, during and after examination that offers undue advantage to a candidate to the detriment or disadvantage of others. Examination malpractice before examination malpractice occurs when a student gain access to the examination questions a day or two and work on the questions in order to have more grades than the others. This could be leakage from the subject teachers or course lecturers, the typist or any agent involved in such act.

Examination malpractice during examination occurs when a student is either coping from his/her fellow student or from the material they bring to the examination hall, from their phones etc or even impersonating (sitting for examination for another person). More so, examination malpractice after examination occurs when students sort their teachers or lecturers to upgrade their scores or worst still where some agents give such students fresh

answers scripts to re write the examination and they neatly sneaked the scripts in and replace the original scripts with or without the knowledge of the lecturer.

Causes of Examination Malpractice

There are many things that make students to indulge in examination malpractice, Some of these things are.

Laziness on the Part of the Students

One major cause of examination malpractice is laziness. Many students are lazy and do not take their studies seriously. They do not attend classes, copy or make their own notes, they do not even read their books but they will always want to pass examination when the time comes. The end therefore is to indulge in examination malpractice to pass their examination. Oduwaiye (2013) agreed that among the factors responsible for examination malpractice is students' lack of adequate preparation. When students do not prepare properly for examination and they want to pass the examination, the result is cheating.

Class Size or Population

When the population of student is too large, many students would hide in the crowd and cheat. The population in many schools is too large and as a result during examination the students' sitting arrangement is too tight for even a morally upright student not to be tempted to turn around. In many schools there are about two hundred students in one classroom as such, the teacher will find it difficult to control the students during examination. Even in the tertiary institution, the population of students is alarming so much that during examination the lecturers find it difficult to control the students.

Desperation

Many students are desperate to pass their exams at all cost even when they are not prepared. Student think that examination is a do or die affair but failing to understand that it is a means by which the school finds out whether what have been taught is understood by the students so that the remedies may be provided. Moreover, many students want to be heard that they are the best meanwhile the cheated to get there. This desperation also arises from the craze for paper qualification. The emphasis on certificates has caused many students and their parents to be desperate. Also,Peter (2002) agreed that one major cause of examination malpractice is certificate syndrome. Adewale (2011) further confirmed that one strong reason for examination malpractice is the emphasis on paper qualification. The desperation to succeed has made many students to neglect hard work. For example quoting a college students' newspaper Newberger (2003:6) said that for some students the desire to secure best grades has become a   paramount force that drives their education with so much emphasis on outcomes and that grades rather than education have become the major focus of many Universities today, their goal becomes simple; get in, survive, get the grade, and get out.

This has implication for the Nigerian educational system for Cornelius-Ukpepi (2012) affirmed that the above quotation applies to the system in Nigeria where right from the primary through secondary to tertiary institutions students believe in struggling to get in by all means, survive by

all means, get the grades by all means and get out.

Poverty

Many student cheat in examination in order to get money like in the case of impersonation. A poor student may want to impersonate a student who is ready to give him the money he is looking for. In a qualitative research study by Cornelius-Ukpepi (2013) one of the participants confirmed that he impersonates to meet his needs because he had no money. Also student whose material needs are not met on time. e.g. payment of school fees and order charges in time and when this happens and the student is driven from school, that student may not attend classes and at the end when he /she pays off the charges, it would be time for examination and he or she would want to pass the examination . The shortest way is to cheat his way out.

Current Trend

Many students cheat not because they want to but because it is a current trend. They believe that no one passes examination without cheating. You may hear a student saying "You have to help yourself." 'All those who are scoring high in WAEC, NECO, JAMB have cheated their way out' But they have lose sight of the fact that hard work is the secret of success. Hendricks, Young-Jones and Foutch (2011) maintained that a student's attitude toward cheating can be influenced by simply witnessing a peer's dishonest behaviour and that when students see cheating as predominantly a social issue, they are more likely to be swayed by their peers act; since others are doing it, the student may feel safe to imitate. Onyechere

(2004) concurred that Examination malpractice in both internal and external examination is almost like a routine. Also Anyebe and Anyebe (2009) affirmed that examination malpractice has become fad and fashion among students.

Poor Supervision

It is unfortunate to note that sometimes invigilators assigned to examination halls do not do their jobs. They may either stand at a corner chatting, sitting in one position without invigilating or reading a newspaper. When that happens, the student will size opportunity to cheat even when they have no intention of doing so. What is worth doing is worth doing well. If students are left on their own without anyone cautioning them, they can resort to doing anything they like in the examination hall.

Factors that influence Examination Malpractice

1.Parental factor

2.Moral tune of the school

3.Teachers factor

4.Societal factor

Parental Factor

Nowadays parents follow their children or wards to examination venues. They do not even stop there, the scramble to see who is in charge and try to persuade invigilators to assist their children or wards. Aside this, they go as far as buying life question papers before the examination for their children. I consonance with this Cornelius-Ukpepi (2012) said that some parents also go to the extent of buying life question papers for their children thereby giving the children the

impression that the end justifies the means. In a society where emphasis is placed on individual success, parents see nothing wrong in assisting their children to perpetuate the act of cheating as long as they succeed in the examination. They even go further to bribe after the examination. All these are in a bid to make sure their children pass the examination, Also parent send gifts item to their children class teachers and later inform the teacher that it was their child that brought the gift. Why are they doing this? This is to entice the teacher to help their child.

Furthermore, the pressure parents put on their children to success is enormous. Some go as far as placing an amount or a gift and so the child who is not sound enough will do anything to pass in order to please the parents. Parents play a very important role in pupils' behaviour and academic performance in the school. Most often, some parents fail in their duty to provide necessary materials that will enable their children to learn and when the children are not performing up to expectations, the parents turn around to pressurize the pupils, blame the teachers or resort to fraudulent means to help the children pass examination (Cornelius-Ukpepi, 2012). Nowadays parent follow teachers, lecturers, and administrator's etc to their offices to beg them for their wards or children who are not doing well instead of encouraging the children to study hard. You normally hear "please anything you can do to help." What they are asking for is to falsify grades or change grades for their children.

Corroborating this view, Denga and Denga (1998) affirmed that some rich parents tend to dangle money before teachers to assist their children pass internal examinations. Also Maheshwari (2011) agreed that among the factors that encourage examination malpractice is parent support. Parents also go to the extent of paying brilliant students who have passed out from a particular school to sit for examination for their children who could not make it. This normally happens in external examinations such WAEC and JAMB, or at most send their wards to miracle centers where fraudulent individuals hire people to write examination for others.

Moral Tone of the School

This has to do with the administrative structure of the school. If all the school personnel are morally weak, then anything can happen in the school. When the head of the school is corrupt, it will take the grace of God for normal things to happen in such a school. This is where you here about co-operation fees during WAEC and NECO examination. This is money paid by student so that they could be allowed to cheat or answers written on the board for them by their subject teachers. The situation is so bad that, the school authority deliberately put people at strategic points to watch if any syndicate is coming so that they can adjust.

Denga and Denga (1998) said that some schools indulge in mass or automatic promotion from class to class which is in itself a malpractice. Okoro (2001) is of the view that the permissive attitude of the school authorities and those involved in the supervision and invigilation of examinations aggravate the situation. The author went further to allege that some school principals and some proprietors of schools foster

examination malpractice to maintain the prestige of their school. Corroborating the above view, Ezezogor (1982) confirmed that the popular 'expo' in the Nigerian school system is perpetuated because of the encouragement students get from teachers. In agreement with above statement, Smith (2005) maintained that the moral climate of the school influences the amount of cheating.

According to Cornelius-Ukpepi (2012) when the moral tone of the school is low, the pupils or students will always look forward to indulge in examination malpractice to pass examination. In such a school, not only would the students be involved, the entire school community which operates in ideographic dimension is involved hence the members of the school community tend to be individualistic and particularistic in their behaviour.

Teachers' Factor

The society no longer has respect for teachers. This is noticeable right from the primary school level to the tertiary level due to the attitudes portrayed by some teachers. Many teachers these days do not take their work seriously. The do all sort of things to get extra pay. They go to the extent of asking students to pay certain amount of money before submitting assignment, some charge students for grades such as 9,000 for "A" 8,000 for "B" 7,000 for "C" etc. This is common in tertiary institution. When teachers do not teach well and cover the syllables and explain concepts to students properly, the result is cheating in the examination to pass the subject. Also when teachers ask questions out of context, the students will look for ways of writing the examination in order to pass. Corroborating the above view,

Ezezogor (1982) confirmed that the popular 'expo' in the Nigerian school system is perpetuated because of the encouragement students get from teachers. The author went ahead and said that teachers and principals aid students by buying question papers of the examination to be written. Apart from this, Agbo(2003) maintained that gross uncommitment to duty by teachers anxiety created by non completion of syllables cause students to cheat in order to pass examination. The author also said that some teachers are in competent and so do not give the students the right requirement for examination. Furthermore Okoro(2001) opined that the pattern of examination questions set by teachers also encourage students to cheat most especially when the questions require reproduction facts. Also when teachers set questions out of context, students are likely to look elsewhere for answers to those questions. This is about a broken contract. In a qualitative research work by Cornelius-Ukpepi(2013) students reported that when their teachers do not teach well, set questions on what they have not taught and do not allow them to bring in their own ideas, they resort to cheating.

Teachers often do not report incidences of examination malpractice, this may encourage students to cheat knowing too well that their teachers will not report them. Newberger(2003) asserted that the disinclination of teachers to pursue evidences of cheating is based on sympathy for students and trying to cope with a grade –oriented system. The author further said that this may be out of a desire to avoid personal confrontation with the student or parents. Cornelius-Ukpepi(2012) affirmed that the

situation is the same in the Nigerian school system when teachers often do not report cases of cheating for fear that the student may think they are wicked. Confirming this further Newberger(2003) said that a high school teacher teaching a class drawn from a low-achieving track deliberately leaves the room for a few minutes during each test so that the students can exchange answers. This action, the author said is rationalized on the bases that those students need all the help they can get.

It is therefore pertinent to recognize that many actions exhibited by teachers whether deliberately or not are not helping. Teachers are supposed to ensure academic integrity but when it is betrayed by teachers, then the authenticity of examination scores will be void and this will make rubbish of the certificate as well as the educational system.

Societal Factor

The changing Nigerian society places emphasis on success without equal emphasis on how to attain this success. The society is characterized by heavy importance on wealth acquisition without a corresponding means of acquiring wealth. Everything in the society is driven by the desire for success and materialism. So the society celebrates mediocre. Everyone is out to make quick money and patriotism and selfless service is endangered. The Nigerian society today is founded on faulty political, economical, physical and social environment that does not hold anything for a better tomorrow. In a society where corruption, moral decadence, incessant killing of innocent citizens by a particular set etc. prevail, how would the students who are the future leaders fare.

They certainly will copy everything by crook or hook. What is happening in the educational system is a reflection of what is existing in the entire society. Meheshwan(2011) asserted that a society that places exceptionally strong emphasis on goal achievement without a corresponding emphasis on institutionalized means of achieving these goals is bound to exert pressures on some members of the society that may eventually resort to any means irrespective of whether the means is employed or not.

Another issue is the greed for money in the society. Everybody is greedy for money in a manner that they can do anything to get money. Meheshwan(2011) also noted that if police and others can openly accept bribes on the highways, why would those involved in examination conduct not accept monetary incentives. The corrupt practices in the society are so lucrative that students cannot do without collecting money fraudulently from parents in order to bribe their lecturers or teachers as the case may be in order to get better grades.

The over-value of certificate in the society is another issue; there is no way one can get a job without paper qualification. Nowadays, some establishments even peg it at a class of degree. The high premium placed on certificate in the society is the cause of examination malpractice. No one cares how these certificates are gotten. There is no industry or establishment that you go to that will not demand for a paper qualification. Nobody talks about what someone can do but the paper qualification and so, if I want to get in there, I must have the paper and if I

cannot get the paper by hard work, I can get it the other way round. The situation has become worst in the military and paramilitary recruitment where most young people who want to get in cannot because of the demand. They peg the entry point at second class upper. What will the young people who want to get in there do? If they cannot do it genuinely they will cheat their way out to get there.

What of the corrupt practices in public and private offices where you cannot get anything done without tipping someone in position with money? What of the employment sector where if you do not pay money to get a job you cannot get one? Many have paid huge sums of money to get a job ranging from 200,000- 500,000. The person who gets a job through this means must surely collect same from other people when he/she is position. What of the little girl or boy hawking on the street who will try by all means to cheat you when you want to buy something from them? Corruption in the society is endemic and that is what is happening in the educational sector. This is because what is happening in the school is a reflection of what is happening in the society.

Types of Examination Malpratices

When talking about the types of examination malpractices, I mean various forms or ways students employ to cheat in examination. These ways include:

- Giraffing.
- Carrying of extraneous materials.
- Copying from one another.
- Talking in examination hall.
- Exchanging papers.

- Using phones.
- Signaling with fingers.
- Impersonating (writing examination for someone).
- Getting life questions before examinations.
- Sorting after examination.
- Doing assignment for someone.
- Teachers copying right answers on the board and rubbing them off.
- Dictating answers to questions for students
- Smuggling in and out of question papers
- Bribing invigilators with money or refreshment so that student could be allowed to cheat.
- Copying things from the desk and walls of examination halls

Impact of Examination Malpratice

Examination has impact on the both those involved and those who are not involved.

1) It has eroded self confidence in those involved and those that are not involved.
2) In encourages laziness in the students.
3) It produces half baked graduates with nothing to offer.
4) It runs down the prestige of an institution.
5) It brings about low productivity.
6) It hinders the growth of the nation.
7) Bad orientation for future leaders.
8) Discourages hard work among students.

The Way Forward

Malpractice or cheating generally is a moral issue: it starts with the individual. The decision to cheat or not to cheat comes from

within, so individuals must decide by themselves to stop cheating. This can now be passed from one person to another.

1) Student must make a fame decision to stop cheating and work hard to achieve their academic goals.

2) Students should thrive to develop good study habits that will help them to overcome laziness

3) Teachers should teach their courses and cover the content areas.

4) Teachers should set questions on what they have taught.

5) Teachers should refrain from abating examination malpractice by not aiding student to cheat by collecting money from them.

6) Students should lessen social life and give importance to their studies.

7) Schools should provide conducive learning environment for students.

8) The issue of class size should be addressed

9) The society should de emphasize the issue of certificates and talked about adequate skills and what a person can do.

10) The regulations governing examination malpractice should be enforced.

11) Invigilators should try by all means to report incidences of malpractices.

12) Teachers should report cases of examination malpractices.

13) Students should strive to work hard

14) Parents should stop pressurizing their children to pass examination by all means.

15) Parents should encourage their children to work hard.

16) Parents should stop buying life question papers for their children

17) Parents should stop paying people to sit for examination for their children.

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WRONG CHOICE OF CAREER; WHO IS TO BE BLAMED? THE SCHOOL, THE STUDENT OR THE HOME; *A CASE STUDY OF SOME SECONDARY SCHOOLS IN MUSHIN LOCAL GOVERNMENT AREA OF LAGOS STATE, NIGERIA*

Dr Aina Kehinde*

Abstract

This study was carried out to investigate the reasons why students make the wrong career choices in secondary schools. Also seeking to discover who is to be blamed for such costly mistake by students, with emphasis laid on the home, the schools and the students themselves. The study was guided by four main research questions which were sub-divided into five other questions, supporting each main question and four null hypothesis. Random sampling technique was used to select 100 students from five different schools for the study, with the instrument used for the data collection being the questionnaire. Percentage method was used to answer the research questions while t-test was used to test the hypothesis at 0.05 level of significance. The findings of the study showed that, the home, the school and the students themselves, owing to various factors can be held responsible for the wrong career choices made by students.

Keywords: *choice, career, school, students, home*

Introduction

Career choice is a very vital process in the life of an individual, particularly among students. Most students at the at this stage are of adolescence age group and underlying most of the development task in this period of transition is to aim for long term goals. They are greatly concerned about choosing a career that implements self-concept. Emmanuel Woyome (2015).

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Career planning is an exercise that is well worth the time invested in it because it sets you going on the path that leads to where you would like to go. It provides you with a lot of clarity about your career choices and objectives as well and it is best to start early. From the point of subject selection, a career path is already being set out. Subject selection forms the foundation for what an individual finally becomes. With the right combination of subjects, one eventually gets to study a complementary course and further becomes a professional in that field. However, there is more to building a career than the subjects selected. It is possible for one to select subjects for which there exists little or no competence; Emmanuel Woyome (2015). Another crucial factor is one's passion for such a profession.

Often, most people get stuck at the very beginning of the planning process itself. There seem to be too many choices that are throwing themselves at you with all kinds of material gains, fame and wealth, comfort and luxury, glamour and beauty. From acting to singing, writing to banking, software programming to business, choices confuse you. Naturally, feelings of self-doubt might come in at this stage. Am I good enough for that? You may ask, or how do I become successful at this? After some time of pondering over many career paths you may end up thinking that maybe you are no good for any of these choices after all. Here is where a bit of career planning helps. Individuals undertaking the process of career choice are influenced by many factors, including the context in which they live their personal aptitudes and educational attainment. Choice of career is a social

problem; the next step would be to examine thoroughly the factors that combine to generate it. Social problem is an issue popular among scholars in academic cycles of the society. This social problem resulted from the gap between aspiration and choice career expectation and the facts of economic environment. The sum total of the problem is the unrealistic choice of occupation guidance made available to students during their school days: Paslorelli, (2001).

Career is clarified as the application of a person's cognition and capabilities, providing command over profession, timely work expertise and a basis of developing and bettering business networks Wilkinson (2001). Individuals chose career planning to pursue the professional objectives, getting informed about upcoming opportunities, their results and their timely evaluations. It is considered to be a beginning in the stages of career choices but still of paramount significance. People prefer the career that could provide them sound basis for an improved standard of living (Cavus, Geri and Turgunbayeva; 2015).

Career planning done on individual basis is a plan as to how an individual would foster in his profession. As regards the organizational level, it talks about promotional aspects together with personal development quadrant. So briefly career planning is the process whereby the individual himself or his organization helps in pursuing his growth objectives in conformity with his expertise in the area, capabilities and aims (Bayraktaroðlu, 2011).

Choices that people make related to their career can be categorized to be

influenced by two factors that are psychological and social. Social factors are part of an individual's social bonds, their parents, family, history and other characteristics of their environment. Psychological factors can be an individual's perception, cognitive and effective intentions, beliefs, ideas, personality and assessments related to forthcoming business environment (Ozen, 2011). Different inquiries on the life of the students have come up with different findings. The results of a quantitative study conducted in central Pennsylvania, in the U.S, by taking rural young adults and adolescents as respondents indicated that influence exerted by an individual's family, society, state of economy, their interpretation of better job and financial constraints were major reasons that can impact their career selection (Ferry; 2006). A systematic review of 600 articles published in 2003-2013 of low-income countries conducted by Puerto's EB (2013) determined intrinsic factors amongst medical students (age, sex, rural background) and extrinsic factors (salaries, governmental institutions, medical institutes reputation, training techniques) influence a medical student's decision to choose a career in primary care; and to establish that some factors were different among students in high-, middle- and low-income countries.

Experienced hires or lateral hires face the same problem too. Since some of us may not have had a great start, we tend to row around in the same boat, because the choice at the time of graduation was a weak one. And for some others although you may have made an excellent choice at the start, soon you begin to realize that you are stuck in the same industry for a long time and that you are now unable to explore your other interests. If one has failed to understand the interests and skill sets within oneself, it is quite a task to choose a suitable job.

In this country (Nigeria), it could be seen that there is mass unemployment of graduates of institutions of higher learning, which is partly attributed to the wrong choice of course among students of lower and higher schools. Career choice is a very important process in the life of every individual, especially among students in the secondary level; the choice of career influences almost every aspect of a person's life.

It can change the individual's value, ideas and standards. The individual's choice of career determines his satisfaction and success in life, and when it's affected by poor suggestions or a substandard socio-cultural lifestyle, the thinking process of an individual towards the right career might become distorted. A student who finds himself in a poorly equipped school that is without adequate laboratory equipment will hardly develop likeness for basic sciences, bearing such in mind; the society needs to examine her before blaming the students for irrational decision making.

Keep in mind that the period of adolescence falls within twelve to nineteen (12-19) years of age, this period is notably characterized by the problem of deciding on a future career. Most studies such as Yoloye (1976) and Balogun (1984) have shown that the extent of occupational choice is dependent upon many factors, some of these factors include: parental pressure and encouragement, peer group influences, prestige and value of career, sex and subjects studied at school. It

has been noticed that the decision to choose as specific vocation is influenced by the individual's value system, family background, his abilities, interests and opportunities available to him. When it comes to graduates we must all agree that it is quite natural that one makes a difficult choice. At such a nascent age, a student tends to make the wrong choice because he or she is completely clueless about what they want to pursue. Most of them at that scenario tend to influence their decisions by giving way to their peers or family. One cannot seem to make a rational decision at that given point of time.

The right career choice for the students entering into the professional education is critical having high impact on their professional life and future achievement. This is the turning point: it cannot be left, on intuition, preconceived notions, wild imaginations or popular concepts. A miss-perceived career choice directs all individual efforts and resources into wrong direction, when not aligned with the expectations; would not only be frustrating rather draining of the individual energy and wastage of resources. The re-alignment is possible, but it has serious implications in terms of time, money and motivation. The career choice of the students must need to be based on; strong knowledge, complete information, and appropriately guided, matching individual personality type and other intrinsic and extrinsic factors. The students need to be oriented on new emerging trends, future opportunities and challenges in the context of career choice options.

They need to know the prevalent market trends and practices and job scenario of various sectors.

The parents and teachers play an important role in helping children choose a career that knows the interest of the child as he is growing up. Watch the child closely and know the particular things he likes doing, encourage the child. Little vocational information limits the adolescent and often forces him to select an occupation/career not well suited to his interest and abilities, but also, too much information not well guided may confuse him and delay his career choice. The choice of career has been one of the major problems facing Nigeria students over the years, and students who attend most of the school's in Mushin Local Government Area of Lagos State, as a case factor are not left out of this problem. It has been noted that students in poorly developed suburbs such as this drift into unsuitable career through chance, ignorance, inexperience, and ill advice from parents, friends, relatives and inadequate counselling from teachers.

It is a known fact that making a career choice is not easy. Students often require the assistance of others in order to make a useful career choice. These others include parent/ parents, brothers and sisters, friends, peer groups and other significant persons like teacher and colleagues.

It is true that one can get useful career information and assistance from some the above-mentioned persons but it is only assistance, not a choice, the choice is yours. Unfortunately some students make their choice based on the pressure of this significant person and later find out that they cannot carry the burden of this foreign choice. Some children take up careers based on their parent's advice. Their parents' reason for such a choice may not be their

child's reason but they accepted that of their parents because they feel that children must obey their parents. This is not true obedience because you have not yielded internally and thus internal revolt continues to create war internally and externally in the family or your career life. Our career choice may go a long way to determine the people we relate with in the course of future occupation, in our offices, in seminars, workshops and other day-to-day encounter and how we relate with them. The way we encounter these colleagues and others and the way we react to our community and our environment go a long way to define our personality.

This study is therefore designed specifically to reflect on the factors that influences wrong choice of career and who essentially is to be blamed for it, taking a few schools in Mushin Local Government Area of Lagos State as a case study

Statement of the Problem

Career selection decision-making process is one of the key elements in an individual's life (Alberts et al. 2003). There exist numerous problems encountered by students in their process of career selection (Olamide and Olawaiye, 2013).

Nigeria and the world at large have been plagued by incompetence and failure, from the common man with a menial job to those in government, this stems from the grassroots. Students/young people have been misled into choosing regrettable careers for themselves by their parents and guardians, owing to cultural, personal beliefs or selfish interests from the home, creating dissatisfaction in the careers chosen. The schools have contributed to this worrisome

development by the lack of proper teaching ethics, lack of proper educational/ instructional materials and the lack of guidance counsellors, some schools favour some subjects over the others, creating the impression that a meaningful career can only be attained by choosing such highly favoured courses, leading to high rates of failures amongst students because they choose a path their mental skill and interest could not bear, which explains the alarming number of quack doctors, incompetent engineers, fraudulent lawyers and many more in various professions that stands as a menace today. Wrong career selection opens the door for life-long consequences (Mashige and Oduntan, 2011).

Also, a good number of young people have allowed themselves to be led astray by peers, becoming misfits and constituting nuisance to the society, these young people choose a life of laxity over hard work, opting for fraud as an easy way out, while those who work do so just to earn a living with little or no commitment, passion and job satisfaction. Such individual's by underperforming becomes a source of inefficiency not only for themselves, their organization but also for the economy as a whole. (Issa and Nwalo, 2008).

Literature Review

It is common to meet students pursuing courses just because their parents dictated so or for the sake of acquiring a degree or diploma qualification. However, choosing a course to pursue after high school ought to be given due attention as it ultimately shapes to one's lifetime career.

This daunting process should involve the student, parents and teachers so that the final

choice can harness the student's potential. Short of working together in making this decision has shown that many students end up in wrong fields, *Julius Bizimungu (2016)*

Many students actually plan their careers ahead, they make up their minds as to what they want to become in the future. These plans are often in the form of dreams and aspirations, which they are serious about achieving sooner or later. They believe that obtaining the right course in school is important for their career success in the future. This is true, but there is much more they need to learn in order to make the right decision. When their thinking process is wrong, they are most likely to think illogically.

A right choice of career by a youth tends to result in a happy, progressive and fulfilled life, conversely a wrong choice of career may destroy the future progress of an individual, thus leading to unforgettable frustrations and woes. To make choice of career is not an easy process.

What you want to be when you grow up requires careful thought: we need time to learn about and consider all the options. But the rush to get good grades, and the fact that our grades heavily influence what we can and can't do, means that some students make hurried, expedient decisions, which may not be for the best in the long-term.

The higher education system doesn't help much either. Universities often demand top grades and experience for certain courses. In the crush to get all this sorted, it's hard to find the time to consider your options.

It's not like there's no support out there. There is, but sometimes it can be as much of

a curse as a blessing. Vast amounts of guidance have introduced students to the various career routes they could take. But, on the flip side, the variety of careers that students become aware of has left them, and doubtless many others, even more uncertain of which they want to pursue. While it's better to be over-informed than uninformed, at the tender age of 17, a lot of students have been bombarded with numerous options. But telling students about the many options, while piling on the pressure to make a snappy decision isn't really helping. With students choosing careers that they may not suit them, a worrying scenario could emerge: we could be stuck in careers like round pins in square holes. This is detrimental for the students because reconsidering a career is an enormous decision. But it's also detrimental for employers who will struggle to keep excellent students interested in careers that they no longer want.

Speaking at a one-day career guidance and counselling programme for secondary school students in Lagos state, project facilitator and co-founder of culture and tourism outfit, Goge Africa, *Nneka Isaac Moses*, said the career counselling session was designed to help point the right career paths for students, since it has been proven that wrong career decisions could end up jeopardizing their future.

She explained that the forum was also intended to serve as a platform where "we can inculcate in them (students), the ability to decipher what is wrong and right, and to be believed in hard work since our future is in their hands. We cannot allow them to grow up accepting ill behaviour as standards simply because everybody is going that way." *PaxNigeria online platform (2016)*

The majority of us do not know what we want to do when we finish education, let alone when we are halfway through. And the few who do know what they want often rethink their choice as they develop and grow. Who I am now isn't who I might be in the future, and the education and recruitment system needs to give us the space and time to make the right career choices. *Abigail Lane (2013)*.

Students were often making course choices for the wrong reasons. "You hear of students wanting to go to a particular college or university, because of the social life, and choosing a subject because their friends are doing it, *Eimear Sinnott (2011)*.

"*Sinnott* said poor choices were leading to huge drop-out rates in some courses. "Part of the problem is that students are not finding out enough about courses before they go into them. For example, students who study psychology are often unaware that there is a strong maths element to the course. So, they struggle to keep up," she says.*"Only 5percent of students receive any career guidance in school in the Junior Cycle. That is clearly not enough."*

A recent ESRI report highlighted the shortcomings in the system. In many schools guidance is largely confined to sixth-year students in secondary schools. The report said: "Many students feel it would have been helpful to have had guidance at an earlier stage in the schooling process. Many young people are now regretting not having taken the subjects or subject levels necessary to access their preferred destination."

Guidance counsellor *Andree Harpur*, co-author of Sorted, a new guide for parents about career choices, says the sole responsibility does not lie with schools.

"It is up to parents and the students themselves to find out as much as possible about the courses and career options available.*"Harpur* says students should be encouraged to explore the options thoroughly. This might even involve a student interviewing someone who works in an area that they are interested in. She adds that parents are well positioned to give their children advice, because they are often aware of their natural talents, beyond academic ability.

"A parent can see abilities that may not be picked up in school. For example, you could have a child who has disassembled every mechanical object in your house from the age of two.

Eimear Sinnott says some parents are still pushing their children in a certain direction because they feel certain professions have social status, "People are still inclined to want to go into medicine or law, because they are seen as prestigious courses." At the same time, engineering is undervalued even though there is a huge demand for graduates. ''She refers to the recent announcement that the US company Bio ware is providing 200 customer support jobs for its computer game Star Wars: The Old Republic.

"Who would have thought a Star Wars game would create 200 jobs here? Parents might spend half their time telling their kids - 'Get off that computer game!' They don't realize that there are jobs in computer games. ''*Sinnott* says transition year could play an important role in helping students to decide on their future career direction.

"Students can learn a lot from work experience, but there needs to be less reliance on traditional jobs and more opportunities for students to do work experience in some of the innovative areas."

The recent ESRI report on guidance counselling found that the service was particularly important for working-class students. Pupils from middle-class areas had ready access to information about higher education from their parents and siblings.

It has been analyzed statistically that only 13% of the black continent youths don't have problems in making a career choice within their abilities, and 32% of the world youth population don't have the problem wrong career choice, which seems quite poor, this means most of the youth population suffer from the problem of career choice. *Ferdinand Mozie (2016)* states, "Ability should be a priority factor in choosing a career", lack of prioritizing one's ability can surely be detrimental to ones future. Today, it is certain that the future of Nigeria lies in the hands of the youths which unfortunately can't seem to make the right career choice as a result of the mentality drive amongst them.

Emmanuel Woyome (2015) states five basic reasons why students choose the wrong career path, such as; students do not know themselves, students do not understand the world of work, students have little ideas about educational programmes and options, students follow traditions and friends and finally, there are few professionals to provide career guidance to students. Students need to understand to put all these into consideration if they want to have any chance of escaping the issue of wrong career choice.

Most of us do understand what peer pressure is. Sometimes the fact that as experienced as we are, peer pressure does get to us. The same illogical situation arises many times with these tiny little friends of ours. Students are forced into making decisions that they ideally would not want to make. For example, taking up a wrong course of study. This would then lead to choosing a career, which would not suit him or her basically because one would not have enjoyed working through the course. So basically, when your graduation certificate certifies you in a certain stream of education that you originally didn't want to be a part of, then one will quite naturally get interview calls for the same line of work that you had studied for. So then at the end of the day, career is not in the path that one had wished for.

Parents serve as a major influence in their children's career development and career decision- making. Parents want their children to find happiness and success in life and one factor which influences happiness and success is career choice. Research also indicates that when students feel supported and loved by their parents, they have more confidence in their own ability to research careers and to choose a career that would be interesting and exciting. This is important because studies show that adolescents, who feel competent regarding career decision-making, tend to make more satisfying career choices later in life. *Keller (2004)*.

Parents influence the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have to working; and the

motivation they have to succeed. Most of this is learned unconsciously – children and

Parents can be an important and positive influence in decisions affecting a young person's vocational development. Though they also warn that over-involvement in the decision-making process can undermine parental effects as a positive source of influence. Excessive parental control regarding adolescents' occupational decision-making results in negative outcomes. Parents should be cautioned against imposing their own goals on to their children or seeing their child's accomplishments as a reflection on themselves. So while parents should show genuine interest and support for their adolescents' career plans, they must allow adolescents to discover who they are on their own. Some teenagers fear the disapproval of their parents if they pursue a career in art/drama/music as opposed to a practical high-earning occupation such as law or medicine. If parents make it clear that they have no specific expectations for their child's career, he/she will feel free to explore a greater variety of professions, choosing one based on their own preferences rather than those of their parents.

Choosing a career is an extremely important decision that impacts an individual's entire future, so parents can become very stressed. It is important to stay positive otherwise it can become a stressful time for all involved. Parents unwittingly can make the past seem perfect and the future terrifying.

It was documented that adolescents valued parental influence and guidance in the area of career choice and vocational development.

The Home

The starting and pivotal point of a student's quality of decision-making starts from the home, the parents/guardians or relatives play a huge role in shaping the choice of career a person makes. Parents have always been the guiding stars in our lives. Sometimes we as students tend to make decisions based on what our parents have foreseen for us.

Cecile Peterkin (2016) highlighted a few factors that makes students prone to making the wrong career choice, one of such is following parent's desires, Parents guide us throughout our lives and they always try to help us make decisions, even those that affect our careers. Thus, it's common for student's to decide according to what their parents want for them. Parents send their children to school to get a certificate not build a life. They don't ask their children what their aspirations are and create educational systems that harness these aspirations into something that will change our society.

This is the foundational problem. It is why a graduate leaves university very confused about what he wants from life after spending over 20 years in school. It's the reason why we have mismatched employees in companies without a single passion for what they do and we expect such individuals to give their best to work that's uncertain. This is really not ideal; however, students need to choose a career path based on their own desires and passion. But one must realize that just as much as we want to respect the decision that they take for us, we must stop to analyze if that is a career that we can afford to take up. This could be an immature way of choosing a career.

Martha Edwards (2015) states "There are a lot of parents who think some courses are not good enough for their children or do not hold water. (I stand to be corrected). I once overheard a parent telling her child who wanted to study sociology or rather had a passion for the course that it was a waste of time. I had to jump into the conversation though uninvited (pardon my manners, the matter was a very crucial one) that sociology is a very beautiful course with a lot prospects. Any course that has a relationship with man and his environment is never a waste. It can never fade out.

Children choose what they are not meant for or they do not have an interest in doing due to what relatives will say. This pressure leads to making of wrong career choices. *Kelly Benedict (2016).*

Many times, parents stop their children from pursuing their dreams either educationally or vocationally because of their own bias opinions. I'm not saying our parents do not know what they are saying or doing, they definitely do due to their vast experiences and they always want the best for us. What I am saying is; when push comes to shove, and a life determining decision has to be made, let the children make their own choices.

A lot of children want to be actors, writers, musicians, health givers, volunteer workers and a whole lot of other things. Some just want to step out of the normal family "lawyer" "doctor" order. But their parents are a great stumbling block to them. Some go as far as refusing to sponsor their education or even throwing them out of the house, thereby leaving them with the option of having a roof over their and forgetting their

dreams or pursuing their dreams and become homeless and without support.

The School

This institution serves not only as a tool for a child's education but also as a caretaker to children whose parents leave them with the school, to guide and educate the child qualitatively. The role of the school in the career planning and development of its students is critical. The school serves as a meeting point for other agents of career development.

An ideal school system will naturally contribute to career development in the following ways:

a) Offering its students professional counselling services.

b) Ensuring that the counsellor(s) are undisturbed by other duties outside their specialization.

c) Creating an enabling system for career exploration of students within the school through the establishment of career centers and all such resources that would boost the aspirations of the students.

d) Providing a conducive atmosphere for learning.

e) Organizing career programmes for students.

f) Facilitating the effective participation of parents and teachers towards the career development of their children and students respectively.

g) Creating opportunities for students to discover and harness their talents.

h) Identifying threats to the dreams and aspirations of students with a view to eliminating them.

i)   Projecting the needs of the larger society to students in such a way as to provoke ambitions geared towards the relieving of it. *Adamu Sakaba (2012)*.

Education is the soul of a nation, the key to its secured future but it is a well-known fact that Nigeria's is deteriorating. This ugly state of the country's education has been attributed over time to a number of factors including underfunding, low-quality teaching personnel, poor infrastructure, and poverty of curriculum and absence of dedicated practitioners.

From primary through secondary to the tertiary level, the rot is mind-boggling. It is a decline, which must be arrested if Nigeria's future would not be jeopardized.

For the past few years, there has been a steady decline in the performance of candidates in WAEC examinations. The crisis manifested, for instance, in the May/June 2014 West African Senior School Certificate Examination (WASSCE) results. The results showed a pathetic poor performance by candidates, one of the worst recorded in recent times. Out of the 1,692,435 candidates who sat for the examination, only 529,425, representing 31.28 per cent could obtain credits in five subjects and above, including English and Mathematics, is disturbing. Majority of the candidates, numbering 1,163,010 or 68.72 per cent failed! This is a disaster. *The guardian newspaper (2016)*.

BP Mishra, a clinical psychiatrist was quoted as saying "There are some schools that also play a negative role in a child's career. For instance, if a student is interested in studying arts and the school is not offering the course, the authorities will try their best to inspire him to choose the available streams. Again, interest of the child gets ignored," *Rameshinder (2015)*

Lack of Qualified Guidance Counsellors in Schools: According to *Lawrence Efeturi (2015)*, the apparent ignorance of many young people about career prospects in the view of personality maladjustment among school children necessitates the need for guidance and counselling in the Nigerian school system,however,the low rate of guidance and counselling officers at the moment,which is inversely proportional to the alarming increase in vocational opportunities in our society,creates a great and major problem of choice of career.*Oboniye (2009)* conducted a study on job aspiration of youths and educational provision, using 173 youths comprising of 96 boys and 77 girls within the ages of sixteen (16) and eighteen (18) years in secondary schools in Enugu State and came out with the observation that most of the student choose jobs without relating them to their interest and capability to cope with the nature/demand of the job. He therefore concluded that this was so because of the lack of proper guidance and counselling units in schools. Guidance and counselling units should be provided in schools to guide the youths in their career aspirations and in their selection of relevant school subjects rather than leaving them to rely on their parents, relations and friends for information. It is obvious that wrong choice of subject lead to having misfits in job and this deprives the nation of her real manpower needs.

A career is one of such avenues through which one's fullest potential can be achieved. It involves the work that one

does for the most part of his or her life as his or her contribution to society and through which a reasonable livelihood is earned.Career guidance is a service rendered mostly to individuals or group of people that helps them to take proper steps toward pursuing a suitable career. According to *McKay (2011)*, "career guidance consists of services that help people successfully manage their career development. Although this aspect of human development occurs on its own as we mature, everyone can benefit from assistance navigating through this process." A Guidance Counsellor is best suited to offer this kind of service. Secondary school students need career guidance more than any other category of people. This is because; secondary education is a crucial stage in the career development of a child. Students are mostly not as informed as their teachers, parents or elder siblings when it comes to making career choices. This reinforces the need for help from those who are better enlightened by virtue of their experiences (as in the case of elders) or specially trained for such a task while also having vast experiences (as is the case with Guidance Counsellors).

The Student

A very common but the most prevalent issue amongst the young ones nowadays is that they are always confused. With the countless number of options and career ways that one gets to observe these days, it is quite confusing for many of our students to date. This is all the happening of modern technology that the world now moves on. At the end of the day, it all boils down to the

individual himself to finally choose a career path after he must have been guided through various decisions making processes if available; justifying the saying 'your destiny is in your own hands'. But certain factors can serve as an albatross to this and ultimately lead to one choosing the wrong career for one's self.

Methodology

The population comprised of all the Junior Secondary Schools in Mushin Local Government Area of Lagos State. There are about twenty-six (26) public Junior Secondary Schools in the Local Government.

Five (5) public Junior Secondary Schools were randomly selected for the sample of this study.

The sample of this very study/research work consists of a hundred (100) students, 20 from each school comprising both male and female students equally from the five (5) mixed schools chosen for this research in Mushin Local Government Area of Lagos. The sample technique used in this research work is the certified comprehensible technique.

The research-measuring instrument used for this study was questionnaires,interview,document examination,personal observation and participation. The questionnaire,called *CHOICE OF CAREER QUESTIONNAIRE (CCQ)* was constructed by the researcher,consisting of closed ended questions, which also emphasizes the answer.This is used because it guides respondents on the subject matter. This research work largely depends on the respondents of the research.

The instrument was faced validated by credible experts in the field of education as the instrument proved itself by measuring what it ought to.

Results

The instrument (questionnaire) was administered to 100 selected students from five(5) mixed Junior Secondary School in Mushin Local Government Area. The higher index reliability

Research question one: Can the school; the parents and even the students themselves have negative impacts on the choice of career to be made?
In table 1 below, the data used in answering the research questions presented.

S/N	Statement	Male				Female			
		A	%	D	%	A	%	D	%
1.	My school does not have a well-equipped laboratory.	43	86	07	14	39	78	11	22
2.	My parents did not/have not given me support on my career aspiration	38	76	12	24	29	58	21	42
3.	My parents want me to only go for a particular career	23	46	27	54	20	40	30	60
4.	Teachers have not been the greatest influence in my career choice	37	74	13	26	32	64	18	36
5.	My parents' occupation determines my choice of career	26	52	24	48	31	62	19	38

From the above table, on the aggregate, 67% of the male students agreed that the school, the parents and even the students themselves could have negative impacts on the choice of career while only 33% of the male students disagreed to it. Also, 60% of the female students agreed that the school, the parents and the students themselves could have negative impacts on the choice of career of the students while 40% disagreed.

Research question two: Can the socio-economic level of a home cause a student schooling in mushin local government area of lagos state to make the wrong career choice?
The data used to answer this research questions are presented in table 2 (i) and (ii) below.
(i)

S/N	Statement	Male				Female			
		A	%	D	%	A	%	D	%
1.	Money has been an issue in choosing my career	31	62	19	38	35	70	15	30
2.	Living in a low socio-economic environment can affect the choice of career among students	34	68	16	32	29	58	21	42

(ii)

S/N	Statement	Male		Female	
		No	%	No	%
3.	Percentage of students residing in the urban part of Mushin Local Government Area	12	24	18	36
	Percentage of students residing in the rural part of Mushin Local Government Area	38	76	32	64
4.	Percentage of students whose parents have high income occupations	11	22	09	18
	Percentage of students whose parents have low income occupations	39	78	41	82
5.	Percentage of students whose parents educational level is above standard six	28	56	24	48
	Percentage of students whose parents educational level is below standard six	22	44	26	52

From the above table (i) 62% male students agreed that money has been an issue in choosing a career, 38% male disagreed. Also, 70% female students agreed that money has been an issue in choosing a career, while 30 % female disagreed.

68% male students agreed that low socio-economic environment could affect the choice of career among students, 32% male disagreed. Also, 58% female students agreed that low socio-economic environment could affect the choice of career among students while 42% female disagreed.

Furthermore, from table (ii) above 24% male students reside in the urban part of Mushin Local Government Area of Lagos State, while 76% male students resides in the rural part. Also, 36% female students reside in the urban part of Mushin Local Government Area of Lagos State, while 64% female students resides in the rural part.

22% male students have parents who have high-income occupation, while 78% male students have parents who have high-income occupation. Also, 18% female students have parents who have high-income occupation, while 82% female students have parents who have high-income occupation. 56% male students six have parents whose educational level is above standard, while 44% male students have parents whose educational level is below standard. Also, 48% female students six have parents whose educational level is above standard, while 52% female students have parents whose educational level is below standard.

Research question three: Can the lack of guidance counsellor in schools also play a role in students making the wrong career choice in mushin local government area of lagos state.

In table 3 below, the data used in answering the research questions presented.

S/N	Statement	Male				Female			
		A	%	D	%	A	%	D	%
1.	I don't really know who a Guidance Counsellor is?	38	76	12	24	33	66	17	34
2.	My school doesn't have a Guidance Counsellor	50	100	0	0	47	94	03	06
3.	Counsellors have not greatly influenced me in my career choice	50	100	0	0	49	98	01	02
4.	Guidance and Counselling should be introduced as a subject in my school	38	76	12	24	46	92	04	08
5.	My teacher in school has not been able to fit in as a Guidance Counsellor	43	86	07	14	37	74	13	26

From the above table, on the aggregate, 88% of the male students agreed that the lack of guidance counsellors in schools also play a role in students making the wrong career choice in Mushin Local Government Area of Lagos State while 12% of the male students disagreed. Also, 85% of the female students agreed that the lack of guidance counsellors in schools also play a role in students making the wrong career choice in Mushin Local Government of Lagos State while 15% of the female students disagreed.

Hypothesis one: There is no significant difference between the negative impacts the school; the parents and even the students themselves have on the choice of career and making a wrong career choice.

In table 4 below, the data used in answering the research questions presented.

Sex	N	-X	S.D	Calculated T-value	Significant Value	Remark
Male	50	15.65	2.55	148.69	1.960	Not Significant
Female	50	10.56	0.90			

The result presented in table (4) above showed that the t-value of the analysis of the male and female on the negative impacts the school, the parents and even the students themselves have on the choice of career is significant at 1.960. This is above the 0.05 level of significance at which the hypothesis was tested. The null hypothesis, which states that there is no significant difference between the negative impacts the school, the parents and even the students themselves have on the choice of career and making a wrong career choice, is therefore accepted.

Hypothesis two: There is no significant difference between the socio-economic level of a home and how it might cause a student schooling in mushin local government area to make the wrong career choice.

The data used to answer this research questions are presented in table 5 below.

Sex	N	-X	S.D	Calculated T-value	Significant Value	Remark
Male	50	3.2	0.51	1.304	0.19	Not significant
Female	50	2.9	0.53			

The result presented in table (5) above showed that the t-value of the analysis of the male and female on the socio-economic level of a home is significant at 0.19. This is above the 0.05 level of significance at which the hypothesis was tested. The null hypothesis which states that there is no significant difference between the socio-economic level of a home and how it might cause a student schooling in Mushin Local Government Area to make the wrong career choice is therefore accepted.

Hypothesis three: There is no significant difference between the lack of guidance counsellors in schools and how it causes students in mushin local government area to make the wrong career choice.

In table 6 below, the data used in answering the research questions presented.

Sex	N	-X	S.D	Calculated T-value	Significant Value	Remark
Male	50	13.45	0.91	673.48	1.82	Not significant
Female	50	8.42	0.47			

The result presented in table (6) above showed that the t-value of the analysis of the male and female on how the lack of guidance counsellors in schools causes students in Mushin Local Government Area to make the wrong career choice is significant at 1.82. This is above the 0.05 level of significance at which the hypothesis was tested. The null hypothesis, which states that there is no significant difference between the lack of guidance counsellors in schools and how it causes students in Mushin Local Government area to make the wrong career choice, is therefore accepted.

Discussion of Findings

The findings of the research are discussed as follows:

The survey questions composed analytically seeking to know if the school, parents or the students play a major role in the negative choice of career made was proven to be inadmissible as the survey brought to light the fact that most of the students lack sufficient and adequate parental support as regards making a career choice, with reference made towards either the parents occupation or career choice hinged on whatever choice has been set aside by the parents. The schools as well, according to the survey, can be held culpable as most of the students in the case study affirmed that the schools lack a well-equipped laboratory, and are mostly in a state of insufficiency, creating preference to some courses over the rest and therefore leaving

the students with no choice but to limit their career choices to the areas most emphasized by the schools, but student will perform well in an academic environment with the best facilities/variables, Oredein (2016).

The lack of a well-rounded knowledge of career choices can deeply affect career choice to be made, Borchert (2002). On the area of guidance and support as regards career choices to be made by these students, there has been a short fall as attested by the response of the students in the survey, leaving the students with little or no idea on how to make the right career choice. Many high scholars don't yet know what they want to do. And school counsellors, when available, say that's perfectly fine. In fact, students are likely to change their minds multiple times, perhaps even after they enter the workforce. And some of tomorrow's careers mightnot exist today.

"Settling on just one occupation in high school isn't necessary. But looking into the types of careers you might like can help set you up for success. High school students don't have to know the exact career they want , but they should know how to explore careers and put time into investigating them and learning about their skills and interests" Torpey (2015). Significantly these factors leave a student prone to making the wrong career choice. On the socio-economic level of a home and how it cause a student schooling in Mushin Local government area to make the wrong career choice, The students representing the negative impact of the socio-economic level of a home responded to five descriptive statements. These statements dealt with questions such as money, socio-economic standard of the

place of residence, level of parental income and the educational level of the parents in Mushin. From the responses accumulated, it was definite that students agreed that socio-economic level of the homes took a toll on career choice. It showed that a lot of the students in the Mushin area are affected by finance, as their parents are low-income earners, which might affect the level and quality of education the students can attain. "Money plays a key role in career decisions, particularly for students from lower socioeconomic backgrounds." Anil (2015).

The research also shows that these students mostly reside in the rural parts of Mushin Local Government Area, where environmental and economic factors can hamper a student's career choice, taking into cognizance the educational level of the parents of the selected students, as a poor or minimal educational background of the parents might mean less awareness and support on career issues for the child. The educational background of parents will play a very vital role in students' choice of school subjects. Parents with little or no educational qualification tend to give their children free hand in making academic decisions. This is so because they have no knowledge of the right subjects their children should offer, Echem (2016).

The study also shows that students might have to limit their choice of career to whatever their parents are involved in or whatever they can afford especially owing to finance or the parental desire for the continuity of the vocation/career they are involved even if it goes against the desired career of the child. The study conducted by Michael T.B (2002) gives credence to this

finding, he discovered that students choose careers unconsciously that are affected by factors that influence career choice such as poverty and family income level. The lack of guidance counsellors in schools also plays a role in students making the wrong career choice in Mushin Local Government area. From the findings, there is a clear need for students to get a well-grounded knowledge of guidance and counselling in their various schools as the responses of the various students shows that many even lack proper knowledge of who a guidance counselor is let alone understand their role in making a career choice, therefore, leaving the students with the impression that there is little or no need for the involvement of guidance counselors in making a career choice. This has been one of the greatest contributors to the factors that leads to students making the wrong career choice as even the teachers have not been richly able to double as guidance counselors to these students in the various schools. Edet (2008) describes the lack of interest in guidance and counselling service by students even if made available as an attitude stemmed from the lack of timely basic knowledge of who guidance counselors are and it's their importance.

Point of interest of these individuals too proved to negatively affect choice of career. These "point of interest" descriptive statements framed guided by the research question dealt with personal academic ability, early career plan, influence of peers on career choice and interest in a particular field of study. From the responses, and proven by the hypothesis tests, it shows that there isn't a significant difference between the number of students who feel thinking of a career early in life is necessary from those who feel

it is not necessary until a decision was required. Also, a lot of students choose to make their career choice based on preference to a particular subject especially due to the prestige attached to that course irrespective of their academic strength. This finding is not different from that of Dickson and Anna Onoyase (2009) which indicated that a great number of students indicated their interest for prestigious careers like medicine, law and engineering instead of those that match their personality type and point of interest. Previous researches also confirmed that many students are still ignorant of not only subject combinations that lead to their career, but also the right interest to make a career from. Peers as well are a strong influencing factor as the responses shows that the students believe that peer influence can affect negatively the choice of career made by students, especially by their point of interest as against their personality type and abilities; clearly, an individual's point of interest plays a role in the wrong career choices made by students.

Recommendations

In view of the findings of this study, it is considered relevant to make the following recommendations:

1. The School must provide guidance and counselling service for students to ensure they stand a better chance at making the right career choice.

2. The school must start sensitizing students and creating much awareness from an early stage on who a guidance counsellor is and its importance in their career growth.

3. The school must ensure that every student has to be led/encouraged along

the right career path taking into cognizance his/her academic strength and proven interests.

4. Parents should show a high level of support for their children as regards making a career choice but ensuring that they do not put undue pressure on the child and cause impositions of certain careers on that child.

5. Students must imbibe early career planning, as this would relatively aid them in discovering their points of interest and academic strength in good time to ensure they make the right career choice.

6. Students must take time to embark on the research for various educational schemes as regards making the right career choice.

7. Students must be careful not to align themselves with the overwhelming societal norms that might tend to limit their career choices only to what the society deems prestigious over a career that best suits the student.

8. Teachers must encourage students by finding out areas of and reasons for poor performance.

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