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A Peer Reviewed Educational Journal of
St. Thomas College of Teacher Education, Pala
Kerala – 686 575



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EDUCATIONAL EXTRACTS

ISSN 2320-7612

RNI Reg. No. KERENG 2013/48939

Vol. 10

Issue. 2

English Half Yearly

July 2022

Annual Subscription: Rs. 400/-

Printed and Published by Jose P. Mattam, Principal (Rtd.), St. Thomas College of Teacher Education, Pala, Kottayam, Kerala 686 575 and owned by Principal, St. Thomas College of Teacher Education, Pala, Kottayam, Kerala 686 575 and Printed at St. Thomas Offset Printers, Pala Post, Kottayam District, Survey No. 693/1 and 743/3 of Lalam Village Meenachil Taluk of Kottayam District, Kerala - 686 575.

EDITOR: Prof. Jose P. Mattam (Rtd.)

ISSN 2320-7612

EDUCATIONAL EXTRACTS

Vol. 10

Issue 2

July 2022



A Bi-annual Peer Reviewed Educational Journal

St. Thomas College of Teacher Education, Pala, Kerala – 686 575
Re-accredited (3rd cycle) with A Grade by NAAC

Website: www.stcte.ac.in, www.stctepala.org

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**Statement showing ownership and other particulars about
EDUCATIONAL EXTRACTS**

Place of Publication : St. Thomas College of Teacher Education, Pala,
Kottayam

Periodicity of Publication : Half Yearly

Managing Editor : Prof. Jose P. Mattam

Chief Editor : Dr. T. C. Thankachan

Printer & Publisher : Prof. Jose P. Mattam, Principal (Rtd.),
St. Thomas College of Teacher Education, Pala,
Kottayam

Nationality : Indian

Address & Ownership : Prof. Jose P. Mattam, Principal (Rtd.),
St. Thomas College of Teacher Education, Pala,
Kottayam

Printed at : St. Thomas Offset Printers, Pala, Kottayam, Kerala

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RELATIONSHIP BETWEEN INDISCIPLINE AND SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN GWALE LOCAL GOVERNMENT AREA, KANO STATE, NIGERIA

Aliyu, Yaya Aliyu (Ph.D)* & Kurawa, Ahmad Fatima**

Abstract

This study investigated the relationship between indiscipline and students' academic achievement in Gwale Local Government area of Kano state. Two null research hypotheses were generated and tested at 0.05 level of significance. The study adopted a correlational research design. Purposive sampling technique was used to select four secondary schools and 196 secondary school students which formed the sample for this study. The research instrument employed is a four-point attitudinal scale and scores of the Basic Education Certificate Examination (BECE) which is the main examination to qualify students for admission into senior secondary and vocational schools in Nigeria. A reliability coefficient of 0.75 was ascertained using the split-half reliability method. Inferential statistic of Pearson product moment correlation statistical tool was used for hypothesis testing. The findings of the study showed that truancy and examination malpractice have a significant relationship with secondary school students' academic achievement in Gwale LGA of Kano state. Thus, the research hypotheses generated for the study were rejected. The paper recommended that senior secondary school administrators should provide students with extrinsic motivators, including stipend, food, and privileges related to school functions so that secondary schools in Gwale LGA can become a place where students want to attend, not where they have to attend. The government and school administrators should constantly organize seminars and workshops to educate the students, lecturers, parents and even the administrators on the consequences of examination malpractice.

Keywords: *Indiscipline, Truancy, Examination Malpractice, Academic Achievement.*

Introduction

Indiscipline in schools is the violation of school rules; it is the complete opposite

of discipline and it is necessary to stress that indiscipline is not welcomed in any school. Indiscipline in schools can be

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observed in different ways, including inside the classroom and outdoors. It has been observed that students' indiscipline in secondary schools in Nigeria has become a cankerworm that has eaten too deep into the students' moral behaviour. Students have become uncontrollable and highly disrespectful to: themselves, teachers, school administrators, parents and to the society at large. Students exhibit different types of indiscipline behaviour among which include the following acts: boycotting of lessons, watching and practicing pornography, lies telling, violence, truancy, disobedient to teachers, prefects, and school administration, examination malpractice, alcohol consumption, vandalism, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, improper dressing; among others. The causes of poor academic achievement among secondary school students in Nigeria have currently generated a lot of discussions among many people in the country especially among stakeholders. The increasing nature of poor academic achievement of public secondary school students especially in external examinations like BECE, WAEC or JAMB, tend to shift the blame on the teaching methodology adopted by teachers and lack of funding from the government to provide necessary instructional resources. The result of this trend of poor academic achievement is quite diverse. Beside inability to gain entry into institutions of higher learning, there is the danger to a society with young people who are ill-educated; unfit and unqualified. The consequences of this are quite dire for a society or nation that is evolving. Many variables have been implicated as responsible for discouraging performance of secondary school students. Two of such variables which are strongly

associated with indiscipline include truancy and examination malpractice.

Truancy is one of the major antisocial disciplinary problems among secondary school students in Nigeria. Peck (2002) showed that the various behavioural disorders like stealing, violence, drug abuse, examination malpractice, sexual abuse and truancy have so undermined effective teaching and learning processes that some teachers have become helpless and disorganized in their task of imparting knowledge to the learners (as cited in Oluremi, 2013). Similarly, Adewole (1998) reported that breakdown of communication; student over population, shortage of teachers; incessant strike and work-to-rule, undue application of corporal punishment as well as peer influence at school are strongly associated with truancy. Truancy could result into poor academic achievement as studies have shown that attendance of students have positive relationship with their academic performance. The impact of truancy on students' academic achievement is very obvious and usually negative. Truancy results in loss of intellectual development and lack of improvement of the individual. Also, it leads to poor academic achievement at the end of the school term or session. Truancy is a threat to the academic performance of students and it's believed to have reduced the quality of education that the child receives. It reduces the standard of academic performance of the child and leads to fallen educational standards in schools. Truancy is also known to have increased the rate of examination malpractices and poor examination results of both internal and external examinations. Examination malpractice on the other hand, which is also associated with student indiscipline has become rampant in Nigeria and continues to

lower the standard and quality of education in the country. The situation has become worrisome considering how examination malpractices affect the achievement of students both socially and academically. In Nigeria, the Examination Malpractice Act, Cap E15 Laws of Federation of Nigeria, 2004 explains examination malpractice as:

Any act of omission or commission by a person who in anticipation of, before during or after any examination fraudulently secure an unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificate issued (as cited in Ajayi, 2021 p.1).

The effects that follow examination malpractices could be disastrous to students and perhaps; trigger a feeling of low self-esteem in students. Examination malpractices brings total loss of trust in the educational system, reduced enrolment of students in school, frequent cancellation of results, discourages good students from studying hard, denies innocent students' opportunity for admission, decrease job efficiency, and brings dissatisfaction on the part of the students (Ampofo, 2021). Examination malpractices have seriously impinged upon the credibility of the results coming from public examination bodies in Nigeria to an extent that the quality of certificates candidates obtain is doubtful (Umar, 2004). According to Onuka (2009), the situation degenerated to an extent that people look down upon academic certificates because the ability of its holders could not be legitimately inferred from the

test scores on which the certificates were based. Numerous research findings have also pointed to the fact that examination malpractices has a negative influence on students' academic performances because the students lose self confidence, the desire to learn, to study hard and acquire knowledge and skill.

Statement of the Problem

In recent times, acts of indiscipline are on the increase among secondary school students in Nigeria and this has remained a source of great concern to stakeholders. Secondary schools in Nigeria have been plagued with numerous cases of indiscipline which in many ways undermine quality education. Indiscipline cuts across all aspects of human life and has caused a lot of setbacks in schools and the society at large. Indiscipline in schools is dynamic and ranges from truancy, examination malpractices, fighting and violence, snatching other learner's property, bullying, improper dressing, viewing pornographic materials, and threatening teachers among others. Studies have also found that truancy and examination malpractices which are both associated with indiscipline has the tendency to lower educational standards and decrease students' academic achievement. The unending academic problems associated with truancy and examination malpractice among school students calls for a study of this nature.

Research Objectives

1. Determine the relationship between truancy and secondary school students' academic achievement.
2. Ascertain the relationship between examination malpractices and secondary school students' academic achievement.

Research Hypotheses

1. Truancy will not have a significant relationship with secondary school students' academic achievement in Gwale Local Government area, Kano state.
2. Examination malpractices will not have a significant relationship with secondary school students' academic achievement in Gwale Local Government area, Kano state.

Method

A correlational research design which investigates relationships between variables was adopted for this study. The population of the study consisted of all the public secondary schools in Gwale LGA of Kano state. Purposive sampling technique was used to select four public secondary schools and a sample of 196 secondary school students which formed the sample for the study. The research instruments used is a four-point attitudinal scale administered to

secondary school students and scores of the Basic Education Certificate Examination (BECE) which is the main examination to qualify students for admission into senior secondary and vocational schools in Nigeria. The items of the attitudinal scale/questionnaire were assessed for face and content validity with the help of measurement and evaluation experts. A pilot study was carried out to ascertain the reliability of the attitudinal scale/questionnaire and a reliability coefficient of 0.75 was ascertained using the split-half reliability method. The data collected were analyzed using inferential statistics of Pearson Product Moment Correlation Coefficient.

Results

Hypothesis 1: Truancy will not have significant relationship with secondary school students' academic achievement in Gwale Local Government area of Kano state.

Table 1

Relationship between truancy and students' academic achievement

Variable	N	X	SD	Df	r-cal	r-crit
Truancy	196	10.28	2.76			
Academic Achievement	196	55.49	16.48	194	0.205	0.195

$p < 0.05$, $df = 194$, $r\text{-crit} = 0.195$

Table 1 shows that the r-calculated ($r\text{-cal} = 0.205$) is greater than the r-critical ($r\text{-crit} = 0.195$) given 194 degree of freedom at 0.05 levels of significance. Thus, the null hypothesis which states that truancy will not have a significant relationship with secondary school students' academic achievement in Gwale Local Government area, Kano state is hereby rejected.

Hypothesis 2: Examination malpractices will not have a significant relationship with secondary school students' academic achievement in Gwale Local Government area, Kano state.

Table 2

Relationship between examination malpractices and students' academic achievement

Variable	N	X	SD	Df	r-cal	r-crit
Examination Malpractice	196	16.01	4.18			
Academic Achievement	196	55.49	16.48	194	0.197	0.195

$p < 0.05$, $df = 194$, $r\text{-crit} = 0.195$

Table 2 shows that the r-calculated ($r\text{-cal} = 0.197$) is greater than the r-critical ($r\text{-crit} = 0.195$) given 194 degree of freedom at 0.05 levels of significance. Hence, the null hypothesis which states that Examination malpractices will not have a significant relationship with secondary school students' academic achievement in Gwale Local Government area, Kano state is also rejected.

Discussion of Findings

Hypothesis one of the study showed that the r-calculated ($r\text{-cal} = 0.205$) is greater than the r-critical ($r\text{-crit} = 0.195$) given 194 degree of freedom at 0.05 levels of significance. As a result of this, the null hypothesis which states that truancy will not have a significant relationship with secondary school students' academic achievement in Gwale Local Government area, Kano state was rejected. This finding corroborates the findings of Oluremi (2013) which showed that: there was a significant relationship between truancy and academic performances of students; while there wasn't a significant relationship between the school physical environment and truancy behavior among students. The findings of this study confirms the findings of Sambe, Avanger and Agba (2015) which found that truant behavior has negative effects on a student's academic achievement due to its tendency to cause failures in terminal examinations and increase rate of dropouts. The finding further confirms the findings of Hassan, Jami and Aqueel (2016) which also found

that punctual students had significantly superior academic achievement than truant students. The major implication of the above findings is that truancy is not a new or even an unrecognized problem in the Nigerian school system. Educational research has shown that truancy hinders effective learning and could lead to poor academic achievement of truants; and constant absence from school has serious negative consequences both for truant youth themselves and for their communities.

Hypothesis Two of the study showed that the r-calculated ($r\text{-cal} = 0.197$) is greater than the r-critical ($r\text{-crit} = 0.195$) given 194 degree of freedom at 0.05 levels of significance. Therefore, the null hypothesis which states that examination malpractices will not have a significant relationship with secondary school students' academic achievement in Gwale Local Government area, Kano state was also rejected. This finding confirms the findings of Uzoamaka, Chiamaka Chinye and Anyakamunelechi (2021) which found that: Low educational standard and decreased academic achievement of students are some of the effect of examination malpractice on the academic achievement of students. This finding also corroborates the findings of Cornelius-ukpepi and Ndifon (2012) which found that there was a significant relationship between teachers' involvement in examination malpractice and pupils' academic performance in primary science. The implications of the above findings are that whenever there is examination

malpractice, the validity and resulting outcome becomes questionable. Relatively, examination malpractice tends to confer undue advantage or undeserved grade to the perpetrators of the act. The fact that examination is the major yardstick for measuring students' knowledge, achievement and performance has appeared fallacious since examination malpractice has increasingly become endemic in the Nigerian education system.

Conclusions

1. Truancy still remains a disciplinary problem among secondary school students in Gwale LGA of Kano state; it hinders effective learning and leads to poor academic achievement of truants.
2. Examination malpractices affect the achievement of students both socially and academically; it leads to low educational standard and decreased academic achievement of students.

Recommendations

In view of the findings of this study, the following recommendations are hereby proffered:

1. Senior secondary school administrators should provide students with extrinsic motivators, including stipend, food, and privileges related to school functions so that secondary schools in Gwale LGA can become a place where students want to attend, not where they have to attend.
2. The government and school administrators should constantly organize seminars and workshops to educate the students, lecturers, parents and even the administrators on the consequences of examination malpractice.

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CHILD-CENTRED PEDAGOGY IN PRIMARY EDUCATION: A DEFENCE OF THE STRATEGY

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Abstract

Child-centred pedagogy is gradually becoming a popular practice in primary education across education contexts. It is receiving increased attention as a model that focuses on making learning effective by fostering the active involvement of children in classroom lessons. The procedure changes the culture of practice at school from the teacher-centred on to that which brings the child to the fore in the teaching and learning processes. It enables the prioritization of the needs and interests of the child in policy, curriculum and practice. The approach came into focus on realization of the rights of the child to education and the fact that education that is tailored to the needs of children is crucial to the sustenance of national development.

Keywords: *primary education, school, children, child-centred pedagogy, effective learning.*

Introduction

Primary education is the first level of education of children in elementary schools (Wyse & Anders, 2019). It is a vital element of education. The Federal Republic of Nigeria (2013) regards it as playing a critical role in determining the extent to which secondary and higher education can

function well. Child-centred pedagogy, on the other hand, is being fostered in developed and developing societies as a better strategy for educating children (Carney, 2008; Andiema, 2016) in primary schools. The concept is synonymous to learner-centred strategy, learner-centred pedagogy (O'Neill

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& McMahon, 2005; Lall, 2010). The child-centred approach is specific to the primary education context, whereas the learner-centred version covers a broad spectrum of education (Shah, 2019).

Be it child-centred or learner-centred, the focus is similar. It is about ensuring that the mode of instruction in use is participatory and places the interests and needs of the learner at the centre of education. A child-centred model of education is one that is responsive, promotes collaboration, recognising the views of the children such that it enables the children and the teacher to work together to decide ‘what’ and ‘how’ of learning (Dupin-Bryant, 2004; Samisaku, 2011). The definition is much akin to the learner-centred model, the only difference being a matter of semantics. Consequently, the concept is used interchangeably with the learner-centred pattern in this paper.

Juvenile education is arguably seen to be effective as children are allowed opportunities to actively participate in how they are being taught than being made to follow teacher instruction in front of them. The growth of interest among educationists in exploration, creativity, and criticality places the role of the child at the core of education, enabling them to take more responsibility in the process of learning (Gravoso, Pasa, Labra & Mori, 2008). Such an idea about child-centred education gained popularity through the campaigns of the proponents of progressive education on didactic pedagogy (Power, Rhys, Taylor & Wldron, 2018). It was a contest between progressives and conservatists regarding how the best children can be educated (Semel, Sadovnik & Coughlan, 2016). The debate occasioned a transition in the pedagogic patterns from an approach that

emphasizes teacher activity to that which focuses on what the child does in the teaching and learning process.

Before now, education of children across societies in the world was dominantly based on the didactic teaching approach (Okenyi, 2003; Shah, 2019). This is the traditional method of teaching and learning and it tends to be pervasive across different educational contexts. The teacher occupies a central role within the teaching method. In which case, it empowers the teacher to orchestrate virtually all classroom activities, and thus relegating the children to mere receptors of knowledge (Munyaradzi, 2013). Within this model, children wait to receive what the teacher imparts, commit it to memory, and reproduce it on demand according to ability (Shah, 2020). Such an approach overrates the teacher as an all-knowing person, an authority whose knowledge and views are unquestionable. This posture attracted criticism from relevant stakeholders against didacticism, perhaps on the grounds that it disengages children from classroom activities and school programmes. Child centred pedagogy consequently emerged as an alternative to the traditional approaches of teaching and learning in school as a means of making children become active participants in their education at school (Carney, 2008; Semel et al., 2016).

Criticisms of Teacher-Centred Pedagogy

The methods of teaching and assessment criteria in primary education have over the years been clustered around the teacher, leading to a teacher-centred approach (Emaliana, 2017). Teacher-centred learning is a distinguishing feature of didactic/traditional pedagogy. Its development might be connected to possible cultural perceptions that children

have yet to develop substantial conceptual capabilities to independently initiate and engage in learning. Such thinking raises concerns about the confidence in children's ability to learn creative learning and reflective skills (Pavlovich, 2007; Jacobs, Vakalisa & Gawe, 2011; Chatfield, 2017; Colwell & Ince, 2021) and undermines the contributions of pupils in educational development. That gives adults plenty of space to direct children into learning experiences.

The focus on teacher activities is biased and one-directional, highlighting the instruction aspect of education to the detriment of learning. According to Maton (2013), education is clustered around teaching and learning. Regardless of Maton's argument, it could be said that education - in the primary school - is even essentially about learning. You learn well first before you can teach. Even at that, the teacher also learns from teaching (Jacobs, Vakalisa & Gawe, 2011) to improve on own teaching practices to benefit the pupils.

This technique seems to be considered as the best instructional method that serves the educational needs of children in primary schools at the time. Perhaps, there was no significant research outcome at that time to evidence the ineffectiveness of the method in children's education (Power et al., 2018). Some stakeholders assumedly were resistant to change to allow better ideas to inform practice in that direction. Probably, a movement from teacher-centred education to child-centred one is conceived to mean a paradigm shift that is capable of altering the prevailing educational tradition in which children would take the opportunity now to challenge or question the authority of adults including teachers (Mpho, 2018).

Cristillo (2010) stated that teacher-centred pedagogy is akin to a hierarchical pedagogy that reproduces passive learning leading to the development of lower level cognitive skills in children. As the teacher dominates during instruction, interaction in the classroom is likely to become antialogue (United Nations Educational, Scientific, and Cultural Organisation –UNESCO, 2008). Impliedly, the sustenance of teacher-centred methods might help reinforce a practice where the view of the teacher is revered and held sacrosanct by others in the community and the learners at school especially around the developing world.

According to Shah (2019), teacher-centric education prevails in contexts where there are limited resources and teacher competence is also low. It is an indication of the way primary education is resourced in developing societies. Understandably, the method is suitable for large class sizes, which is a feature of primary schools in developing countries (Benbow, Mizrahi, Oliver & Said-Moshiro, 2007; Yelkperci, Namale, Esia-Donkoh, Ofosu-Dwamena, 2012), and where the teacher has poor training and skills to teach. Thus, it saves time as the teacher only directs the children learn passively by following instruction. Moreover, it might avert situations where children might criticise the information, especially when they have to ask questions to seek clarification from the teacher during classroom lessons.

More so, teacher-centred procedure thrives as a means to ensure teacher accountability (Cheng & Couture, 2000; Hardy, 2003), especially in test-based educational systems. Government and school heads often hold teachers to account for the performance of children in

examinations. Sometimes, overwhelmed by a large pupil population and work load, the teacher interest during teaching might be directed more on the need to cover the scheme of work within limited time to meet the expectations of the employer and boss (Cheng & Couture, 2000) than on the need to enable pupil participation during lessons. In the circumstance, it is likely that children's participation during lessons will be reduced to pave the way for the teacher to meet deadlines in teaching and assessment of pupils.

The Need for Child-Centred Pedagogy in Primary Education

Modern day education in relation to juvenile education places more emphasizes on child-centred pedagogy (Grieshaber & Ryan, 2005; Carney, 2008). Child-centredness is a prized concept within the field in recent times. It is part of the reforms in primary education across countries that focus on moving instructional strategies from directed teaching to models that enable children's active participation in learning and ensuring lifelong learning in them (Carney, 2008). It brings the needs of the child to the fore in education. Debates about the best ways to make pedagogical provisions for effective education of children globally have been ongoing over the past decades. It could be said that these discussions on the issue were driven by the desire of educationists to guarantee effective learning for children and enable them gain pleasurable experiences from schooling (Power et al., 2018). One reason for the shift in thought is that the existing pedagogical approaches perhaps manifested a significant weakness in children's education. The search for an enhanced methodology for teaching juveniles that

resulted inspired a new thinking in the area of primary education. Besides, the quest provoked competing arguments between the progressives and traditional ideas of schooling involving children (Semel et al., 2016; Power et al., 2018), each attempting to invalidate the other.

Those advocating for didactic instructional procedures claim that the child-centred approach increases inequities among pupils in terms of the competences of the different personalities (e.g. fast learners, slow learners, gifted children, children with disabilities and children from minority backgrounds) within the classroom community to participate at the same pace in lessons (Power et al., 2018). Besides, a significant number of teachers in primary schools are females (Schmude & Jackisch, 2019). Teaching in primary school is believed across contexts to have a close connection with care for children and that reflects the stereotypes in the tradition of women as child bearers and carers of children (Skelton 2009). The teaching profession is considered as an appropriate job that offers women opportunities to execute roles at school that are compatible with their familial and maternal duties, which is to care for children (Oyler, Jennings & Lozada, 2001). On the basis of this argument, however, advocates of traditional pedagogy tend to regard the child-centric style as a feature of feminism and as a result might lead to underachievement among boys compared to girls. Such a viewpoint could be responsible for why the teacher-directed modes of education still features in some schools around the world.

In contrast, progressives reject the application of traditional pedagogy in primary schools on the grounds that it is

authoritarian limiting learner autonomy (Aunola & Nurmi, 2004; Uibu & Kikas, 2012), top in relationship with the teacher positioned above the learner (Cristillo (2010) and dictatorial, thus subordinating the children at school. The emergence of the concept of democratic schooling as documented in the works of Dewey (2007), Winchester (2003), Okenyi (2003), and Willms (2007) inspired a pedagogic reformation occasioning the adoption of learner-centred approaches that foster empowerment, learner autonomy, participation and critical thinking among learners in the teaching and learning processes. That introduced a new dispensation of teaching practices across the world, starting from the developed to developing countries. It repositions the school into a community that can respond to diversity and care for the needs and aspirations of all children. Furthermore, when it is being employed, the child-centred strategy might open avenues for the entry of children unofficially into the teaching profession, in this case, teaching self to learn, teaching peers – and even helping the teacher to improve on own teaching where necessary.

Children have their method of examining issues and gaining understanding from them in ways that differ from adults (Shah, 2020). When adults attempt to teach them the way adults perceive the issues, it might result in the imposition of adult opinions. Children's reasoning, according to Doddington & Hilton (2007), are based on own experience. Children are humans in the formative stage of development; as such, learning for them is experiential via the use of senses and interaction; not by abstraction. It is a kind of hand-on experience in which they make sense of

what they are learning through reflective thinking (Jones, 2009; Jones, Charitou, Mercieca & Nunez, 2019; Colwell & Ince, 2021) rather than engaging in rote learning as it is the case in the didactic method. It is a practice that aligns with the constructionist notion of learning that appears in such literature as Vrasidas (2000), Liu and Matthews (2005), and Tandon (2017). Constructionism is a concept that emanates from social psychology. It promotes child-centred pedagogy in the sense that it encourages children to socialize with events and phenomena, explore, make discoveries, draw personal conclusions from what they are learning, and proffer solutions in context.

Learning, within the concept of child-centred pedagogy, is being involved and doing so without imitation and memorisation. A child-centred advocate, Tabulawa (2003), argued that children are active by nature either mentally or physically or both. An illustration of this situation can be seen in the way the child handles an object at play; dismantles the object probably to explore its components and to recreate it. Felder & Brent (2003, p.8) refer to this process as 'active learning' and Tandon (2017, p.1) terms it 'to learn by doing' whereby the child develops questions and/or hypotheses and chooses the methodology by which to address the questions. It suggests that learning by facilitates understanding and enables originality more than learning by seeing and hearing (Horton, 2001). Child-centred education helps children to put learning into practice.

As such, the children could have the opportunity to pursue their interests differently as they desire and might adapt their methods to suit the situations they are learning about (Shah, 2020). Some

examples of instructional approaches that are child-centred include field trips, discovery, debates, demonstration methods, dramatic techniques, projects, role play, and brainstorming activities (Muzumara, 2011). Apparently, this pedagogical model is flexible: children learn at their pace and within their grasp, and multidirectional: teaching and learning flows from top down and bottom-up drawing from different experiences. With such level of autonomy, children might have the opportunity to exercise their free will to learn rather than being mandated by the teacher to do so. In this way, learning is likely to become pleasurable leading to personal motivation to learn.

Furthermore, the model recognises the fact that children are different and so are their needs. Education also requires differentiation and individualization to meet learner needs and stages of development (Chung & Walsh, (2001, Schweisfurth, 2013; Shah, 2020). It aims at a holistic development of the child in different taxonomic components. Children are enabled to develop cognitively when engaged in reflective and critical thinking, develop better manipulative skills when involved actively in handling objects, and have positive attitudes to learning such as interest and motivation (Fedricks, Blumenfeld & Paris, 2004). In other words, it enables children to acquire higher cognitive abilities (Okenyi, 2003) involving analysis and synthesis. This is an area where the child-centred method also has an advantage over the traditional pedagogy. In addition to making children pursue rudimentary cognitive learning abilities, didactic pedagogy also tends to over-emphasise learning within the cognitive aspect more than other domains

of learning. Although the child-centred approach appears to be superior, it does not lessen the value of the instructional aspect of classroom lessons (Felder & Brent, 2003) that is strongly associated with the didactic model. Regardless that the learner-centred pattern supports independent learning among children in primary education, children will still need teacher instruction at some points to be able to make connections between abstract concepts and real objects. The teacher nevertheless has to serve as a facilitator of the learning process by mediating between the content and the learner to allow the children to beneficially explore their power of creativity. The concern among the teachers in using this child-centred procedure is in terms of their ability to cover the syllabus (Felder & Brent, 2003) as the approach might not be economical in its application to a large audience as the traditional pedagogy is to the users.

Implicitly, the ideas in favour of child-centred pedagogy indicate that it is not the child that should be fitted to education, rather it is the education that has to change to respond to the needs of the child (Shah, 2020). The individual child is prior to the school or classroom in which formal education occurs. It aligns to Bellah, Madsen, Sullivan, Swidler & Tipton (2008, p.143) conceptualised as 'ontological individualism'. It implies that a school or classroom is formed only when the individual children agree to meet in pursuit of personal education. Consequently, the curriculum and policy has to adapt to the diverse needs, interests, and levels of development of children. It is in the same vein that the United Nations Convention on the Rights of the Child (UNCRC) introduced a range of legislations outlining the rights of children

(Currie, Georghiou & Harvie-Clark, 2020). Article 3 of the UNCRC expects that every decision and action, including those in education, has to be executed to primarily serve the best interests of the child (Fuchs, 2007; UNCRC, 2015). This treaty is arguably ratified by different countries of the world in recognition of children across backgrounds as full members of the society who should also enjoy the same rights and privileges as the adults who live there. It provides a legal cover to the entitlements of children (with education) worldwide. Moreover, in agreeing with this convention, perhaps members did so in realization of the fact that children perpetuate the human race and their education is critical to the sustenance of national development. As a legislation that is approved by member states of the United Nation, each of them has an obligation to apply it in their national education policies and curricula. It means the education that is offered in each of these countries has to be in the best interests of the child.

Presumably, it is in accordance with this provision in the UNCRC that the Federal Government of Nigeria (2013), itself signatory to the UNCRC, for instance, made further moves to ensure educational delivery giving paramount consideration to the welfare of the children in their local schools nationwide. In section two of the National Policy on Education (NPE) of the country, it is stated that learning at the primary school shall be participatory, exploratory . . . and child-centred. The commitment of Nigeria to the child-centred model is a measure directed at domesticating the UNCRC provision within her educational system and that might set the scene for the democratisation of learning processes in primary schools. What the government has

done is perhaps to prescribe a cordial means of interaction between teachers and children during classroom activities. In addition, this is likely to influence the production of a differentiated curriculum in response to the heterogeneous pupil population at school. Based on this measure, it is possible to avert issues that might alienate children from learning, suppress authoritarian cultures, and passive learning among children at school. In another sense, it connects the notion of education for all (UNESCO, 2000; Yamada, 2007; Unterhalter, 2013) or a pedagogic intervention (Damon, Glewwe, Wisniewski & Sun, 2016) meant to foster the involvement of every child in learning.

Elsewhere, the child-centred education discourse also appears as a modernist concept that helps reposition Chinese traditional teaching approaches in juvenile education (Zhang, 2017). In some ways like Nigeria, the Chinese education initially focused on rote learning (Cheung Ling & Leung 2017) and the teaching of etiquette in elementary schools. Zhang (2017) clarified that etiquette is part of the culture in China where children are made to learn strict discipline and respect for the king and elders. According to Kaput (2018), it suggests that the structure and intention of education was to address the needs of the ruler and the teacher; not the children. With the push from the international community emphasising that provisions in education need to serve the best interests of the child (Fuchs, 2007; UNCRC, 2015), reforms had to be made to make learning children centred in the school. An idea that helps facilitate child-centredness in the Chinese education is the Confucian philosophy (Shah, 2020), whose objective is the promotion of autonomy and creativity in children (Zhang, 2017). Research from the West in support of child-

centred education also bears an influence on the education in China. Ozga & Jones (2006) and Schweisfurth (2013, p. 1) refer to it as a ‘travelling policy’ and its promising effect on the development of children tends to persuade China to endorse it to ensure the global competitiveness of her national education. It opens the door for children in the context to take ownership of what they are learning and cooperate with teachers to make teaching and learning progressive and relevant to real world situations (Kaput, 2018).

There are some empirical studies that evidence the benefits of child-centred learning in primary education. For example, Garet (2008) conducted a study on *student-centered and teacher-centered classroom management: a case study of three elementary teachers* located in a Science and Technology Magnet School in the United States of America (USA). The focus of the research is relevant to the issue of learner-centred education being examined in this paper. The researchers examined veteran teachers’ implementation of learner-centred instruction and the association between their classroom instruction and management strategies. The participants include Whites, African Americans, Hispanics, Asians, American Indians and teachers from this school. Findings suggest that the teachers were learner-centred in their instructional approaches and that they also reflected their ability to effectively manage such a mix of learners in the classroom. Impliedly, child-centred pedagogies promote effective management of classrooms. Consistent with this, Komatsu, Rappleye & Silova (2021) also undertook an empirical study on a similar topic and the findings indicate that child-centred learning ensures an education that promotes sustainable development.

Educational Implications of the Child-Centred Pedagogy in Primary Schools

Pre-service training needs to emphasise the development of skills of student teachers to be able to apply child-centred pedagogy in teaching and learning. Children are different and have varied needs and interests. Teaching and learning has to be flexible and tailored towards satisfying the welfare of children during classroom activities. Although the instructional aspect of education is important, it however has to highlight activities that will enable children to put what they are learning into action involving instructional materials. Support from practicing teachers is necessary to facilitate the implementation of legislation and policy that stipulates that the education of children in primary schools should be child-centred. Primary education has to change to fit with the needs of the child.

Conclusion

The child-centred method is becoming an essential pedagogical requirement in the education of children in primary schools across the world. Evidence from research and, perhaps professional experience too, has indicated the way the didactic teaching approach focuses attention on the teacher more than on meeting the needs and interests of the child, even when primary education targets children. That suppresses the right of the child to take more responsibility and - even ownership - of what they are learning and how they are learning it. Consequently, the child-centred model provides an alternative for ensuring that learning is rather active and effective for children. It allows them to get involved in the learning process and that offers the opportunity for them to develop appreciable, explorative,

reflective, critical, and analytical skills, thus guaranteeing that learning in children is relevant to real world situations and is life-long.

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BOOSTING ACADEMIC SELF-EFFICACY THROUGH SCHOOL CULTURE

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Abstract

Several studies have revealed the low level of mathematics self- efficacy displayed by students in schools. Studies from some other climes showed that school culture is one of the predictors of self-efficacy in mathematics. Available studies used self-efficacy to predict achievement in mathematics. There seems to be dearth of study on how school culture predicts self-efficacy in mathematics. This study, therefore, examined the extent to which school culture determined students' self-efficacy in public secondary schools.

Survey design was used while simple random sampling technique was adopted. Five local government areas (LGA) were randomly selected from Oyo state public secondary. 4 schools were randomly selected from each LGA. Also, 30 students and 4 teachers of mathematics were randomly and purposively selected respectively from each school. In all, 20 schools, 600 students and 80 teachers participated. The instruments were validated using 30 students and 20 teachers. They were the School Culture Scale ($\alpha = 0.81$) and the Mathematics Self-Efficacy Scale ($\alpha = 0.78$). Mean, standard deviation and multiple regression were used to analyse the data at $p < 0.05$. There was .578 degree of relationship between Mathematics self-efficacy and the six elements of school culture and the relationship was positive. The study also revealed that Collegial support ($\beta = .271$, $t = 2.761$, $P < 0.05$), and learning partnership ($\beta = .338$, $t = 3.334$, $P < 0.05$) are the most influential predictors of Mathematics self-efficacy in public secondary schools. School culture ($\beta = .330$) significantly predicted self-efficacy in public secondary schools. Students in public secondary schools are efficacious and have school culture. It was recommended that good school culture should be encouraged in schools. Enlightenment programmes should be organised on what should constitute the school culture to improve mathematics self-efficacy.

Keywords: Self-efficacy in mathematics, School management, Low and high performing schools.

1. Introduction

Belief in one's efficacy is a key personal resource to self-development and successful adaptation to change. Self-efficacy operates through its impact on the domains of learning. Efficacy shows whether individuals think optimistically

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or pessimistically, in self-enhancing or self-debilitating ways. It affects people's goals and aspirations, self-motivation and perseverance. According to Bandura (2001), people ought to believe they can produce desired effects by their actions so that they can persevere in the face of difficulties. He further states that whatever other factors serve as guides and motivators to performance, they are rooted in the core belief that one has the ability to effect changes by one's actions.

Ormrod (2006) refers to self-efficacy as the belief that one is capable of performing tasks in certain ways to attain certain goals. Furthermore, Bandura (2001) affirms that self-efficacy is one's belief in one's ability to succeed in specific situations. Self-efficacy is a construct that deals with one's perception that one is capable of doing what is necessary to reach set goals in terms of knowing what to do and being emotionally capable of doing it (Pajares & Schunk, 2001). Self-efficacy shapes people's expectations, whether or not they expect their efforts to produce favourable outcomes or adverse ones. It also determines how environmental opportunities and impediments are viewed.

People of low self-efficacy are easily convinced of the futility of their effort in the face of difficulties and quickly give up trying while those of high self-efficacy view impediments as surmountable by self-development and perseverance, and they stay on course in the face of difficulties and remain resilient to adversity. Self-efficacy affects the quality of emotional life and the level of vulnerability to stress and depression. Lastly, it determines the choices people make at important decisional points (Pajares, 2002). Marshall (2005) believes that self-efficacy will be

enhanced if learning experiences ascend in difficulty and sequence. They further state that if students collaborate and they are given opportunities to participate in small group activities, it will also boost their self-efficacy. Short and Greer (2002) opine that if teachers are provided with professional development, their self-efficacy increases. According to Bandura (2001), self-efficacy in human behaviour can be made by exploring these four sources: mastery experience, vicarious experience, social persuasions, and physiological states.

Mastery Experience is the interpreted result of purposive performance. As students perceive their progress in acquiring skills and gaining knowledge, their academic efficacy for further learning is enhanced. Simply put, individuals gauge the effects of their actions, and their interpretations of these effects help create self-efficacy. Success raises self-efficacy while failure lowers it. For instance, students who perform well in Mathematics tests and earn high grades in Mathematics classes are likely to develop a strong sense of confidence in their Mathematics capabilities. This strong sense of self-efficacy helps ensure that such students enroll in subsequent Mathematics related classes, approach Mathematics tasks with serenity, and increase their efforts when a difficulty arises. On the other hand, low test results and poor grades generally weaken students' confidence in their capabilities. As a result, students with low Mathematics test result will more likely avoid future Mathematics classes and tasks, and they may approach the area of Mathematics with apprehension thus lowering their self-efficacy.

Another source of self-efficacy is the vicarious experience of the effects produced

by the actions of others. Most achievements (school grades) are judged relatively, and one's own capability is inferred by comparing one's attainment to those of one's peers. Again, individuals may infer their self-efficacy by observing the successes and failures of others. Thus, the successes of others raise one's own efficacy, whereas their failures lower it. Schunk and Pajares, (2004) assert that the effects of role models are particularly relevant in this context. A significant role model in one's life can help instill self-beliefs that will influence the course and direction that life will take. Students are likely to develop the belief: "I can do that" when a highly regarded teacher models excellence in an academic activity.

Individuals also create and develop self-efficacy as a result of the social messages they receive from others. Schunk and Pajares, (2004) corroborate that teachers' social interaction increases self-efficacy. They also, ascertain that social persuasions can involve exposure and this can play an important part in the development of an individual's self-beliefs. Most adults can recall something that was said to or done for them during their childhood that has had a profound effect on their confidence in their lifetime.

Physiological states such as anxiety, stress, arousal, fatigue and mood swings provide information about self-efficacy, while self-efficacy in turn, also powerfully influences the physiological states. Schunk and Pajares, (2004) assert that people live within psychic environments that are primarily of their own making. Individuals have the capability to alter their own thinking. It is often said that people can "read" themselves, and so this reading comes to be a realisation of the thoughts

and emotional states that individuals have themselves created. Often, they can gauge their confidence by the emotions they experience as they contemplate an action. People with high self-efficacy set higher goals, invests more efforts, show more resilience and persist longer than those with low self-efficacy

In view of the foregoing, it can be deduced that academic self-efficacy involves judgments of one's capabilities to perform tasks in specific academic domains. Therefore, academic efficacy refers to personal judgments of one's capabilities to organise and execute courses of action to attain designated types of educational performance (Pajares, 2002). Accordingly, within a classroom learning environment, measures of academic self-efficacy must be adopted to assess students' perception of their competence to do specific activities. However, most academic self-efficacy researches focus on specific areas of the school curriculum and factors that could enhance students' academic achievement. For instance, Adeoye and Emeke (2010) carried out a study which investigated emotional intelligence and self-efficacy as determinants of academic achievement in English while Pajares, (2002) investigated academic efficacy at Mathematics-related tasks. Furthermore, other research studies have provided consistent and convincing evidence that academic efficacy is positively related to academic performance (Odedele, 2000), academic motivation (Margolis & MacCabe, 2006), persistence (Matsushima & Shiomi, 2003), but other variables such as school culture, structure and school practices that could likely boost students' self-efficacy and aid achievement were rarely researched.

School culture can affect how problems are solved, the ways new ideas are implemented and how people will work together. Mitchell (2008) identifies three types of school cultures which are located on a continuum, ranging from bureaucratic, toxic to collegial culture. According to him, in bureaucratic culture, the school administrator is at the helm of affairs while teachers are followers of the dictating regime. There are laid down rules and regulations that must be strictly followed, as strong emphasis is laid on following official rules which may seem unnecessary.

Toxic culture is culture that value tradition and it is evident in a negative setting where dissatisfaction is highly palpable. It engenders feelings of hostility and hopelessness, the focus is on failure of programmes and new ideas. Energy is spent on maintaining the negative values causing high levels of stress for those unfortunate enough to be part of that culture. Toxic cultures value traditionalism, teachers fear being different and those who suggest new ideas are often criticized (Sookradge, 2010).

Collegial school culture is referred to as positive school culture and is characterised by: Collegiality, Experimentation, High expectations, Trust and confidence, Tangible support, Reaching out to the knowledge bases (i.e. “going to the source of information”), developing information networks rather than trying to solve problems in isolation, appreciation and recognition, care, celebration and humor, involvement in decision making, protection of what is important, traditions (i.e. the rituals, ceremonies and symbols that strengthen the school), honest and open communication (Peterson, 2002). Collegial

cultures engender a sense of cohesiveness and collaboration. Teachers are encouraged to grow. Community is treasured and sharing of resources and ideas is a common thing. Teachers simply cannot work in isolation to improve student achievement and meet the demands of high stakes accountability. Student achievement increases when teachers work together in teams (DuFour, Eaker & DuFour, 2005).

Collegial culture also value involvement of parents, teachers, administrators, and even students in problem solving, which is considered, not as an individual challenge but a social challenge. Literature reveals six elements of positive school culture which include Collaborative leadership, Teacher collaboration, Professional development, collegial support, Unity of purpose, and learning partnership (Georgia Department of Education, 2006a). “In a collegial school culture, a team of highly skilled individuals comprises the teaching staff, working continuously with their colleagues to improve their teaching strategies and better manage their classrooms” (Blankstein, 2004, p.130). Collaboration is the thread woven through all six school culture elements.

DuFour et al. (2005) define collaboration as ‘a process in which teams worked together interdependently in order to impact their classroom practice in ways that would lead to better results for their students, for their team and for their school. This study focused on the six elements of a positive school culture (collegial culture) which are:

- Collaborative Leadership.
- Teacher Collaboration.
- Professional Development.

- Collegial Support.
- Unity of Purpose.
- Learning Partnership.

Collaborative leadership stresses the importance of the shared decision making process. Teacher collaboration is a process by which teachers work together interdependently in order to impact their classroom practice in ways that would lead to better results for their students. Constructive dialogue, hard work, and determination that no child will slip through the cracks are elements of teacher collaboration (Reeves, 2004).

Professional development provides opportunities for teachers and communities to learn and discuss best practices (DuFour et al., 2005), Unity of purpose requires the efforts of the stakeholders coming together to work towards achieving the common vision and mission of the school (Brown, 2005). Collegial support encourages colleagues to share their personal professional development experiences (Brosnan, 2003), while learning partnership is the bond the school has with the community and the sharing of the same high expectations for students' achievement (Lamb, 2007 & Glickman, 2002).

School leaders should understand the concept of collaboration within each of the six school culture elements and the importance of focusing on fostering an overall collaborative school culture. Positive school culture may lead to a better learning environment for students thereby enhancing achievement (Craig, Butler, Cairo, Wood, Gilchrist & Holloway 2005). As evidenced in Marcoulides, Heck, and Papanastasiou's (2005) study on how students' perceptions of the school culture affects students'

achievement, the results indicated that achievement scores can be explained by students' perceptions of the school culture. Mitchell (2008) in his study used the School Culture Survey and students' achievement on Criterion Referenced Competency test. The analysis of the survey results revealed that a moderately strong correlation exists between the six elements and students' achievement, but this correlation was found not to be statistically significant.

Other studies in their review of the literature on effective schools found a close correlation between positive school culture and academic quality: The literature indicates that a student's chance of success in learning cognitive skills is heavily influenced by the culture of the school (Marcoulides, Heck, and Papanastasiou, 2005). Apart from the school culture, other factors within the school that may affect achievement and influence academic self-efficacy are the school structure and practices.

2. Statement of the problem

Many prospective students of higher institutions instead of being admitted studying their preferred courses, they are compelled to opt for courses which they were not originally interested in because of their below average performance in mathematics which is one of the compulsory subjects. Observation shown that quite a lot of parents prefer sending their wards to some public schools because their students appear to have proven to be self-efficacious in mathematics.

However, there appears to be a dearth of literature on factors that can influence self-efficacy and on how school culture affects self-efficacy in Mathematics.

Therefore, this study investigated the extent to which the culture of schools determines students' Mathematics self-efficacy in public secondary schools.

3. Purpose of the Study

The purpose of the study is to find out how school culture influences student academic self-efficacy in secondary schools

4 Research questions

Three research questions were answered during the study.

1. Does the obtained regression equation resulting from a set of the predictor variables allow reliable prediction of students' Mathematics self-efficacy in public secondary schools?
2. Which of the predictor variables is most influential in predicting students' Mathematics self-efficacy in public secondary schools?
3. Are there any of these predictor variables not contributing significantly to the prediction model?

5. Literature review

Theoretical Background

Social cognitive theory is the overarching theoretical background of the self-efficacy construct (Bandura, 2001). Within this perspective, one's behaviour is constantly under reciprocal influence from cognitive (and other personal factors such as motivation) and environmental influences. Bandura calls this a three-way interaction of behaviour, cognitive factors and environmental situations termed the "triadic reciprocity". Applied to an instructional design perspective, students' academic performances (behavioural factors) are influenced by how learners themselves are

affected (cognitive factors) by instructional strategies (environmental factors), which in turn builds on itself in cyclical fashion. The methods for changing students' perception of efficacy are categorically subsumed under four sources of efficacy information that interact with human nature: (1) enactive attainment (mastery experience), (2) vicarious experience, (3) persuasory (social message) information, and (4) physiological state.

Performance component of self-efficacy is people's judgments of their capabilities to organise and execute courses of action required to attain designated types of performances. It is not concerned with the strategies one has but with judgments of what one can do with whatever strategies one possesses. According to Bandura (2001) and Schunk and Pajares, (2004), students feel self-efficacious when they are able to picture themselves succeeding in challenging situations, which in turn determines their level of effort towards the task. Bandura (2001) asserts that self-perception of efficacy highly influences whether or not students believe they have the coping strategies to successfully deal with challenging situations. Self-efficacy may also determine whether learners choose to engage themselves in a given activity and may determine the amount of effort learners invest in a given academic task, provided the source and requisite task is perceived as challenging.

Schunk (2002) submits that several researchers have investigated the relationship of self-efficacy to learning and academic achievement. One challenge therefore, is to investigate new methods of raising learners' level of self-efficacy and academic achievement of which

environmental factors (school culture, structure and practices) is one of the triadic factors that can influence achievement (behaviour) and academic efficacy (action). This study considers how environmental factors (school culture, structure and practices) affect learners' actions (academic self-efficacy) which in turn, influence learners' behaviour (achievement) reaction.

School culture and achievement

Schools are organisations with very specific cultures. School culture is the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood by the school's stakeholders (Short & Greer, 2002). The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators (Georgia Department of Education, 2006a).

Literature on school culture makes it clear that effective schools, that is, schools that demonstrate high standards of academic achievement have a culture characterised by a well-defined set of goals that all members of the school (administration, faculty, and student) value and promote (Flowers & Mertens, 2003). If a principal can establish and clearly communicate goals that define the expectations of the school with regards to academic achievement, and if the principal can rally the constituency of teachers and students to support those goals, then the motivation to achieve the goals is likely to follow. Principals simply must assess school culture and be willing to shape a positive culture within schools in order to improve students' achievement (George, Ronald & Constantinos, 2005).

Principals can do little to affect students' achievement directly. Consequently, an effective culture is the primary tool with which a leader fosters change (Marzano, Waters, & McNulty, 2005). A healthy school culture fosters continuous improvement in student achievement (Clark & Clark, 2003).

Most reviews of the effective school literature lead to the consensus that the school culture and climate are central to academic success (Mackenzie, 1983). Typical of the findings is the summary of Brown (2005), who in their review of the literature on effective schools found a close correlation between positive school culture and academic quality: The literature indicates that a student's chance for success in learning cognitive skills is heavily influenced by the culture of the school. Others works show that a relationship exists between school culture and student achievement (Almedia, 2003; Blankstein, 2004; Collins, 2004; Clark & Clark, 2003; Gruenert, 1998; Smith, 2006; Zmuda, 2004).

In line with the above, Mitchell (2008) carried out a survey of teachers in 15 participating schools. The study used the School Culture Survey and the Criterion Referenced Competency Test to measure students' achievement. The analysis of the survey results revealed that the student achievement data were correlated with six elements of a positive school culture including collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. The study revealed that a moderately strong correlation exists between the six elements and students' achievement, this correlation was however not found to be statistically significant.

Literature reveals that, apart from school culture, other causes of poor performance can be attributed to the government not creating an enabling environment for effective teaching and learning to take place through the provision of necessary infrastructure, facilities and qualified manpower. In Nigeria poor performance at the WASSCE by students is also linked to factors such as lack of equipped laboratories, libraries, chalk, dusters, as well as population explosion in schools. It is observed that only schools with the physical indicators in place record high quality academic achievement by their students. The parents also are to blame for not providing conducive study atmosphere for their wards at home, as some of them would rather spend on frivolous things like parties rather than paying school fees and buying educational materials.

Teachers are central to the performance of students in Mathematics, but lack of competent, adequately motivated and committed Mathematics teachers in schools has resulted in not using the necessary skills/methods required to impart the required knowledge in order to ensure that learning takes place. Often times, teachers are poorly motivated and their salaries very ridiculous.

Importance of self-efficacy

Self-efficacy beliefs influence motivational and self-regulatory processes in several ways. They influence the choices people make and the courses of action they pursue. Most people engage in tasks in which they feel competent and confident and avoid those in which they do not. William James wrote that experience is essentially what individuals choose to attend to. If this is the case, then the self-beliefs that

influence those choices are instrumental in defining one's experience and providing an avenue through which individuals exercise control over the events that affect their lives. Beliefs of personal competence also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of challenges. The higher the sense of efficacy, the greater the effort, persistence, and resilience. Efficacy beliefs also influence the amount of stress and anxiety individuals experience as they engage in a task and the level of accomplishment they realise.

Strong self-efficacy beliefs enhance human accomplishment and personal well-being in many ways. People with a strong sense of personal competence in a domain approach difficult tasks in that domain as challenges to be mastered rather than as dangers to be avoided. They have greater intrinsic interest in activities, set challenging goals and maintain a strong commitment to them, heighten their efforts in the face of failure, recover their confidence more easily after failure or setback, and attribute failure to insufficient effort or deficient knowledge and skills which they believe themselves capable of acquiring. High self-efficacy also helps create feelings of serenity in approaching difficult tasks and activities. Conversely, people with low self-efficacy may believe that things are tougher than they really are - a belief that fosters stress, depression, and a narrow vision of how best to solve a problem. It can therefore be deduced that self-efficacy beliefs are strong determinants and predictors of the level of accomplishment that individuals finally attain. For these reasons, Bandura (1986) has made the strong claim that beliefs of personal efficacy constitute the key factor of human agency.

Importance of mathematics

Mathematics can be defined as the study of patterns and relationships, a way of thinking, seeing and organising the world, a language, a tool, a form of art, and finally as power and a social filter. Steen (1988) defines Mathematics as the study of quantity, structure, space, and change. Pragati (2010) opines that Mathematicians seek out patterns, formulate new conjectures, and establish truth by rigorous deduction from appropriately chosen axioms and definitions.

According to Oshin(2011), Mathematics develops and supports children's thinking, reasoning and problem-solving skills. The skills embedded in mathematics and the discipline of learning and using mathematics provides children with other cognitive skills that they can use across and beyond the school curriculum. Mathematics as a subject is vital to understanding many other subjects. A good understanding and knowledge of mathematics is an essential tool in many other fields, including natural science, engineering, medicine, and the social sciences. Applied Mathematics is the branch of Mathematics concerned with application of mathematical knowledge to other fields. It inspires and makes use of new mathematical discoveries and sometimes leads to the development of entirely new mathematical disciplines. In fact, Pragati (2010) identifies disciplines where the role of Mathematics is widely accepted. The disciplines are: Physical Sciences and Fluid Dynamics, chemistry, biological science etc.

6. Methods

Research Design

This study used a survey design. Survey design is a systematic empirical

inquiry in which the researcher does not have direct control on the independent variables because their manifestations have already occurred.

Independent Variables;

School Culture (Collegial Culture) variables are:

- Collaborative Leadership
- Teacher Collaboration
- Professional Development
- Collegial Support
- Unity of Purpose
- Learning Partnership

Dependent Variables: Mathematics Self-Efficacy

Target population

The target population for this study comprised all public Senior Secondary School II (SS2) students and their teachers in Oyo state, Nigeria.

Sampling Technique and Sample

Multistage sampling technique was employed in selecting the sample for this study as follows: Simple random sampling technique was used to select 5 Local Government Areas in Oyo state. From each LGA, 4 schools were randomly selected. In all twenty (20) schools were selected. Simple random sampling was also adopted in selecting thirty (30) SSS II students from each of the twenty (40) schools. Altogether, six hundred (600) students were involved in the research. Purposive sampling method was used to select four (4) teachers of Mathematics from each school. This was done to select the teachers that had taught and are teaching the students in the senior secondary classes who are used to the school culture. Thus, a total of eighty (80)

teachers of Mathematics were selected for the study.

Instrumentation

Two instruments were used in the study namely:

- School Culture Scale (SCS)
- Mathematics Self- Efficacy Scale (MASES)

School Culture Scale (SCS):

The School Culture Scale was adapted from Mitchell (2008). The questionnaire has two sections, the bio-data section which contained questions about the participants' demographics and the question section which had 35- items. These items allowed teachers to record their perceptions of their school's culture. The instrument has five (5) sub-scales (See Appendix 11), with Likert description questionnaire. The Likert scale ranged from 1 (not at all) to 5 (always). The highest obtainable score on the scale is 175 while the lowest obtainable score is 35. It was pilot tested on thirty (15) randomly selected secondary school teachers so as to validate it and eliminate difficulties in understanding the questionnaire items. Cronbach alpha was used to determine the reliability coefficient and the value obtained was 0.81. Lawshe method was also used to establish the content validity and the value obtained was .74.

The content validity of the instrument was established using Lawshe formula:

$$CVR = \frac{N_e - N/2}{N/2}$$

The average value of these coefficients was found and used as the coefficient of the instrument. The content validity coefficient was 0.74.

CVR = Content Validity Ratio

N_e = No of panels rating the item good

N = Total number of panels

Mathematics Self- Efficacy Scale (MASES)

The Scale (MASES) was developed by the researcher. It has two sections: the biodata and item section which consisted of 40 items. The response format was 1= not true of me, 2=fairly true of me, 3= true of me, 4= always true of me. The highest obtainable score was 160 while the minimum score on the scale was 40 (see Appendix IV). The instrument was validated using 20 students from schools like that of the sample population. Factor analysis was used to determine the internal consistency of the instrument. The reliability and content validity of the instrument was established using Cronbach alpha and Lawshe method respectively. The coefficients obtained were .78 and .82 respectively.

Data collection procedure

The researcher engaged two (2) trained research assistants to assist in carrying out the study data. The researcher and the trained research assistants administered the instruments to the students and teachers. Collection of data lasted for three weeks. Names of schools used in this study are not included to ensure confidentiality

Data analysis

The data were analysed using Pearson Product Moment Correlation Coefficients and Multiple Regression Analysis.

7. Results and discussion

Research Question 1. Does the obtained regression equation resulting from a set of three predictor variables allow reliable prediction of students' Mathematics self-efficacy public secondary schools?

Table 1
Correlations of Mathematics self-efficacy and school culture of public secondary Schools

	Mathematics self-efficacy	Collaborative Leadership	Teacher Collaboration	Professional Development	Unity of Purpose	Collegial Support	Learning Partnership
Mathematics self-efficacy	1.000						
Collaborative Leadership	.306	1.000					
Teacher Collaboration	.158	.198	1.000				
Professional Development	.219	.222	.237	1.000			
Unity of Purpose	.255	.124	.131	.117	1.000		
Collegial Support	.328	.039	.085	.192	.142	1.000	
Learning Partnership	.416	.322	.044	.055	.130	.030	1.000
Mean	98.19	24.96	13.14	10.69	12.53	9.19	9.20
StdDev	11.65	2.79	1.77	1.63	1.26	.99	1.28

Table 2
Model Summary of School Culture and Self- Efficacy of Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Public sec schools	.578 ^a	.335	.280	9.88731

Table 3
ANOVA^b of School Culture and Self- Efficacy of public secondary Schools

Type of School	Sources of variation	Sum of Squares	Df	Mean Square	F	Sig.
Public Sec Schools	Regression	3587.441	6	597.907	6.116	.000 ^a
	Residual	7136.396	73	97.759		
	Total	10723.837	79			

The models revealed the strength of the association or magnitude of the relationship between the elements of school culture and Mathematics self-efficacy in schools. (R), for culture is .578. This means that there was .578 degree of relationship between

Mathematics self-efficacy and the six elements of school culture. The relationship was positive and considered moderate since it is greater than 0.

The coefficient of determination (R²) of school culture was .335. This shows

that 33.5% of the proportion of the total variance of Mathematics self-efficacy was shared with the linear combination of the six elements of school culture.

The adjusted coefficient of multiple determination (Adjusted R²) was .280 for culture. This mean that 28.0% of school culture were the predicted amounts of shared variances between the variables but were adjusted mathematically to estimate this value for the population. It is a maximum likelihood estimate of what would have been obtained if the whole population had been involved instead of the sample population. This shows that 28.0% of the variance observed in public secondary schools' Mathematics self-efficacy is accounted for by all the predictors and these variances/ observations are statistically significant not

statistically significant in schools' culture. F (6,73) =6.116 P<0.05

This shows that 28.0% of culture of the variance observed in schools in Mathematics self-efficacy is accounted for by all the predictors and these variances/ observations were statistically significant in public secondary school culture. F (6,73) =6.116 P<0.05

The observation of variance in public secondary school culture F=6.116 was statistically significant.

It shows that in public secondary schools' culture there was a significant portion of explained variance. Therefore, the obtained regression equation allows reliable prediction of Mathematics self-efficacy.

4.1.5 Research question 2: Which of the predictors is the most influential in predicting students' Mathematics self-efficacy?

Table 4
Coefficients of School Culture and Self- Efficacy of Public Secondary Schools

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
	B	S.E				Tolerance	VIF
(Constant)	-1.031	17.809		-.058	.954		
Collaborative Leadership	.580	.437	.139	1.327	.189	.832	1.201
Teacher Collaboration	.350	.655	.053	.533	.595	.912	1.096
Professional Development	.631	.725	.089	.871	.387	.881	1.136
Unity of Purpose	1.268	.907	.137	1.398	.166	.944	1.059
Collegial support	3.172	1.149	.271	2.761	.007*	.947	1.056
Learning Partnership	3.085	.925	.338	3.334	.001*	.887	1.128

*P<.05

The table shows that Collegial support ($\beta = .271$, $t=2.761$, $P < 0.05$), and learning partnership ($\beta=.338$, $t=3.334$, $P < 0.05$) are the most influential predictors of Mathematics self-efficacy in public secondary schools.

Research Question 3; Are there any predictor variables not contributing significantly to the prediction model?

Contribution of the independent variables to Mathematics self-efficacy.

Table 4 shows that in public secondary schools, collaborative leaders, teacher collaboration, unity of purpose and professional development did not contribute significantly to the model.

8. Discussion

Relationship between school culture and self-efficacy

The result shows that school culture in public secondary schools statistically predicted self-efficacy in senior secondary schools in Oyo State agreed with the findings of James et al (2002) who indicated that teachers' social interactions or networking increases self-efficacy and also support Jink et al (2000) who believed that if given the opportunity for collaboration self-efficacy is enhanced. It negated that of Felsen (1984) who postulated that self-efficacy was not related to culture.

However, it is remarkable to note that if there is collegial support and learning partnership, the teacher would be proactive in demonstrating acceptance, understanding, warmth, closeness, trust, respect, care and cooperation towards his or her students' works and at initiating positive teacher-student relationships as well as increasing the likelihood of building strong

relationships that will endure over time. It is noteworthy that learning partnership does engender self-efficacy in the student. It is not a gainsay that teacher who established a personal, close, friendly, warm, and supportive relationship with their students create an enabling environment which enable them to learn in a relaxed and tension free atmosphere. It is evident that when students experience a sense of belonging at school and supportive relationships with teachers and classmates, they are motivated to participate actively and appropriately during the teaching/learning process and in other activities in the classroom as well as the school.

Furthermore, self-efficacy is enhanced if learning experiences ascend in difficulty and sequence. If students collaborate and they are given opportunities for small group activities, it will boost their self-efficacy.

Students should be encouraged to see successful people as role models to boost their self-efficacy.

9. Conclusion

The type of culture that a school operates can raise students' self-efficacy.

This study/investigation has generated baseline data about school culture of schools.

10. Recommendations

Enlightenment programmes should be organised on what should constitute the school culture to improve mathematics self-efficacy.

- There should be regular training and re-training programmes for teachers in schools so as to provide a basis for their own personal improvement with regards to knowledge in their areas of

study and, by extension, improvement on the performances of their pupils.

- Investigation of teachers' level of professionalism from time to time is encouraged as it will help to determine where they need to be strengthened (Needs Assessment) and thus identify ways of improving teachers' training and capacity building programmes.
- It is recommended that funds should be made available in schools for easy execution of school plans.
- Orientation programmes should be organised for school managers on the types of school culture that exist.
- Teachers should be encouraged to be innovative.
- Conducive environment should be made available to sustain any educational programmes in the country.

Consequent upon this result, efforts should be made by school administrators/managers to be operating a positive culture. This will help their students attain greater heights and boost their self-efficacy.

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TPACK AND TEACHER EDUCATION CURRICULUM IN UNIVERSITY OF CALICUT AT GRADUATE LEVEL

Dr. Suresh Kumar K* & Athira Sankar M**

Abstract

This study mainly focusing on the content analysis to define the general frame work of the B.Ed. curriculum and the inclusion of Technological Pedagogical and Content Knowledge (TPACK) of the University of Calicut. Qualitative approach was used to define and describe the data. Education is not preparation of life; education is life itself. Education plays a vital role in shaping successful people. The use of Information and Communication Technologies (ICT) can play a crucial role in education. TPACK is it theory that was developed to explain the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology. Technological Pedagogical Content Knowledge is the basis of good teaching with technology and requires an understanding of the representation of concepts using technologies. There are four semesters in graduate teacher education curriculum of Calicut University and this study analyses each semester based on TPACK. The finding indicated that it is important for the teacher to be completely up to date and knowledgeable with the curriculum and the components of TPCK to effectively incorporate it into their lessons. On the basis of analysis and interpretations let's conclude that the scope of TPACK in Core courses are very less in the curriculum of the University of Calicut. Only forth semester optional courses discuss about TPACK content. There is very limited integrated technological pedagogical content knowledge among the teaching faculty, and there are very few courses or learning opportunities through which pre-service teachers could develop integrated knowledge.

Key Words: TPACK, ICT, Curriculum, Teacher Education, etc.

Introduction

Education is an important medium of inquiring essential knowledge and skills. It is more than just learning from books. It is an effort of older generation to transfer their life wisdom to their offspring. Education is not preparation of life; education is life itself. Education plays a vital role in

shaping successful people. According to Swami Vivekananda “education is the manifestation of divine perfection already existing in man”(Brainly,1905). He thought that the existing system of education did not enable a person to stand on his own feet or did it teach self-confidence and self-respect.

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To Swami Vivekananda education was an assimilation of noble ideas. (2006)

Mishra and Koehler (2006) introduced Technological Pedagogical Content Knowledge (TPACK) as a framework for conceptualizing teacher knowledge needed for appropriately teaching with Information and Communication Technology (ICT). While Pedagogical Content Knowledge (PCK) integrates domain knowledge and pedagogical knowledge into an understanding of how particular aspects of subject matter can be organized, adapted and represented for instruction, the conception of TPACK adds technological knowledge as a new component which has to blend in with domain and pedagogical knowledge in order to effectively integrate ICT in instructional practices. TPACK as a useful conceptual framework to explicate the kind of knowledge teachers need to integrate technology in their teaching practices. Empowering teachers for effective technology integration does not mean that they need to know the TPACK framework as such. This was an important reason to study the Scope of TPACK in Teacher education Curriculum.

Need and Significance of the Study

The use of Information and Communication Technologies (ICT) can play a crucial role in education. Day by day our world is developing with the technologies. Nowadays the countries provide quality of education integrated with technologies. TPACK stands for technological pedagogical content knowledge. It is a theory that was developed to explain the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology. TPACK is essential to enabling teachers to implement ICT in their teaching, as it enables teachers to select and use hardware and software,

identify the affordances (or lack) of specific features and use the tools in pedagogically appropriate and effective ways.

TPACK has a vital role in teacher education program. In this study the investigator find out the scope and importance of TPACK in Calicut University teacher education curriculum by analyzing the content of B.Ed. curriculum

Statement of the Problem

This study is conducted for analyzing the scope of TPACK in teacher education curriculum and it is entitled as “*TPACK and Teacher Education Curriculum in University Of Calicut at Graduate Level*”

Objective of the Study

The Objective of the study is

- To find out the scope of Technological Pedagogical and Content Knowledge (TPACK) in Calicut University Teacher Education Curriculum on the basis of Core course, Optional course and Practical course

Method of Research

Qualitative method is used to analyse the B.Ed. curriculum of Calicut University. Critical analysis of the University of Calicut B.Ed. Curriculum with special reference to the scope of TPACK is the major area of this study.

Document Analysis

To find out the possibilities of TPACK, analyzed Calicut University B.Ed. curriculum, and went through authentic articles, videos, and other documents to identify the scope of TPACK in Calicut University Teacher education Curriculum.

Scope of the Study

The result of the study will help to analyze the content areas in B.Ed.

curriculum which uses the knowledge areas of TPACK. The findings of this study would be beneficial for the curriculum developers for further development of teacher education curriculum. Teachers would get a deeper understanding about technological pedagogical content areas in Calicut University teacher educational program. It provided information to students about technological content areas in Calicut university Teacher education Curriculum. This study helps to understand the importance of TPACK in B.Ed. curriculum.

Theoretical Overview

The concept of technological pedagogical content knowledge (TPACK) has emerged over the last decade, beginning with initial articulation of the idea, followed by various other researchers suggesting similar conceptions of a more content-specific orientation to technology integration. The term TPACK began to gain widespread popularity in 2006 after Mishra and Koehler's seminal work outlining the model and describing each of the central constructs. TPACK was called "TPCK" in the literature until 2008, when some in the research community proposed using the more easily spoken term TPACK.

The TPACK framework builds on Shulman, 1986, conception of pedagogical content knowledge (PCK) by explicitly integrating the component of technological knowledge into the model. The framework includes three core categories of knowledge: pedagogical knowledge (PK), content knowledge (CK), and technological knowledge (TK). The framework proposes that combining these three core types of knowledge results in four additional types of knowledge: pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), technological content knowledge

(TCK), and technological pedagogical content knowledge (TPACK).

Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge is the basis of good teaching with technology and requires an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones.

Major Findings of the Study

As envisioned by NCTE Regulation 2014, the University of Calicut revises its teacher education programme for preparing professionally empowered teachers. The Board of Studies hopes that this revised Teacher Education Curriculum has tremendous potential to imbue the prospective teachers with the aspirations, knowledge base, repertoire of pedagogic capacities and human attitudes. The Two year B.Ed. programme was introduced with effect from academic year 2015-16. The modified curriculum of the two year programme is implemented from the academic year 2017-18.

The study deals with the critical analysis of two year B.Ed. curriculum of university of Calicut with special reference to the scope of Technological Pedagogical and Content Knowledge (TPACK)

Analysis Plan for the purpose of data analysis this chapter has been broadly divided in three subsections:

- Core course
- Optional course
- Practical course

Theory Paper

The present Calicut University B.Ed. curriculum contains 4 semesters. In each semester, core courses and optional/elective subjects are provided for students. Students or institutions can select subjects to be learned or taught other than the core subjects according to their preferences.

Core Course

Core course of study refers to a series or selection of courses that all students are required to complete before they can move on to the next level in their education.

Critical Analysis of the Courses in Various Semesters

First Semester

In the first semester, there were four core courses the first paper is Education in Contemporary India (Edu01), and the second paper is Development of the Learner (Edu02), and the third paper is School Organization (Edu03), and the fourth paper is Understanding Disciplines and Subjects (Edu04).

In the first paper, the content areas were divided into 4 units namely Features of Indian society, Education and Contemporary India, Evolution of Education in India, Constitutional safeguards of education, Policy framework of Public Education in India, Education in Contemporary Kerala society. Those units dealt with how our nation projects the values and how those values and culture were influencing our educational system. In this paper the scope of TPACK is very less, transaction mode of the curriculum do not give a chances to

teach the areas through the help of TPACK. There is only give importance to traditional methods like Lecture method, Seminars, S small group discussions Field survey/visit, Brainstorming sessions and Projects.

The second paper was divided into 6 units. Those units were discussing the growth and development, the factors influencing growth and development, and the different development and development stages. The importance of personal development was evident in the second paper; theories related to development and the task and hazards in development, personality and also discussed the uniqueness of each individual. Transaction mode of lecture method, seminar, group discussion and field survey were suggested to give an idea of growth, development, and personality but did not include how TPACK can use or integrate in the class room.

The school organization paper, which was the fourth core course, discussed the importance of physical education and yoga very clearly. The 4 units included educational management, institutional planning, organizing physical and health education activities in school, first aid nutrition, and yoga education. This paper gives less importance to TPACK. But the teacher can transect the following areas through TPACK like about first aids, food and nutrition, postural deformities and time table construction.

In the fourth Paper Understanding Disciplines and Subjects, there were 4 units. The first unit deal with different school subjects and the reason behind the inclusion of those subjects, but TPACK was not there in that list. In the following chapters, different disciplines and evolution of new subjects, interdisciplinary approach in different subjects were being discussed.

In Calicut university B.Ed. curriculum there are thirteen optional papers. In optional papers, there is more scope to include technology and make the teaching learning process more interesting and informative.

Practical Course

The practical courses are classified in to three groups-viz. College based, Community based and School based Practicals. These field attachment practical courses enable student teachers to engage with children and their contexts, schools and their contexts. There is also more scope to include technology to make micro teaching and community based practicals more interesting.

Second Semester

In the second semester, there were three core courses the first paper is perspectives on education (Edu06), the second paper is facilitating learning (Edu07), and the third paper is assessment for learning (Edu08).

In the first paper no direct mention of TPACK areas was observed. The second core course 'facilitating learning' gives importance to TPACK. The third paper is 'assessment for learning', there is no direct mention of TPACK areas was observed. But the teachers can use the topics like Correlation, Graphs & Diagrams through the help of TPACK. In the case of optional courses, ICT integrating lesson plan means the supporting materials are given in the help of ICT. It is a type of TPACK learning where the teacher integrates CK, PK and TK and the end product is TPACK.

Practical Courses

In the second semester there are five practical courses they are; Peer discussion lessons EDU 201.2 Observation lessons (EDU 201.3) Peer criticism lessons (EDU 201.5) Preparation of teaching –learning

materials (EDU 201.4) Preparation of Teaching –Learning Materials -Workshop (EDU 201.4) and initiatory school experiences (EDU.20.5). These Practicals only conducted in the traditional way of teaching so the researcher felt that there is only a chance to integrate TPACK in criticism lessons.

Preparation of Teaching – Learning Materials - Workshop Improvisation or Preparation of handmade teaching aids or learning aids from locally available resources. When analyzing, does not found any elements of TPACK in this area.

Third Semester

In the third semester of Calicut university B.Ed. program there is no core courses and optional courses , only have Practical Based Works Like; The Internship Program(EDU.301) , Drama and Art in Education Edu(.302) Health ,Fitness & Physical Education- Practical II (Edu.303) and Community Living Camp (Edu.304).

The school internship is designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. During the school-internship the student teacher is expected to observe classroom teaching of mentors/peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.

Internship program gives more chances for student teachers to integrate TPACK in their subject classes. Student teachers could be integrate the CK, PK and TK blend together and taught their classes with help of TPACK. It gives students to new

experience in learning. Expert teachers now are those who can bring together knowledge of subject matter, what is good for learning, and technology (ICT). The combination is described as Technological Pedagogical Content Knowledge (TPACK). Drama and Art in Education transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co-curricular or extra-curricular.

Fourth Semester

In the fourth semester, there were three core courses they are Gender, School and Society (Edu 10), Educational Thoughts and Practices (Edu. 11) and creating an Inclusive School (Edu. 12). Gender, School and Society, the paper create awareness about the concept of gender, important gender issues in schools and educational settings, recent issues associated with gender in school and society, inter-related functions of school and society the core course "gender, school and society" was included in the B.Ed. curriculum. Brainstorming, field visits, seminars were suggested to transact the content. The researcher couldn't find any elements of TPACK.

Educational Thoughts and Practices, this paper aimed to develop understanding on thoughts on the education philosophy of different thinkers, nature of Indian society, the impact of modernization in the society, the relationship between the democratic system of governance and education in view of the principles of the Indian constitution, the concept of curriculum, the factors influencing it and major trends in recent curricular revisions in India. That course

area did not possess any scope for TPACK.

The core course "creating an inclusive school" mainly aimed awareness about the importance of inclusion, equip with methods that promote the integration of students with disabilities in the normal schools, interrogate their own beliefs and also of school teachers, to see how those influenced the implementation. And the researcher didn't find any scope of TPACK.

Fourth semester optional courses carry thirteen optional papers, and six additional optional courses. The optional language courses in the fourth semester deal with as to how a language teacher should be and how could they improve their professionalism and also focuses on the importance of technology in their professional development. Technology related topics are Technology enabled innovative strategies in teaching, E-learning materials, E-resources in teaching & learning and Technology in education.

The course was constructed on the basis of technological integration for the professionalization of subject teachers. All the papers were dealing the topic 'TPACK' and other important technological tools. The TPACK framework was introduced by Punya Mishra and Matthew J. Koehler of Michigan State University in 2006. With it, they identified three primary forms of knowledge: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK).

In order for teachers to make effective use of the TPACK framework, they should be open to certain key ideas, including:

- concepts from the content being taught can be represented using technology,
- pedagogical techniques can communicate content in different ways using technology,

- students come into the classroom with different backgrounds – including prior educational experience and exposure to technology – and lessons utilizing technology should account for this possibility,
- Educational technology can be used in tandem with students’ existing knowledge, helping them either strengthen prior epistemologies or develop new ones.

Because it considers the different types of knowledge needed and how teachers themselves could cultivate this knowledge, the TPACK framework thus becomes a productive way to consider how teachers could integrate educational technology into the classroom. Finally, the TPACK framework is useful for the ways in which it explicates the types of knowledge most needed in order to make technology integration successful in the classroom. Teachers need not even be familiar with the entire TPACK framework as such in order to benefit from it: they simply need to understand that instructional practices are best shaped by content-driven, pedagogically-sound, and technologically-forward thinking knowledge.

Most instructors and administrators recognize the benefits technology can have in the classroom whether that be preparing students for a technology-driven world or helping to simplify course, school, and district management. But too many view technology as a silver bullet to the challenges they face. It’s sometimes assumed, consciously or not, that the mere presence of digital tools will improve education. This is exactly why the TPACK framework is important. It’s easy to think that adding a great LMS to your class strategy is going to enhance learning. But

TPACK shows us that there’s a relationship between technology, content, and pedagogy, and the purposeful blending of them is key.

Benefits of TPACK Are;

- Offers teachers a mental framework visualizing the complex relationships between the different domains of their knowledge
- Strategies for planning and implementing educational technology
- Can serve as a tool enabling an analysis of a teacher’s knowledge and for planning future professional development he or she requires for optimal use of educational technology
- Allows teachers to design and implement instruction that is responsive to the needs of students
- Can provide teachers with a language or common vocabulary for communicating with each other about activities related to technology integration.
- Can share more ideas effectively
- Can help teams of teachers plan professional development opportunities and create technology and lesson plans.
- Streamlines collaboration and commutation
- Teachers can develop TPACK by applying instructional design to the integration of technology in the teaching and learning process.
- Makes learning more efficient, effective, and engaging

Conclusion

TPACK plays an important role to the pre-service teachers since they are the future educators that will mold the new generation. TPACK is an essential part of the education system today as it incorporates the growing

demand on the use of technology in the classroom as well as continuing the focus on the content and how we teach it. Therefore it sets up education for the future as well as setting up the students for their future. It is important for the teacher to be completely up to date and knowledgeable with the curriculum and the components of TPCK to effectively incorporate it into their lessons. On the basis of analysis and interpretations let's conclude that the scope of TPACK in Core courses are very less in the curriculum. Only forth semester optional courses discuss about TPACK content. There is very limited integrated technological pedagogical content knowledge among the teaching faculty, and there are very few courses or learning opportunities through which pre-service teachers could develop integrated knowledge. The 21st Century Skills framework recommends higher order thinking through the "4 C's" including critical and creative thinking; collaborative processes and problem solving. Likewise, the new Common Core Standards focus on complex thinking that will prepare students for successful entry into college classrooms and careers. A pre-service teachers' curriculum must develop potential for TPACK as a foundational framework for using higher order thinking skills recommended for 21st century learners.

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ANALYSING THE STUDENT TENDENCIES OF PREFERRED THEIR NATIVE LANGUAGE

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Abstract

The survey is to identify high school students interest level to learn in Native language. Most of students are font to English language and believes that by learning English will promote their studies to higher level. The parents, social acceptance, status issues are the other factors which increase availability of English medium schools. Above average students in this survey believes that Malayalam is neglected in curriculum and most of students haven't got real exposure to Malayalam. This survey gives the present condition of Malayalam in academics. We need to balance both languages otherwise our MT will become a dead language. So as soon as possible we need to make aware the mass as well as the students need of MT in curriculum and need to consider this as a serious issue because it's about us.

Keywords: *Mother tongue, Language, Native language, English, Curriculum, Schools, Examination*

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” – Nelson Mandela

Introduction

Language is a tool for intellectual and emotional expression. It is a vehicle of inter-generational transmission of culture, scientific knowledge and a worldview. It is the vital, unseen thread that links the past with the present. It evolves with human evolution and is nourished by constant use.

In short, our languages permeate every facet of our day-to-day life and form the very basis of our civilization. In fact, they are the lifeblood of our identity, both individual and collective. They play a significant role in creating and strengthening bonds among people. More than 19,500 languages and dialects are spoken in India as mother tongues, according to the Language Census. There are 121 languages which are spoken by 10,000 or more people in the country. Languages are never static. They evolve and adapt to the socio-economic milieu.

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They grow, shrink, transform, merge and, sadly, die. The great Indian poet, Acharya Dandi, had said that if the light of language does not exist, we will be groping in a dark world. It is extremely disheartening that 196 languages in India are classified as endangered. We may have to ensure that this number doesn't increase. We have to protect and preserve our languages and the best and only way is to constantly use them. The 2011 Census listed 270 mother tongues; of these, as per a 2017 study, 47 languages were used as mediums of instruction in Indian classrooms. But teaching in the mother tongue is not a silver bullet to solve the problem of low learning outcomes, cautioned Suman Bhattacharjya, the director of ASER Centre. "If the teacher is still focused on completing the syllabus, on some level, regardless of what the language is, the content being transacted is still not at the level that the child can understand," she explained.

Mother tongue (MT) is what we learn from birth and each word is learnt with all its background, history, and linkages without us noticing it. A lot of meaning is also imbibed from our social environment, naturally and effortlessly. This cannot happen in a foreign language without making a determined effort to gain expertise with all its idioms, figures of speech, colloquialisms and relevant history. We think in our mother tongue and have a natural command over it and an ease of expression that gives us confidence to think and express.

Background of the Study

After Independence, the use of mother languages has been reiterated in several policy documents and commission reports starting from the University Education Commission (1948-49), Secondary

Education Commission (1952-53) and Official Language Commission (1956); the principles of the three-language formula were first discussed in the Central Advisory Board of Education (CABE) meeting, 1957, and this evolved as a consensus in 1961 at a meeting of the chief ministers of different states. The Kothari Commission (1964-66) stated: "Medium of education in school and higher education should generally be the same... The regional languages are adopted as the media of education in higher education... Three-language formula should be implemented." This was reinforced in the National Policy of Education (NPE) in 1968 and the NPE 1986, Program of Action of 1992 and Draft New Education Policy 2019.

Though the use of mother languages as mediums of instruction in school and higher education has been armoured from pre-Independence times, sadly, the number of those desiring to study in English has been multiplying exponentially. This has led to the burgeoning of monolingual educational institutes governed by the English language and is creating a society that is far from sensitive, just and equitable. As per U-DISE (Unified District Information System for Education) data, in the year 2013-14, out of the total enrolled students in school, 15% of the students had English as the medium of instruction. This had substantially increased to 21% in 2017-18. Among the mother languages, Hindi as a mother language witnessed a decline from 47% to 45% across all grades; in the urban areas, 42% of students studied in English medium schools compared to 13% in rural areas in 2017-18. Further, the transition from the mother language to English has happened across grades (elementary, primary, secondary, higher secondary), with a maximum 7%

increase in the use of English as medium of instruction in primary classes and a proportionate decline from 86% to 79% in the use of mother languages as mediums of instruction. Hindi as a medium of instruction observed a decline of 4% (51% to 47%) in primary classes. The nature of dominance of English over all other mother languages is allied to power, status and identity of students. Students speaking different mother languages come together to study in an educational institute where they interact with each other without any difficulties at both school and higher education level. Yet they are being taught monolingually through a foreign language that not all students are able to associate with. The whole process has led to the ignorance of mother languages and a feeling of disassociation among students, and bears a strong resemblance to what Macaulay did in 1835.

To preserve mother languages and help students associate more with what they study, we need to develop pragmatic strategies to make a transition from English to the mother language as medium of instruction. Though we may face daunting problems at the start, such a step is necessary. The change needs to be started from higher education institutes; one can then arrive at and adopt solutions at lower levels.

There is a misconception that only English education offers opportunities to grow in the modern world. Knowing English is useful, like knowing other international languages. This can't be extended to make a case for supplanting the mother tongue with English, as some are advocating. It can be learnt easily at an appropriate stage, after a strong foundation is laid in the mother tongue. The situation

can lead to the devaluation of a mother tongue and to its ultimate disappearance in the long term. Education system have a prior role in this scenario. When children are schooled through a second language (in this case, English), this results in either a loss of, or a lack of continued development in the child's primary language, or MT. When entire communities move to the second language, the first language eventually dies out, especially if it has few speakers. When languages die out because there are no speakers left, it is not just the words that go, but also the ideas, the thoughts, the knowledge systems that were represented in that language. Mother tongues do not necessarily have national-language status, official-language status, or status as the language of instruction so it slowly disappear.

The National Education Policy (NEP) approved by the Union Cabinet on July 29, 2020, says that wherever possible the medium of instruction in schools until Grade V preferably until Grade VIII should be the mother tongue or the local or regional language. "All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged," the NEP says.

Mother Tongue Issue – An Overview

Education plays a vital role in helping children connect to their socio-cultural roots. Neither science nor humanities can engage a young mind if not taught in the mother tongue, academicians argue. Kerala's primary education has in fact been designed to introduce kids to their culture through stories, poems and other activities in Malayalam. Learning in mother tongue helps the students to grasp the meaning

in its full sense. Language defines one's identity. When someone tries to move apart from their mother tongue eventually, he/her loses his own identity. Unfortunately, our society is obsessed with colonizer's language. Nowadays Malayalam medium schools are captivated by English medium schools. Most of the parents prefer English medium schools for their children even they are educated from Malayalam Medium. In the case of students, they also prefer English as the medium of instruction. As a global language English has its own merits but neglecting Mother Tongue is a serious issue. Parents prefer to send their children to 'English-medium' schools regardless of the quality of education they offer because of the perception that mastery of the English language ensures success in later life. For example, in 2017-18, about 14% of those who were enrolled in private schools in India's rural areas and 19.3% in urban areas chose a private school because English was the medium of instruction. Experts argue that an English education is not always the best. "You can learn to read and write best in the language that you know. If you are taught in a language you don't understand then comprehension doesn't occur and results in rote memorization and writing it out through copying," explained Dhir Jhingran, a former Indian Administrative Services officer.

Need and Significance

In order to rejuvenate and preserve mother languages and help students associate more with what they study, we need to develop pragmatic strategies to make a transition from English to the mother language as medium of instruction. Though we may face daunting problems at the start, like inadequate teaching, lack of learning

material and trained teachers, such a step is necessary. The change needs to be started from higher education institutes; one can then arrive at and adopt solutions at lower levels. The transformation cannot happen in isolation and needs to have a threefold focus: (1) Language teacher's training and recruitment; (2) Development of quality programs on language and literature; and (3) Research on languages.

This progression will form the basis of the education system's contribution to the vibrancy and growth of all Indian languages, and India's rich cultural heritage and traditions, and will help in increasing enrolment of students in higher education. In the process, we must not overlook English as a language. While students must learn English, it should come not at the cost of mother languages but along with them. The practice of teaching and learning should be reorganized such that students are able to attain a high level of proficiency in mother languages as well as in English or any other foreign language.

Objectives

- To identify the interest level of students in learning in their mother tongue.
- To study the attitude of students towards MT and English
- To suggest some measures to increase their interest to learn in MT
- To identify the difficulties faced by students in learning in MT

Methodology and Sample

The present study used objective survey method to identify the interest level of students in learning in their mother tongue.

- Selection of the variable involved in the study.

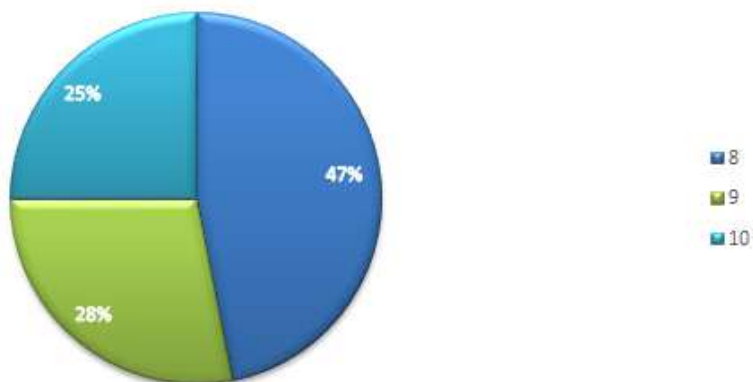
- Collection of the data using tools.
- Analysis of the data using statistical procedure like using tables and graphs.
- Interpretations of the findings.

Primary data of this survey is collected by questionnaire method. Due to pandemic restrictions questions are prepared in google forms and circulated to students through their respective teacher’s Secondary data were collected from various topic related

Analysis and Interpretation

Class wise classification

Class wise Participants



Source: Survey Data

The above pie diagram shows that the class wise classification of high school students. Most of the respondents (46.9% of total respondents) belongs to the class 9 and 28.1% of respondents are in class 8. 25% of total respondents are from 10th standard. From 160 students 150 students are in English medium and 10 students are from Malayalam medium

Most of the students choose Malayalam (MT) as their preference for communication

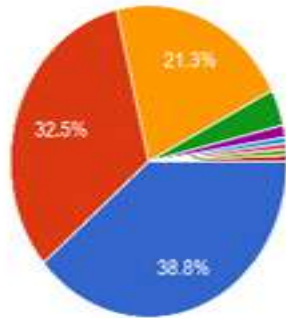
books; internet, research publication, newspapers etc. are used.

Tools used in the Study

Investigator constructed only one form of instrument (questionnaire) one tool for collecting data. There are 22 questions both in English and Malayalam languages, around 160 students attended the questionnaire. The questionnaire was structured on Multiple choice questions along with spaces to give their suggestions.

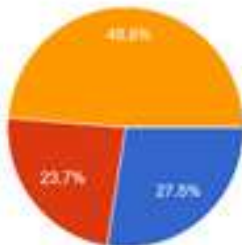
and selected MT as language helps you in understanding concept clearly and deeply (around 90%). But in learning students choose English. They think Malayalam as complicated language so they choose English. 24.5% students believes that our MT is neglected in school curriculum, its not a small percentage. Students already accepted that English is learner friendly language this fact vividly presented in this survey. As a global language English is wide spread and dominated several minds and this authority slowly kills our

8. According to you, what is the reason behind most of the students choosing English over Malayalam medium?(നിങ്ങളുടെ അഭിപ്രായം...നമ്മുടെ പിന്നിലെ കാരണം എന്താണ്? 160 responses



- i. English is a global language.
- ii. The chance of getting a job is high.
- iii. English education may improve our status.
- iv. Preference of parents.
- v. More competent teachers
- We handle with English any we go
- Because using the language English...
- It is a global language
- We all know that malayam is our offici...

16. Do you think learning in Malayalam would be helpful for academic achievement?(മലയാളത്തിൽ പഠിക്കുന്നത്...യകമാകുമെന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ?) 160 responses

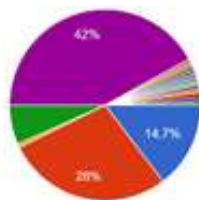


- Yes
- No
- Maybe

Mother Tongue. Complex word structure, spelling mistakes are the two major difficulties that faced by students in learning Malayalam. Due to this most of them scores less marks in Malayalam language compared to English language. About 91%

students feel confident in Malayalam language but the irony is that in choosing a question paper in MT or English 71.3% of students choose English question paper. Among this only 58.1% students are confident in English. Most of the students still in a confused stage that whether their MT is inferior or not, to other languages. In that 5% students believes

6. Why you chose English Medium? (എന്തുകൊണ്ടാണ് നിങ്ങൾ ഇംഗ്ലീഷ് മീഡിയം തിരഞ്ഞെടുത്തത്?) 150 responses

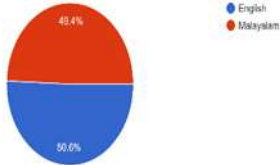


- a. Parents preferred
- b. I like English more than Malayalam
- c. My friends choose so
- d. For acquiring social status
- e. For better job opportunities
- f. Contusion of parents, elders, relat...
- I like to study english
- For a good education

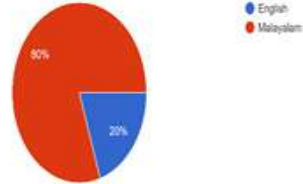
that Malayalam is an inferior language. It's such a pathetic condition. Only 27% students think that learning in Malayalam would be helpful for academic achievement. About 6 students in this survey have a contempt or rejection attitude towards Malayalam medium students.

Key Questions and Responses

12. In which language subject you score the more? (എന്ത് ഭാഷാ വിഷയത്തിലാണ് നിങ്ങൾ കൂടുതൽ സ്കോർ ചെയ്യുന്നത്?)
160 responses



7. Which language helps you in understanding concept clearly and deeply? (ആശയം വ്യക്തമായും ആഴത്തിലും മനസ്സിലാക്കാൻ... ഭാഷയാണ് നിങ്ങളെ സഹായിക്കുന്നത്?)
160 responses



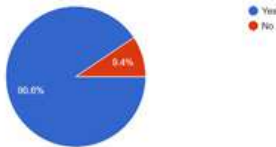
9. Do you think our native language is being neglected in school curriculum? (സ്വദേശി പാഠ്യപുസ്തകയിൽ നമ്മുടെ മാതൃഭാഷ അവഗണിക്കുന്നുണ്ടോ?)
139 responses



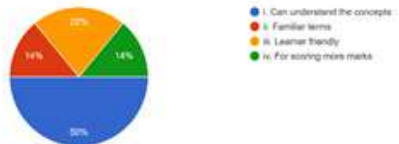
11. What are the difficulties that you face in learning Malayalam? (മലയാളം പഠിക്കുന്നതിൽ നിങ്ങൾ മനശിട്ടുന്ന ബുദ്ധിമുട്ടുകൾ എന്തൊക്കെയാണ്?)
159 responses



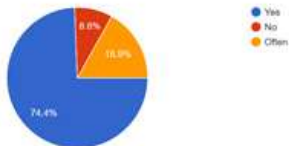
5. Do you like to learn in your mother tongue? (നിങ്ങൾക്ക് നിങ്ങളുടെ മാതൃഭാഷയിൽ പഠിക്കാൻ ഇഷ്ടമാണോ?)
160 responses



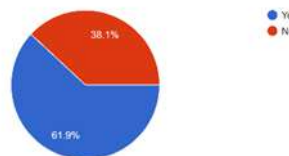
b. If you choose English, what is the reason? (നിങ്ങൾ ഇംഗ്ലീഷ് തിരഞ്ഞെടുക്കുകയാണെങ്കിൽ, എന്താണ് കാരണം?)
150 responses



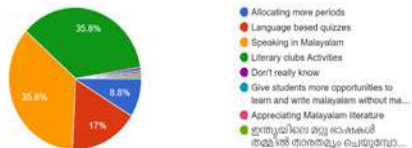
18. Do you use English words while explaining things in Malayalam? (മലയാളത്തിൽ കാര്യങ്ങൾ വിശദീകരിക്കുമ്പോൾ നിങ്ങൾ ഇംഗ്ലീഷ് പദങ്ങൾ ഉപയോഗിക്കുന്നുണ്ടോ?)
160 responses



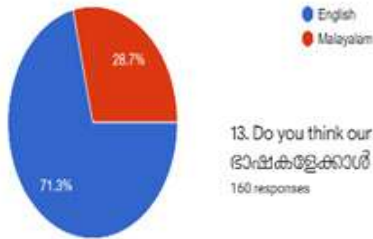
20. Are you able to write in your mother tongue without any mistakes? (തെറ്റുകളില്ലാതെ മാതൃഭാഷയിൽ എഴുതാൻ നിങ്ങൾക്ക് കഴിയുന്നുണ്ടോ?)
160 responses



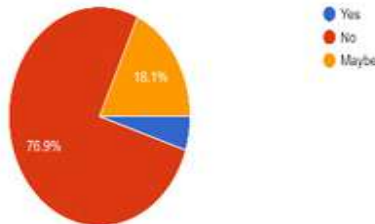
21. How can we improve the status of Malayalam in schools? (സ്കൂളുകളിൽ മലയാള ഭാഷയുടെ നിലവാരം എങ്ങനെ മെച്ചപ്പെടുത്താം?)
159 responses



10. If you are given two sets of question paper with same question one in English and other in Malayalam which one will you prefer? (ന...കിയാൽ പുറതാണ് നിങ്ങൾ തെരഞ്ഞെടുക്കുന്നത്?)
160 responses



13. Do you think our mother tongue is inferior than other languages? (നമ്മുടെ മാതൃഭാഷ മറ്റ് ഭാഷകളേക്കാൾ താഴ്ന്നതാണെന്ന് നിങ്ങൾ കരുതുന്നുണ്ടോ?)
160 responses



Major Findings

1. Majority of the students choose English as learner friendly and Malayalam is a complex one
2. Most of the students doesn't know the equivalent Malayalam for the English words that we used in daily conversation
3. Most of the students choose English medium because it's a global language and it may provide more job opportunities,
4. Above average students can write and read in Malayalam without any mistakes but around 35% students are not confident in their MT
5. Majority scores high scores in English language and believes that it's a superior language.

Implications

- Malayalam language experts need to contribute more words to Malayalam vocabulary
- Allocating more periods

- Language based quizzes
- Literary clubs Activities
- Remove the restrictions on speaking in Malayalam in institutions
- More competent Malayalam teachers

Conclusion

India has the largest youth population in the world, with 65 per cent of its population being below 35 years of age. We must incentivise this energetic generation to keep alive their mother tongues and dialects. We must teach our children to love languages and equip them to protect and nourish the beautiful legacy of languages that we have received from our ancestors. To not do this urgently and effectively will result in serious consequences for the preservation of our unique cultural identity. We cannot afford to regret this as yet another missed opportunity. Let's nurture the mother tongue. Let creativity bloom in full flourish. The mother tongue is the soul of expression.

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LOCALE DIFFERENCE IN LEARNING STYLE PREFERENCES AMONG SECONDARY SCHOOL STUDENTS

Dr. Minikumari D*

Abstract

Learning Style refers to the ability of learners to perceive and process information. It is the way in which each learner begins to concentrate, process and retain new difficult information. The interaction occurs differently for everyone.” (Dunn and Dunn, 1991). This study attempts to find out the Gender difference in Learning Style Preference among Secondary School Students. The sample consists of 492 secondary school students in Palakkad district. For this study the investigator used descriptive survey method and Learning Style inventory as tool. The findings indicate that there exists no locale difference in learning styles among secondary school students.

Key words: Learning Style, Locale Difference, Secondary school students, etc.

Introduction

Learning style is a condition under which learners most efficiently and effectively perceives process, store and recall what they are attempting to learn. Student’s learning style is differing from one another, and their academic performance closely connected with their learning style preference. “Learning Style is a general tendency to adopt similar set of strategies consistently across different tasks and settings” Eysenck,(1994). Students may vary in their Learning Styles, and it may base on their character, gender, family background and condition so on. Learning styles involve educating methods particular to an individual to learn best. The idea of

learning style is originated in 1970s and acquired enormous popularity.

Need and Significance of the Study

Today the world is undergoing a change at every second. Knowing a student’s learning style is one of the most valuable pieces of information. Every student has a unique type of learning style by which she/he learns best. Students differ in every aspect of their learning styles (Carthy,J.H, 1993). Everyone learn in different manner. In addition, students study differently; what works well for one student may not be beneficial or favourable to another. Learning Style is “the way individuals concentrate on, absorb and retain new or

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difficult materials or skills” (Rita Dunn & Kenneth Dunn 1992). Learning styles are personal way in which individual process information and the courts of learning new concepts and principles. Learning styles differ from individual to individual. For the same individual they differ from the subject to subject. Therefore the study is relevant, which deals on the gender differences of Learning Style among secondary school student.

Statement of the problem

Locale Difference in Learning Style Preference among Secondary School Students

Review of the Literature

Upon reviewing the literature on learning styles, the intense rate and growing interest is recognized (Coffield et al. 2004). Lada Kaliska(2013) conducted a study on “Felder’s Learning Style Concept and its Index of Learning Style Questionnaire in the Slovak Conditions”. The Statistical analysis of the present study proved not sufficiently significant correlations in the Slovak conditions. Mathews (1995) examined the learning style of post secondary students in selected institutions throughout South Carolina. The sample included over 200 college students and over 600 high school students. The study found that first year college students preferred social and conceptual style of learning to other style. Firoz, (2010) conducted a study on “Learning Style preference and educational commitment of Tribal Students in Secondary Schools of Malappuram District”. The present study was conducted in descriptive method. The study revealed that the emotional component of learning style

is highly preferred than other components such as environmental, physical, and social by all students. It suggested that consider the individual difference of the pupils in their learning styles. The audio-visual elements can best be satisfied using audio- visual aids in the classes.

Since 2016 there has been an increasing interest in the studies related to Learning Style. Richard G. Medlin(2010) investigated Learning Style and Academic Achievement in Home schooled Children. Rani,(2016) examined Relationship of Perceptual Learning Styles and Academic Achievement among High School Students. Yazıcı,(2017) revealed that, competitive and cooperative learning styles had positive, low-level and significant relationship with the TAS’ emotionality sub dimension, and the same relationship was observed between the competitive learning style and the worry sub-dimension.

Objective of the study

To find out the significant difference in learning styles among secondary school students based on locality

Hypothesis

There exists significant difference in ‘Learning Style’ among secondary school students based on locale

Method adopted

The present study adopted normative survey method.

Sample

The sample consisted of 492 secondary school students of Palakkad district. The sample was drawn by using purposive random sampling technique.

Tool used

For collecting relevant data concerning the study, following tool was used.

Learning Style Rating Scale developed by investigator with supervising teacher.

Statistical techniques Employed

Mean, Standard deviation and 't' value were calculated to compare urban and rural on the variable of Learning Style.

Delimitation

- The present study is delimited in terms of sample size, i.e. only 392.

- The sample of the study is confined to only 4 schools of Palakkad district.
- The Study is confined to 9th Standard Students only.

Analysis and interpretation

The main purpose of this study was to find out whether there exist any significant difference in the mean score of Learning Styles among Secondary School Students on the basis of locale, test of significance of difference (t-test) was employed. The results of the statistical analysis are presented in the Table 1.

Table 1

Test of significances of Difference in the mean scores of Learning Styles of rural and urban Secondary School Students.

	Locale	N	M	SD	t	p
Learning Style	Rural	228	131.7	20.64	0.719	0.473
	Urban	264	130.4	19.341		

Table 1 reveals that the mean and standard deviation of secondary school Students who studied in rural areas are 131.7, 20.64 respectively. Secondary school students of urban area obtained 130.43 as the mean score 19.34 as the standard deviation. The obtained score of significant difference of the learning style is 0.719 which is less than the table value of 1.96 at 0.05 level of significance, it is obvious from this that secondary school students do not significantly differ in their learning style based on their locale. Hence the hypothesis stating that there exists significant difference in learning style among secondary school students classified on the basis of locale is rejected.

Discussion. From the results it is clear that there exist no significant difference between rural and urban secondary school students in their learning style.

Findings of the Study

The hypothesis was tested using the test of significance of difference between means. From the results it is clear that there no exist significant difference in the mean score of Learning Style Preferences among rural and urban. It means there exist no locale difference in Learning Styles among Secondary School Students.

Conclusion

The study revealed that Learning Styles were studied in relation to Academic Achievement among primary, secondary, senior secondary, and higher education. Different measures of learning styles were used in these studies. Studies were conducted on the interaction effects of learning styles with variables like learning modalities, teaching styles, emotional

intelligence, achievement motivation, self efficacy, etc. on the academic achievement of students. The research reviews on learning style, Academic Achievement, and Achievement in Social Science have paved the way for the study on “Relationship between Learning Styles and Academic Achievement in Social Science among Secondary School Students”. Individual students have particular strengths and weaknesses which can be built upon and enhanced through effective instruction. The findings indicate that majority of the students preferring physiological learning styles. The least preferred learning style is the environmental learning style. And in the present study, the investigator found that there exist significant differences in learning style preference among rural and urban students.

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POST- COVID IMPACT ON THE PHYSICAL AND MENTAL HEALTH OF THE SOUTH KERALITES WITH SPECIAL REFERENCE TO LIFESTYLE DISEASES

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Dr. Sunil Thomas**

Abstract

Everything around us is changing and thus is our lifestyle. The role of physical education has been neglected. Covid- 19 has given us ample insight regarding the importance of exercise, yoga etc. up to a great extent. The Covid- 19 has thus brought a change in our habits making us more cautious and aware about the need and significance of overall health. More people were drawn into the habit of regular exercise and practice of yoga with this pandemic. The paper attempts a study on the after effects of covid on physical and mental health of South Keralites due to the change in the life styles.

Key words: *Post- Covid, Lifestyle Diseases, South Keralites, Physical and Mental Health, etc.*

Introduction

The World Health Organization (WHO) defines health as “a state of complete physical, mental and social well- being, and not merely the absence of disease or infirmity.” Good health is of primary concern because, if health is lost everything is lost. According to J.F Williams; “health is that quality of life that enables an individual to live most and serve best”.

Physical education is often misunderstood as merely drill or a physical

activity. Evolution of life started with movement. That is physical activity has been a part of their life (in search of food, dress and shelter). The term physical education is derived from two words: physical and education. The former means something which is related to our body characteristics like physical strength, endurance, fitness etc. and education is the systematic training or practice for a particular task. Thus; it is the education of man in and by the means of physical activity. According to Harold M Barrow, “physical education is the

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education of and through human movement where many of the educational objectives are achieved by the means of big muscle activities involving sports, games, dance, gymnastics and exercise”.

One of the tragic aspects of our general education is that majority of the school and college has pushed physical education to the back seats and most of the students have problems like posture defects, poor health, obesity, under- weight, effective sense organs etc. This indicates a serious rethinking for re- defining the scope and objectives of education. Physical education thus must be considered as an integral part of general education for the overall development.

Background of the Study

The National Policy of Education 1986, recommended that;

“Sports and physical education are an integral part of the learning process, and will be included in the evaluation of the performance. A nation- wide infrastructure for physical education, sports and games will be built into the educational edifice. The infrastructure will consist of playfields, equipment, coaches and teachers of physical education as a part of the school improvement program. Available open spaces in urban areas will be reserved for playgrounds, if necessary, by legislation. Efforts will be made to establish sports institutions and hostels where specialized attention will be given to sports activities and sports related studies along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games. As a system which promotes an integrated development of body and mind, yoga will receive special

attention. Efforts will be made to introduce yoga in all schools and to this end, it will be introduced in teacher training courses.” (Dash, 40).

At the time when covid-19 has gripped our world, forcing us to frantically search for the best ways to survive and thrive, offering practical strategies were considered as a quick solution to the problem. There are different causes for our illness. Diet is the number one factor. It is not only what you eat, but how much you eat. Exercise is yet another factor that decides our health. We must discover how our age, career and health conditions determines what type of exercise we need and which all should be avoided. Mental health, sleep pattern, medication, environment also plays a significant role in our health. With Covid-19, came changes in the following criteria which are responsible for leading a healthy life. There is a lack of immunity displayed by the Keralites when compared to people of other states. According to the state- wise seroprevalence percentage released by the Union health ministry, Kerala has the lowest seroprevalence (44.4%) whereas Madhya Pradesh has the maximum (79%) followed by Rajasthan and Bihar. Lack of physical activities, up to some extent, is a reason for this. Kerala is a state with high prevalence of cardiovascular diseases and diabetes not just because of the food habits or heredity but also due to the lack of physical activities. The Covid-19 has thus brought a change in our habits making us more cautious and aware about the need and significance of overall health. More people were drawn into the habit of regular exercise and practice of yoga with this pandemic. Thus, we need to understand the thrust of physical education and promote it everywhere- in schools, colleges, work

space and even at our home on a regular basis, as our health is an investment and not an expense. ‘Eat Clean, Drink Water, Stay Active and Be Happy and Healthy’.

Physical Education and Covid-19: An Overview

Corona virus disease 2019 (COVID-19) is a pandemic caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2), was first identified in Wuhan city in China, in December 2019. It includes cough, loss of smell and taste, head ache, fever etc. Symptoms usually begin from two to fourteen days after exposure to the virus. In India, the first covid case was reported on January 27, 2020. The pandemic thus spread all over the world leading the society to maintain social distancing. The pandemic thus had a negative impact on all sectors of the society and also led to the fall or decline of the economic growth. Lockdown was implemented. Schools and colleges were shut down for an indefinite period of time and this has disrupted the schedule of the students as the education was taken into an online mode. This led to several physical (lifestyle diseases), mental, emotional and social hazards. Students showed lack of interest in classes as the concentration level lowered and children were more drawn into social medias, rather than reading or any other physical activities, for entertainment. The pressure of tasks, exams, projects tampered the mental health causing them more stressed and anxious. It even led to depressions and suicidal behavior in students. Eye sight problem, obesity, headaches and posture problems were the major physical issues. Lack of exercise or physical activity was seen as one among the major reasons for this. Binge eating and watching has gotten worse and it not only led to over-

weight but also muscle spasms, muscle rigidity, back pain etc. There was also lack of social interactions and thereby led to decline of interpersonal skills, thereby making us withdraw into the shells of our comfort zone and making us introverts. It was thus a tough time not only for students but also for the entire section of the society. Lack of interaction and social isolation led to depression.

The impact of covid is thus highly disruptive in terms of both economy as well as the loss of life. Consequently, it had devastating effects on our health. Physical activity can help to prevent the life style diseases, lowers the risk of heart diseases and even prevent or reduce mental health issues like depression and anxiety up to a large extend. The US physical activity guide lines and American Heart Association recommended 150 minutes of physical activity weekly. According to the British Journal of Sports Medicine, routine activities have the potential to boost our immunity and thereby protect people from getting seriously ill and may also protect people who get Covid-19 from hazardous effects. Yoga also benefits a lot as it keeps both mind and body in a perfect state. Hence, physical education is an integral factor that leads to the wholesome development of an individual and for that reason contributing to a healthy nation. Merely informing people of health is not enough, they must be motivated and finally guided into action. Physical education thence contributes effectively to: physical growth and development, intellectual development, emotional development, social and personal adjustment, character development, physical fitness, mental development, neuro-muscular development, healthy instinctive expressions, cultural

development, leadership qualities, health and safety habits, democratic values, healthy attitudes and sportsmanship, constructive use of leisure time, expression and creativity, citizenship qualities, economic value, mental relaxation, national integration, international understanding. Wherefore, in a nutshell, it leads to the optimum development of an individual and thereby the whole nation.

Review of Literature

According to Plato; “lack of activities destroys good condition of human life”. The WHO, 1948 describes health as “a state of complete physical, mental and social well-being and not merely absence of disease or infirmity”. Unhealthy diets and physical inactivity are the two key factors for the lack of immunity and thereby many lifestyle diseases like cardio vascular diseases, obesity, diabetes, cancer and so on. The 2013 World Health Assembly endorsed the Global NCD Action Plan 2013- 2020, which includes a set of actions to promote healthy diets and physical activity and to attain voluntarily global targets for NCDs including one on diet and physical activity to be achieved by 2025 (resolution WHA 66.10). According to the Centers for Disease Control and Prevention (2011), developing an overall physically active lifestyle at an early age may decrease one’s chance of developing health- related problems such as obesity, diabetes and cardio- vascular diseases”. Covid pandemic is clearly an international public health problem causing severe acute respiratory illness in humans. According to the Electronic Journal of General Medicine; One of the most important impacts in the difficult COVID-19 process is mental health due to the fact that physical health

is partially based on mental and emotional stability. Health is a precious possession and it must be promoted everywhere including work spaces and educational institutions. According to Williams and Brownwell (1956); the scope of school health education consists of three aspects viz.: Healthful School Living, Health Instructions and Health Services. The National Curriculum for Primary and Secondary Education- A framework (NCERT, 1985) contains the aims of physical education in a rather more concise form as follows: “Physical education in school should aim at development of health, strength and fitness of the body,” The aim of physical education is the wholesome development of human personality of complete living.

Need and Significance

A man’s happiness in life depends upon good health, vigor and vitality. Health is thus of great significance. There should be growth and development of both body and mind in accordance with standard norms from age to age. In the present society, everyone is busy and majority of the people are not concerned of their health. Health education is thus a very important aspect and is a life- long process There is a need of understanding health concepts, develop good habits and practices, care all parts of human body, proper mental and emotional health and awareness of the diseases and its effects. Health education is a social responsibility. Its scope is broad as it contributes to the wholesome development of an individual. Physical education thus should be recognized as an integral part of general education. It is thus of great value, not only in the present, but also in the future. Modern lifestyle and the busy schedule have created numerous physical

problems, including lifestyle diseases and mental issues. Stress, anxiety, depression, tensions and so on caused by Covid in the present scenario are tremendous. Thus; the need and significance of physical education cannot be undermined, as it attempts to develop the overall personality aspects (physical, mental, social etc.), thereby helping the individual to lead a happy and balanced life as happiness is the first step towards being healthy.

Objectives

- To have an idea about Covid- 19 and its impact on physical and mental health.
- To create awareness regarding the importance of physical education in the present era.
- To instill interest in health and physical education.
- To understand the attitudes and awareness of the respondents
- To suggest the measures for the well-being

Methodology and Sample

The current study employs descriptive survey method to find out the mental and physical problems faced by the respondents as an aftermath of Corona of the five southern districts of Kerala.

- Selection of the variable involved in the study.
- Construction and validation of the tool to measure the selected variable.
- Collection of the data using tools.
- Analysis of the data using statistical procedure like using pictorial properties like tables bar charts and pie diagrams.
- Interpretations of the findings.

The present study is an empirical one in which both primary and secondary data have been used. As the primary data, hundred (105) people were randomly selected from the South Kerala districts of Thiruvananthapuram, Kollam, surveyed village of Mannar and other parts of Alappuzha district, Pathanamthitta and Kottayam. Questionnaire method was employed for this purpose. Secondary data included the information collected from various topic related books; internet, research publication, news-papers etc. A total number of 105 samples have been selected for the purpose of this study. The period of study was from 27/12/2021 to 20/01/2022 and the relevant information was obtained.

Tools used for the study

A set of questionnaires, comprising of two sections, was employed for the purpose of collection of the data. The first part incorporates the personal questions along with the core questions based on mental issues, whereas the second part dealt with the issues regarding physical health that were raised for the study. The questionnaire included multiple choice questions, along with that, questions were also framed in such a way that they could also give their opinions and suggestions. Spaces were provided to give their suggestions. A total of 35 questions were raised in total. The respondents were from five districts of South- Kerala, namely Trivandrum, Kollam, Alappuzha, Pathanamthitta and Kottayam.

Analysis and Interpretation

The impacts of Covid and the importance of physical education was studied based on several criteria using the survey method and the representation is as follows:

Table 1
Age wise Classification

Sl. No	Age	No. of respondents	%
1	Below 20	05	05
2	21-30	48	46
3	31- 40	08	08
4	41-50	10	10
5	51-60	14	13
6	61 and above	20	18
	Total	105	100

Source: Survey Data

The above table represent the age wise classification of respondents. Most of the respondents (46% of total respondents) belongs to the age group of 21 to 30 and 18% of respondents are in the age group above 61. 13% of total respondents are included in the age group 51 to 60. 10% belongs to the category between 41- 50. Finally, the minimum number (5%) of the total respondents belongs to the age below 20.

Table 2
District wise classification

Sl. No	Districts	No. of respondents	%
1	Trivandrum	19	18
2	Kollam	20	19
3	Alappuzha	25	24
4	Pathanamthitta	21	20
5	Kottayam	20	19
	Total	105	100

Source: survey data

The table 2 illustrates the district wise classification of the respondents. Majority of the respondents (25%) belong to Alappuzha

district, followed by 21% in Pathanamthitta district. A total of 38% (19% each) of respondents were from Kottayam and Kollam. Trivandrum respondents includes 18%.

Table 3
Respondents based on their Gender

Sl. No	Gender	No. of Respondents	%
1	Male	53	51
2	Female	52	49
	Total	105	100

Source: survey data

The above table provides gender wise classification of respondents. 51% of them were male and the rest was female.

Table 4
Category of Respondents

Sl. No	Category	No. of Respondents	%
1	Students	53	51
2	Employed	25	29
3	Retired	12	11
4	Unemployed	15	14
	Total	105	100

Source: survey data

From the above table, it is evident that 100% of the people, that means, entire population samples undergo financial issues due to high cost of fertilizers, pesticides, seeds and other inputs. On the above, mediators are also not supportive and they are also charged high for the transportation and modern technologies used for farming. Thus, they are coping up with mental stress and trying to make both ends meet.

Table 5
Respondents Awareness Regarding Covid

Sl. No	Awareness	No. of respondents	%
1	Maximum	70	66
2	Minimum	6	6
3	Moderate	29	28
Total		105	100

Source: survey data

This table reveals the idea that 70% of the respondents are well aware about covid and its effects, whereas a very meagre percent is less aware of covid and its impact. Nearly 28% of them neither know a lot about covid nor are they unaware about the pandemic.

Table 6
Respondents concern for their mental and physical health

Sl. No	Attitude/ concern	No. of Respondents	%
1	Yes	86	82
2	No	2	2
3	Sometimes	17	16
Total		105	100

Source: survey data

Most of them were anxious and were concerned of their mental and physical health, except for the two percent.

Table 7
Activities During the Pandemic

Sl. No	Activities	Number of Respondents	%
1	Cooking	60	55
2	Reading	25	22
3	Dancing, swimming, cycling	21	19
4	Others	5	4
Total		111	100

Source: survey data

The table provides the idea that people were engaged in multiple activities. Most of them preferred cooking [55%], followed by reading [22%], dancing/ swimming/ cycling [19%] and others.

Table 8
Impact of Covid 19 on Mental Health

Sl. No	Impacts	Respondents	%
1	Sleeping disorder	23	17
2	Stress/ anxiety	31	22
3	Depression	6	4
4	Lack of interest/ laziness	44	32
5	Boredom/ Addiction	35	25
Total		139	100

Source: survey data

The table shows that none of the respondents were free from any of these mental health issues. Most of them underwent multiple problems. It was a boring period and most of them were forced to social media addiction [25%]. 32% of the people underwent laziness/ lack of interest. 22% suffered from stress and anxiety and 17% of them underwent change in sleeping pattern.

Table 9
Section of the Society Mostly Affected by Covid

Sl. No	Section	Respondents	%
1	Students	54	42
2	Business/ private sector	13	11
3	Daily wage workers	50	39
4	Others/ unemployed	10	8
Total		127	100

Source: survey data

The table depicts that most of the respondents selected two categories: students and daily wage workers. 42% and 39% of respondents supported these two categories respectively. 11% selected Business/ private sector employees and 8% selected other categories/ unemployed.

Table 10

Respondents Tested Positive

Sl. No	Response	Respondents	%
1	Yes	47	45
2	No	58	55
	Total	105	100

Source: survey data

Nearly half of the respondents were tested positive (45%) and 55% of them were negative.

Table 11

Common Symptoms of Covid

Sl. No	Symptoms	Respondents	%
1	Breathing problem	41	28
2	Loss of taste/ smell	52	36
3	Tiredness/ Fever	20	14
4	Throat pain	11	8
5	Running nose	7	5
6	Cough	13	9
	Total	144	100

Source: survey data

Most of the respondents suggested loss of taste/ smell (36%) and Breathing issues (28%). These were followed by other symptoms like tiredness/ fever (14%), throat pain, running nose and cough at (8%, 5%, 9%) respectively. Most of them even undergone these even after they were free from covid.

Table 12

BMI [Body Mass Index] before Covid

Sl. No	Awareness Level	Respondents	%
1	Below 18	2	2
2	18.1- 24.9	94	89
3	25- 29.9	8	8
4	30 and above	1	1
	Total	105	100

Source: survey data

The table shows that 89% of the respondents had normal BMI and 8% were over- weight. 1% and 2% falls under obese and under- weight category respectively.

Table 13

BMI after covid

Sl. No	BMI	Respondents	%
1	Below 18	8	8
2	18.1- 24.5	78	74
3	25- 29.9	19	18
4	30 and above	0	0
	Total	105	100

Source: survey data

The table shows that BMI rates increased from 2% to 8% for those below 18/ under- weight category. The second category remains nearly same (normal- 74%) and some of them even gained weight that nearly 185 of them became over weight and none of them were obese. Even in the normal category there was changes to be seen moderately.

Table 14
After- effects of Covid

Sl. No	Problems	Respondents	%
1	Breathing issues	12	26
2	Obesity/ under weight	14	30
3	Change in diet	19	40
4	Others	2	4
	Total	47	100

Source: survey data

47 of 105 were tested positive. Most of them underwent change in diet pattern of appetite, taste etc. (40%). 30% of them undergone change in their weights and the rest had breathing issues.

Table 15
Need for physical education/ exercise/ yoga in the pandemic

Sl. No	Response	Respondents	%
1	Yes	99	94
2	No	0	0
3	May be	6	6
	Total	105	100

Source: survey data

From the table it is clear that nearly 94% supported the need for Physical education/ yoga/ exercises, as a part of our life not only during the pandemic times but on a daily routine. 6% neither supports the idea nor completely rejects the idea.

Major Findings

After the investigator's negotiation with the respondents; it was evident that

1. Majority of the respondents belonged to the age group of 21 to 30 (youths).
2. Most of the respondents were aware of the pandemic, its effects/ impacts and

solutions and were concerned of the mental and physical health.

3. None of the respondents were free from any of these mental health issues. It was a boring period and some of them [nearly 5 of them] even consulted professional help.
4. Most of the respondents underwent change in diet pattern and breathing issues during covid and even after that.
5. Most of the respondents were aware of BMI [Body Mass Index] and the BMI showed variations, at least, in a very moderate way during covid.
6. Nearly half of the respondents were tested positive and most of them underwent breathing issues and loss of taste and smell.
7. Some of the respondents already had certain conditions like obesity, heart disease, diabetes, BP, asthma before covid. Among them, a very small amount of the respondent's conditions was worsened by covid.
8. Almost 99.9 % of the respondents faced negative impacts of covid. It has worsened their mental health. Stress, lack of interest/ laziness and social media addictions were the major problems.
9. Students and daily wage workers were mostly affected followed by business sector and the un employed/ others.
10. Exercising, meditation/ yoga, extra-curricular activities, consuming nutritious and proper diet and enough water, practicing hygiene, awareness programs and maintaining positive/ optimistic attitudes were certain suggestions made by the respondents to overcome the physical and mental impacts of covid.

Implications

- Proper care must be taken and awareness must be given. Practice Social distancing and maintain hygiene.
- Exercise regularly and consume nutritious food and enough water.
- Yoga and other physical activities should be encouraged.
- We must engage ourself into certain extra- curricular activities and take it as our own responsibility to take care of our mental and physical health.

Conclusion

There are certain health basics we need to meet in order to achieve good health. Taking responsibility of your own health is the best way to achieve good health. Finding and treating of the causes of common illness will provide us with a better understanding. Physical education along with proper and correct diets should be promoted. Awareness must be created among all the sections of the society and safety measures must be taken. Through proper sanitization, vaccination, regular exercise, appropriate diet and by wearing masks pertinently, we will be able to reduce the risks and impacts of Corona in a substantial way. “Stay Alert and Stay Healthy” should be our slogan.

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FOOD AND ITS IMPACT: SHAPING LITERATURE AND CULTURE

Densy John*

*“Food is a central activity of mankind and
one of the single most significant trademarks of a culture”*

- Mark Kurlansky

Abstract

This article analyses the food habits and impact of food in life. Food studies is a vast field that incorporates scholarly works from disciplines as diverse as anthropology, nutrition, sociology, psychology, literature, women’s studies, and humanities. Many of these works, especially in the fields of women’s studies and psychology, problematize food by suggesting how disordered eating affects the body, or how class and race issues impact food production and availability. Cultural and anthropological studies of food focus on what food means to individual groups, and how identity is coded through food. Various researchers, writers, analysed the impact of food in shaping the literature and culture.

Key words: Food, Literature, Culture, Impact, etc

Introduction

All living beings need food for growth and sustenance. The Oxford English Reference Dictionary mentions food as a nourishing material that can be used to maintain life and growth. Every society exhibits its unique relationship with food in terms of cooking, consumption and rituals. Religion, region, race, caste, class, ethnicity, culture often use the language of food for expressing behaviour patterns and attitudes. Food acts as a code among people belonging to the same identity markers

such as religion, language, race, and caste. Albrecht Classen observes that,

“In any given society, the way food is prepared, served and consumed indicates the ethics and values embedded in that society. How a society handles food indicates if it is progressing or regressing. The Meaning of Food is an exploration of culture through food. What we consume, how we acquire it, who prepares it, who’s at the table, and who eats first is a form of communication that is rich with meaning. Beyond merely nourishing the body, what

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we eat and with whom we eat can inspire and strengthen the bonds between individuals, communities, and even countries. There is no closer relationship than the one with the family and food plays a large part in defining family roles, rules, and traditions. It helps us to discover attitudes, practices, and rituals surrounding food, it sheds light on our most basic beliefs about ourselves and others” (Classen 330).

Food studies is a vast field that incorporates scholarly works from disciplines as diverse as anthropology, nutrition, sociology, psychology, literature, women’s studies, and humanities. Many of these works, especially in the fields of women’s studies and psychology, problematize food by suggesting how disordered eating affects the body, or how class and race issues impact food production and availability. Cultural and anthropological studies of food focus on what food means to individual groups, and how identity is coded through food. As Jean-Anthelme Brillat-Savarin keenly observed, “Tell me what you eat, and I will tell you who you are”. Among literary and cultural theorists, Roland Barthes was one of the first to explore the semiotics of food and culture, collecting his ideas in *Mythologies* (1957), in which he wrote of food: “It is not only a collection of products that can be used for statistical or nutritional studies. It is also, and at the same time, a system of communication, a body of images, a protocol of usages, situations, and behaviour”.

Food Studies in Literary Criticism

It makes sense that food imagery has featured in significant literature since ancient times. Kara Keeling and Scott Pollard argue that “food is fundamental to

literature”, if food is fundamental to life and a substance upon which civilizations and cultures have built themselves, then food is also fundamental to the imagination and the imaginary Arts. Food is fundamental to the imagination because food is fundamental to culture. (Keeling 5) The *Odyssey*, one of the oldest and most influential examples we have of world literature, is full of food imagery and feasting. In fact, there are forty-two meals included in this great epic. Keeling and Pollard write of The *Odyssey*,

“Food is fundamental to the plot and character interactions, to the very propelling of the adventure forward throughout the story; the ritual barbecues, the feasts, the slaughtering of bulls and pigs and sheep, and occasionally, humans” (Keeling 4).

The study of food in literature is useful as a way to view a range of elements in a fiction novel, formal and contextual. At the very literal level, food-related images in literature, particularly when used with rich details and descriptions, appeal to the senses of the reader, enhancing the realism of the work. They provide sensory images readers can relate to, especially sights, smells, and tastes that may be familiar to readers. In these ways, food-related images may be used to create a specific mood, offer a visual for readers, and help convey an idea, express an emotion, dramatize a situation, or increase the realism in a specific text. They often help to characterize people in novels, helping readers to understand a character’s dilemma, social status, personality, emotions, or even ethnicity, among other factors surrounding a character and plot.

Food as a Metaphor

Food is commonly used in literature as a metaphor because it is a familiar,

universal substance that is recognizable and understandable when used as a representation. Kunow describes the semiotic quality of representation as “a stand-in, a sign of something that is (or was made to be) absent”. He states,

“Food has, of course, always functioned as representation: ethnographers and cultural studies specialists have long been demonstrating how food not only feeds but also organizes us, how the making, taking, and disposing of aliments are socially and culturally inflected” (Whitt 5).

Food is naturally rich with symbolism and has been since ancient times, because of its centrality to life. Foods provide an instant, strong visual image when used in language, and in different cultures, various foods may carry different connotations that create instant mental connections when referenced. The food-related language uses these associations by providing concrete wording to describe experiences, events, people, and emotions, often abstract ideas that seem to be completely unrelated to the food itself. In literature, food may represent many different things, such as power or social status, religion, family or relationships, gender, sexuality, wealth, and group identity.

In “*Curry at Work: Nibbling at the Jewel in the Crown*,” Mark Stein praises the effectiveness of food metaphors resulting from the universality of food, stating, “Food cuts across the ‘haves’ and the ‘have-nots’ in its ordinariness, it connects all human beings, irrespective of differences. Food, the external that is ingested, internalized, only to be expelled again, points towards the paradoxical relationship that humans can have to their surroundings, and that texts can have to their contexts”. He describes

the various functions of food metaphors:

“In the world of fiction they are a reminder of the material world; they can also serve to remind us of the history (and presence) of exploitation; as we all need food, food metaphors point to a shared humanity, if under greatly variegated circumstances; food metaphors therefore often contain the power to affect sensually, . . . At the same time, food and eating are symbolic practices, . . . food metaphors . . . help texts to reach out” (Stein 147).

Using imagery of food and eating to represent much more complex ideas is not a new device. Throughout history, food has functioned as a metaphor in some of our most ancient texts.

Food in Religion

Early Christianity created some of the most enduring and recognizable food metaphors which are preserved in the Bible and serve as foundations of the religion’s beliefs. As early as the Book of Genesis, Adam and Eve consume fruit from the Tree of Knowledge of Good and Evil. The tree and the fruit represent temptation, indulgence, pleasure, and sin. “Forbidden fruit” is a common metaphorical phrase which refers to this Biblical account and describes an object of desire that should not be acquired because it is immoral or possibly harmful. One of the most important Biblical metaphors in the New Testament is the usage of bread, particularly in reference to Jesus.

In Hinduism, food is considered an element of Brahman and therefore food must be treated with due respect. The physical body is called *annamayakosh* or the food body because it is nourished by food. According to Prasna Upanishad, Food

is Prajapati, the master of creation. One also finds ritualistic acts such as annaprasana (a baby given its first rice), periods of fast during the full moon days, and *pindadan* (offering of food to the spirit of the dead ancestors).

Islam has dietary directives in Quran and Sunnah, (which consists of the recorded words of the prophet Muhammad) for its followers. Islam insists on the forty-day period of fasting during the month of Ramzan when food is consumed before sunrise (*fatoor*) and after sunset (*sahoor*). Muslims are expected to eat Halal (lawful or permissible) cut meat only and to avoid pork, blood and dead animals. (Huda 111).

In literature, eating and not eating are always symbolic. "Food makes everything better. Using it as a motif, or repetitive symbol, in literature makes reading all the more delicious" (Gardner 2). Food always means something other than mere food. Eating scenes, particularly scenes of overconsumption, seem to shade inevitably into comedy, satire the famous eating episode in Fielding's *Tom Jones*, food as sheer sensuality, gluttony and sex. One of the most powerful interludes in *Jane Eyre* is that of Jane's near-starvation as, in flight from her beloved Rochester, she must beg food from strangers: A crust of bread becomes the symbol of her humbled pride.

Hansel and Gretel by the Brothers Grimm deal with bread. Bread means sustenance (7). In the story, it also symbolizes the universal need for it; the birds ate it, and now the smell of bread is luring them to yet another place. The oven, which produces the smell of bread that lures them in, also serves as the ultimate symbol of justice. Margaret Atwood's *The Edible Woman*, the main character Marian has a feminist freak-

out because she does not want to get married (she is engaged) nor does she desire to have children. Her role models were all unhappy married women, and her job prospects were awful. As a result, the woman mentally imploded. First, she began to refuse food, as she compared eating with what women go through when our personas are eaten away by marriage. Then, she started getting difficult with her dial-tone boyfriend, Peter. Finally, she decided to bake a cake moulded like a woman; a symbol of herself about to get consumed by society. *Oliver Twist* describes the shocking reaction caused by Oliver's famous line "Please, Sir, I want some more" when asking for a second helping of the workhouse gruel. The dish personifies the extremes of poverty. Gruel is the lifeline of the poor: a weak, tasteless, ugly, gritty lifeline. Such is the reality of which Dickens wanted to make the world aware.

The foods described in the *Harry Potter* novels become a bridge for the characters and the readers via a familiar, unifying comfort item as a vehicle to aid in the suspension of disbelief. The characters eat toast (familiar), yet they also drink Butterbeer (unfamiliar). "Food in the Harry Potter series represents the anxieties and tensions, as well as the wishes of late twentieth-early twenty-first-century children and adolescents, many who grew up with Harry and the series over its ten-year printing history" (Clark 12).

In Jhuma Lahiri's *The Namesake* Indian food symbolizes the whole of Indian culture and the closeness of a Bengali family and community. Food plays a central role in illustrating a show of affection, for example, in the case of Ashima to her new husband. She gets to know him by getting to know

his favourite foods and flavours (potatoes and salty foods). She also keeps Bengali traditions in the family's life through the food, only compromising a little by giving her children American lunches and an American supper once a week. The absence of this type of food symbolizes the loss of Bengali cultural traditions and heritage. In the novel *Wife* by Bharati Mukherjee, food is intrinsically connected to body and sexuality. Dimple's neurotic obsessions are portrayed by her cooking and her imaginings about her body.

Chitra Banerjee Divakaruni, one of the prominent Indian-American writers, employs food metaphors to marvellous effects in her works. She has taken particular delight in the story of spices and food, their flavours and their capacity to produce particular identity, desire and memory for its consumers and to readers. Though her debut novel *The Mistress of Spices* is dealing with her common themes it is written in a culinary genre. Here, she opens up the world of spices through the central character Tilo. The spices used in the novel are to represent the character itself. Her memory, purity, identity and desires depend upon the food.

In *Sister of My Heart*, Divakaruni portrays immigrant women Anju and Sudha. Through them, she shows India and Indianness and also, she visualizes the Indian customs, traditions and nature (atmosphere) of her birthplace, especially food. She describes Indian food, Dal, Parota, and more on pickles. Those food metaphors play a role for memory to Anju about her homeland. Shortly they are losing their purity or the freshness of food by mixing up other notions into the food. The vine

stands for the desire to seek her identity. *Queen of Dreams* uses traditional Indian food as a powerful metaphor asserting the importance of actively holding on to one's cultural roots and memories to survive within the framework of Americanization.

Spices during Colonization

Invasion of one country by another country is known as colonization. Search for flavour is one of the reasons for colonizers in invading countries. During colonization, colonizers not only colonized the country but also plundered the wealth of the nation. Indigenous spices of the colonized land were taken to their native land. When the British left India they had taken five important spices from India. Spices are a group of esoteric food adjuncts that have been in use for thousands of years to enhance the sensory quality of foods, the quantity and variety consumed in tropical countries is particularly extensive.

A familiar saying that epitomizes the idea of food and identity is, "You are what you eat." This expression addresses two of the questions: What does the food on my plate signify? and, 'How do food practices contribute to personal identity, desire memories, and the notion of purity?' These questions address the concept of food as a cultural signifier and encompass fields as diverse as literature, anthropology, sociology, and history. Food is related to Emotions, Memories, Identity and Purity. By the theory related to Food and Mind, it can relate to individual emotions, thoughts, feelings. Food imagery helps to understand their characters' true identities, because in many ways, food defines people and cultures. Editors Thomas J. Schoenberg and Lawrence J. Trudeau's collection Twentieth-

Century Literary Criticism, an article titled “*Food in Literature Introduction*” states,

“Recent psychoanalytic theory suggests that eating practices are essential to self-identity and are instrumental in defining family, class, and even ethnic identity. Although food and related imagery have long been part of literature, psychological theories have led to the examination of food and eating as to trace one’s feelings, emotions and thought.”

Food can serve to signify the belief systems, religious rules, and complex ideologies of a particular person or character, or that of an entire community or culture, that may not be explained explicitly in a text. Food works as ‘memory’ and we all have positive and negative memories and associations with Food. Food and eating practices are essentially ways of defining a culture’s ethnic identity, reflecting on those persons’ identities within the culture (Gardaphe 8). Mark Stein states, “Food does more than satisfy one’s biological need for calories, nutrients, water. Food choice divides communities and has the power to delineate the boundaries between them. Food taboos can serve to mark outsiders as unclean, unhealthy, unholy” (Stein, 134). Spices from home remind you of the warmth of a happy place and times gone by. Universally, food means more in culture and to individual identity than merely substance.

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A STUDY ON SELF CONFIDENCE AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS

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Abstract

Education through schools aims to develop an array of skills and clarities where language acquisition is an important part. In the content of school education in India, especially Kerala, English language is an integral part of the curriculum. Speaking, reading and writing skills in English is very important. The role of moving towards globalization where mass communication and internet demand a good knowledge of English. Among the four language skills, self-confidence plays an important role in attaining mastery over the skills. The achievement of oral performance is thought to be highly correlated with confidence. When there is low level of self-esteem and self-confidence, the learning of a second language foreign language is greatly affected, due to relationship between the learner and the challenge that is learning another language that makes them feel unable to be themselves when speaking a new language. Many factors affect the learning of foreign language self-confidence is an important factor that affect foreign language acquisition. Self-confidence refers to an individual's perceived ability to produce desired results. Self-confidence is a variable that can be improved with the help of teachers and parents in students through different methods and actionists. Every learner requires be and foremost, to be motive, to be attended to, to be valued and to be affirmed out of that attention and affirmation grow the confidence and the courage to learn. A study on the importance of self-confidence and the relationship between self- confidence and achievement is very much relevant. Since self-confidence and related variables are connected with affective domain too, a study on self-confidence and its relation with achievement will help the teachers to prepare their reasons and include activities that will help to improve the level of self confidence in the learners in their class. This is beneficial both for the teachers and the learners especially in the modern class rooms where the individual differences among learners are high. Conducting a study on the relationship between self-confidence and academic achievements proved that there is a relationship between these two factors as self-confidence increases, academic achievements also increase.

Keywords: *Self- confidence, Achievement, Language, Learners, etc*

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Introduction

Education is the process of developing the capacities and potentialities of individual to as to prepare the individual to the successful in a specific society a specific culture. It helps to draw the out of one's mind and spirit. It makes a person rational, innovative, constructive, intelligent, and independent and creator of new values. Education is an important factor that helps in relining about various changes in human beings and also to the society.

Self-confidence and other individual factors like individual difference and learning styles has a major influence on Language learning. Self-confidence can be defined as the learner's relief that they are captive to achieve the assigned tasks. Self-confidence is also an achievement of a second language. Studies claim that language learning activities will be carried out successfully without this affective variable.

A study on the importance of self-confidence and its relationship with achievement in the case of language is significant in the present scenario. The materials and to induced activities that will help to develop the feeling of confidence and esteem among learners. This is beneficial both for the teachers and learners in order to make the class more effective and to improve achievement.

Need and Significance of the study

A study on the importance of self-confidence and the relationship between self- confidence and achievement is very much relevant. Since self-confidence and related variables are connected with affective domain too. A study on self-confidence and its relation with achievement will help the teachers to prepare their reasons and include activities

that will help to improve the level of self confidence in the learners in their class. A study on the importance of self-confidence and its relationship with achievement in the case of language reaming in significant in the present scenario. The materials and to induced activities that will help to the feeling of confidence and esteem among learners. This is beneficial both for the teachers and the learners especially in the modern class rooms where the individual differences among learners are high.

Objectives of the study

The objective of the study on self-confidence and achievements are:

1. To study the level of self-confidence among High school students
2. To compare the self-confidence and academic performance of the selected students.

Methodology

For the study on self-confidence and academic achievement among high school students. 29 students of S.H.G.H.S.S, Bharanaganam were taken as the sample. The tool was administered on 23rd October 2018. A self-confidence inventory was used to collect and identify the response of the people. It consisted of 15 statements. First 10 were positive statements and the rest were negative statement students had to choose either yes on. For the first 10 statements 'Yes' option was given 1 mark and 'no' option wasn't given any marks. For the next 5 statements. Each 'no' given any marks. The inventory had a total of 15 statements and 15 marks.

Analysis and Interpretation

Objective 1: To study the level of self-confidence among the students of class (VIII)

From the questionnaire for the statement 1, it shows that 41% of the respondents can speak confidently in English while 59% of the respondents are unable to do so.

Table 1
Frequency distribution of respondent on statement 1

Yes		No	
No. of Respondents	%	No. of Respondents	%
12	41	17	59

For the statement 2, ‘I Feel Motivated to Speak English in Class’, the information collected from the class reveals that, majority of the learners are not motivated to speak English while 34% of the respondents are motivated to speak English.

Table 2
Frequency distribution of respondent on statement 2

Yes		No	
No. of Respondents	%	No. of Respondents	%
10	34	19	66

The third statement about the language activity in the classroom.

From the above table, it is clear that almost half of the class (45%) feel comfortable when there is an oral languages activity in English in the class. However, 55% the learners prefer oral activities in their mother tongue, Malayalam.

The respondents on the statement 4, ‘I behave I can speak good English if I try hard.’ The results shows that majority of the learners (62%) have the confidence that they can speak good English somebody if they try hard. 38% of the learners are not confident that they can speak good English.

Yes		No	
No. of Respondents	%	No. of Respondents	%
18	62	11	38

Table 2: Frequency distribution of respondent on statement 4

The response of the learners regarding the statement 5 whether they are a good English language student.

For the statement 6, ‘I can share my ideas and feelings with others in English’. it is clear that majority of learners are confident about using English as a medium of expressing ideas and feelings whereas, 31% of the respondents are confident that they can express their ideas and feelings, of needed in English.

The respondents on the statement 7, ‘I don’t feel shy to speak English to my classmates’.

Table 3
Frequency distribution of respondent on statement 7

Yes		No	
No. of Respondents	%	No. of Respondents	%
12	41	17	59

The above table shows that 41% of the learners are not shy to speak English to their classmates whereas 59% of the learners feel shy to speak in English to their classmates.

The response of the learners to the statement 8, ‘I don’t feel shy to Speak English to my teachers’. The majority of the learners (62%) are not confident to speak in English to their teachers where as 38% the respondents are not shy.

The statement 9, ‘I can respond to questions and interact with confidence in English’.

66% of the respondent in the class cannot respond to questions and interact with confidence in English. However, 34% of the learners are able to respond and interact with confidence in English.

For the statement 10, regarding ability to read and understand stories in English.

The results shows that majority of the learners are able to read and understand stories and essays in English. 34% of the learners cannot read and understand stories and essays in English.

Statement 11, ‘I can participate in discussions held in the classroom and express my opinion in English’.

52% of the learners can’t participate in discussions held in classrooms and express opinions in English whereas 48% of the learners cannot do so.

Statement 12, ‘I feel more scored in the English class than in other classes.

Yes		No	
No. of Respondents	%	No. of Respondents	%
15	55	13	45

Table 4: Frequency distribution of respondent on statement 12

The above table shows that 52% of the learners are scored good in English classes

Academic score (marks)	No. of Respondents	%	Self Confidence Score	No. of Respondents	%
31-40	10	34	16-20	9	31.0
21-30	13	45	11-15	8	27.5
11-20	6	21	6-10	7	24.5
1-10	0	0	1-5	5	17.0
Total	29	100	20	29	100.0

whereas 45% of the learners scored less English Class than other classes.

For the statement 13, regarding the fear of making mistakes while speaking English, response shows that 59% of the learners are afraid of making mistakes when they speak English and 41% of the learners are not afraid of making mistakes when they speak English.

Yes		No	
No. of Respondents	%	No. of Respondents	%
10	34	19	66

Table 5: Frequency distribution of respondent on statement 13

Statement 14, ‘I feel scared of writing English exam’. The below graph 7, shows that 66% of the learners are not afraid of speaking English exams while 34% are scared of it.

For the statement 15, ‘I am worried about what opinion other students have of me when I speak English in the class’.

55% of the learners are worried about the opinion of others when they speak English while 45% are not.

Objective 2: To compare the self-confidence and the academic performance of the selected students.

From the above table, it is clear that there is relationship between self-confidence and academic achievement in English. As confidence increases, achievement also increases.

Findings of the Study

The following are the major findings of the study

- 41% of the respondents can confidently speak English in class
- 62% of the respondents relive that they can speak good English if they try hard.
- 45% of the learners consider themselves as a good English language student.
- 59% of the respondents feel shy to speak English to classmates.
- 66% of the respondents can read and understand stories and essays in English
- 34% of the respondents are scared of attending English Exams.

Suggestions

Self-confidence is a factor that plays a supportive role in the achievement of a second language. Studies claim that no language learning achievements will be carried out successfully without this affective variable.

Suggestions for improving the self-confident and thereby academic include.

- Activities like speech completion, extempore, thought for the day etc. so that learners gain confide to speak in English.
- Including more discourse writing activities during the regular classes so that writing skills and confidence level can be developed.

Conclusion

Self-confidence is an important factor that affects the personality and overall development of an individual. Self-confidence also plays an important role in language. The speaking skills require self-confidence and motivation. Conducting a study on the relationship between self-confidence and academic achievements proved that there is a relationship between these two factors as self-confidence increases, academic achievements also increase. For improving English language learning we should include activities to improve self-confidence are also important.

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EMBODYING LIFE SKILLS TO POSTERITY: A PROPOSAL TO GET THE BALL ROLLING

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Abstract

Twenty-first century competencies require our students, especially those in secondary grades to be able to take up real-life challenges. Life skills are recognized as those essential skills that bring together the social, emotional, and cognitive capacities of a person to solve problems and achieve goals. To put it elaborately, 'life skills' is a term used to describe skill sets that help people to make informed decisions, solve complex problems, think creatively and critically, communicate effectively, show empathy, and build healthy relationships. The various life skills that students should possess for the successful completion of education includes financial literacy skill, self-management skills, communication skills, decision-making skills, self-assessment and reflection skills and so on and so forth. In addition to the aforementioned ones, skills such as divergent thinking skills, critical thinking skills, empathy, resilience, self-defence skills etc., are also part and parcel of life skills. As the students of the present generation belong to a 'VUCA' world (VUCA stands for volatility, uncertainty, complexity, and ambiguity), it is almost imperative for them to learn these life skills to feel confident, empowered, and geared towards the future. This article tries to embody the raison d'être of essential life skills in the lives of children belonging to the learning community.

Keywords: Financial Literacy, Self-Management, Communication, Decision-Making, Self-Assessment & Reflection, etc.

Introduction

The key to push the boundaries of excellence in our rapidly changing world is not just the ability to cope, but thrive with uncertainties and ambiguities. This

demands our education system to nurture the students beyond the classrooms by armouring them with essential life skills so as to prepare them to fly high.

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Twenty-first century competencies require our students, especially those in secondary grades to be able to take up real-life challenges. Life skills are recognized as those essential skills that bring together the social, emotional, and cognitive capacities of a person to solve problems and achieve goals. They play a vitally significant role in a student's success in school and life. A student requires life skills to learn beyond academics. Mastering beneficial lifelong learning skills help us to work, learn, and live better.

Life Skills

To put it elaborately, 'life skills' is a term used to describe skill sets that help people to make informed decisions, solve complex problems, think creatively and critically, communicate effectively, show empathy, and build healthy relationships. As per a World Economic Forum (WEF) report on the future of jobs, the in-demand skills and skill-groups that employers see gaining prominence by 2025 include problem-solving, critical thinking, stress management, self-management skills like resilience, active learning, stress tolerance and flexibility which are indeed some prominent life skills.

Various life skills that students should possess for the successful completion of education

1. Financial Literacy Skill

Financial literacy skill has become a prerequisite for anyone. In today's scenario, pupils need to be well prepared and anticipated early to make better financial decisions. Having a good understanding of finances, such as saving, investing, and so on, can help them achieve their financial goals. These can easily be incorporated

in them by giving them opportunities to handle finances when it comes to school programmes like hosting 'Study Tours', or other events like 'Sports Day', 'Annual Day', 'Arts Fest' etc. They may also be encouraged to open a bank account on their own for savings.

2. Self-Management Skills

It includes additional skills such as empathy, resilience, self-defence, and so on. The ability to understand and share the feelings of others may not come quickly to some people. However, education systems can play a key role in fostering human-centric soft skills like empathy among students as school is the place where students from all walks of life meet and greet. This would not only help students as individuals but also build a future society that is inclusive.

Failure is a part of life, and so is moving on! Students must also learn to accept failure in order to improve. Students can easily be exposed to such circumstances in schools by entrusting them either with various short term but tall order responsibilities like drafting a class magazine within a limited time or exposing them to sample competitive exams for which they have no previous experience. Resilience or the ability to accept failure with grace and learn from prior mistakes is an invaluable skill every student must aim to strengthen.

Self-defence is also one of the essential life skills that students need for their future development. In today's world, safety and security are the most vital and foremost priorities in everyone's life. Students will not only become independent but also more safe by learning this essential life skill of self-defence. In order to equip students

with this skill, schools can add it to their curriculum either in the form of various 'Clubs' like 'Karate Club' or in collaboration with NGOs like 'Action Breaks Silence', for which a weekly period of 1-1.5 hours will do.

3. Communication Skills

Communication skills is one of the essential life skills that help in students' developing future. The students require high-touch personal interaction every day to set up healthy social-emotional skills, comprising the ability to understand and communicate with others. When the pace at which they grow these skills may depend, students are required to learn how to read social cues and listen carefully. They must consider what they wish to communicate and the most effective way to share it. Apart from the usual in and out classroom transactions, the 'Language Clubs' in schools can arrange certain activities like role-plays, language games, drama enactment etc., to foster communication skills among students.

4. Decision-Making Skills

There are many defining moments in a student's life: choosing a subject, choosing a stream of studies, choosing a university programme, etc. It will be beneficial to them at every stage of their lives if they are able to think clearly and make sound decisions. This skill also encompasses both divergent and critical thinking skills.

It is highly valuable in today's world of innovation to be able to think outside the box or to be creative. Analysing and comprehending complex problems is another key skill that helps students find rational solutions to complex problems. A WEF survey indicates that it is one of the

skills that will be in high demand in the future.

To promote decision making skills among students, teachers can give students a chance to reflect at the end of each week on the academic decisions they made and how that worked out.

5. Self-Assessment and Reflection Skills

Self-reflection helps students recognise their strengths and weaknesses, and records their progress toward improvement. When solving a problem, they must be encouraged to think deeply. As a result, they can reflect on what they would do differently in the future to improve upon their work from both a practical and emotional standpoint. By doing so, they will also be prepared to deal with similar real life challenges in the future. 'Student Portfolios' may be beneficial for developing this skill in them.

Conclusion

As the students of the present generation belong to a 'VUCA' world (VUCA stands for volatility, uncertainty, complexity, and ambiguity), it is almost imperative for them to learn these life skills to feel confident, empowered, and geared towards the future.

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FACILITATING SCIENCE LEARNING THROUGH ARCS MODEL

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Abstract

The present study aimed to investigate the effectiveness of ARCS model on Achievement in Science among Seventh Standard Students. The design selected for the study was experimental, pre-test post-test non-equivalent groups design. The sample for the study included 80 seventh standard school students of. The Descriptive statistics mean and Standard deviation and the inferential statistics ANCOVA were used for analyzing the data. The investigator used the tool Achievement Test in Science. The study revealed that ARCS model is effective to improve Achievement in Science among Secondary School Students when compared to Existing Method of instruction.

Key words: ARCS model, Motivation, Achievement in Science, etc

Introduction

Education is a complex concept and refers birth to a process as well as a product. It is a product viewed as the sum total of what is received through learning that is acquisition of knowledge, skills, attitudes and values and development of personality. Science is a process of diligence, refined over the years, by which we observe things as they are and events as they happen. It strives to be precise and accurate. It is a process of ordering and classifying and so of establishing relationships, formulations, explanations and hypothesis through experiments and so of understanding our

world. The main objective of learning Science is to provide a systematic, practical and interdisciplinary overview of the discipline and to change student's behavior through his knowledge. "Science Education is not information centered but it is based on Experiment" (Patel, Yagnik and Vakil 2006)

The importance of a subject in the school curriculum may be determined from the value it has in life. Science is one of the most important disciplines among Science, which has a close connection with the daily life. It helps the pupils to develop his thinking and cognitive potentialities

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by allowing a wider use of induction, deduction, analyzing and synthesis as methods of problem solving (Yadav, 1993).

The latter half of 20th century had been marked by changes in educational practices and it is reasonable to expect that changes will continue to take place. Since teaching Means causing to learn, nothing has been taught until it has been learned. Effective teaching has no Meaning if it does not lead to effective learning. According to Ryans (1950), “Teaching is effective to the extent that teacher act in ways that are favorable to the development of basic skills, understanding, value judgments and adequate personal adjustment of the pupil.”

“If Science is poorly taught and badly learnt, it is little more than burdening the mind with dead information and it could degenerate even into a new superstition (Kothari Commission Report). This shows the need and significance of adopting effectiveness method and models for teaching and learning of Science. Science is systematized accumulation of knowledge about matter and energy through a scientific method of enquiry based on some Science related values and attitudes. The purpose of learning Science is to enable students to grasp systematically the basic knowledge of Science in modern Science and technology and its Applications. Motivation in education means inculcating and stimulating interest in studies and others such activities in pupils. It involves the understanding and use of natural urges of the child and also assisting him in acquiring new desirable motives. In order to empower students with the skills to conduct inquiry, proper teaching methods and Models should be adopted. ARCS – Model is seemed was a powerful teaching model to realize the achievement in Science

in a classroom situation. With such view in end the investigator designed the present study, to find out the effectiveness of ARCS – Model of Teaching on process Outcomes in Science among the standard seventh pupil.

ARCS Model

The ARCS – Model is a problem solving approach to designing the motivational aspects of learning environment to stimulate and sustain student’s motivation to learn (Keller, 1983, 1984, 1987). There are two major parts to the Model. The first is a set of categories representing the components of motivation. These categories are the result of a synthesis of the research on human motivation. The second part of the model is a systematic design process that assists in creating motivational enhancements that are appropriate for a given set of learners. The ARCS – Model of motivation was development in response to desire to find more effective way of understanding the major influences on the motivation to learn and for systematic.

Need and Significance of the Study

Motivation in education means inculcating and stimulating interest in studies and others such activities in pupils. It involves the understanding and use of natural urges of the child and also assisting him in acquiring new desirable motives. There are so many elements in a course that can affect the motivation. They include the materials you use; your own behavior as a teacher; the structure of the lesson, which calls for different kinds of action at the beginning, in the middle and at the end; and the overall structure of the course with its various units and lessons. But, the

four categories of the ARCS Model offer assistance in each they are supported by specific psychological constructs. The ARCS Model of Motivational Design is considered to be a remarkably efficient way to learn the material. After analyzing all the above aspects with the Motivational and ARCS Model of Motivational Design, the investigator felt the need to construct the Motivational instructional Design in the class room which make more effect on both psychological and sociological aspects of learning that last for lifelong learning. The important thing that the investigator proposes to do is to prepare the ARCS Model of Motivational Design in learning Science and check its effectiveness will help a great extent in Science learning.

In many classrooms, learning is a passive activity. Students take note during a teacher lecture and repeat the same information back on tests. When students read a chapter assigned by the teacher and respond to questions about it, answer are found in the chapter already known by the teacher. Even in mathematics and Science classes, teachers rarely allow students to discover principles for themselves but instead present the mathematical techniques and scientific law and then make assignment. Where students simply practice what they already have been taught. Effectiveness of ARCS – Model based learning is a student centered instructional strategy in which students collaboratively solve problems and reflects on their experiences. It promotes students achieve engagement with learning achievement of student participation.

Science has become so close to life of everybody that both Science as well as the quest for improved method of teaching Science constitute a significant features of

the present day Science dominated world. The Science content that we teach is the result of discoveries the scientists have made about the world. One important approach to teaching children is to develop a classroom environment that encourages children to make discoveries. For this children can learn and use a number of investigatory procedures commonly referred to as the process of Science. A model of teaching consists of guidelines for designing educational activities and environments. They provide specifications for constructing learning situation.

A study, entitled as ‘Integrating ARCS Motivational theory into the components display t theory of Instructional Design by Mitchell E. Marovitz and Jeanne (1987), find that tests administered to students before and after the lesson suggested a higher degree of attainment of the motivational objective of the lesson by those who took a version of the lesson that incorporated the motivational components. Result from administration of the lesson as well as the teacher survey suggested that the four factors of the ARCS Model are intricately bound together, so that isolation of any one factor for prescription purpose may be detrimental to overall motivational effects.

In Ruth Small’s Work – ‘Motivation in Instructional Design’ (1997), learning – motivation researchers are applying some of the same theories and concepts found to be effective in industry to the development of motivational model that enhance the teaching – learning environment. One such model is the ARCS Model of Motivational Design developed by John M. Keller of Florida state University (Keller, 1983, 1987). The conclusion of the study was that ARCS Model of Motivational Design

provides a useful framework for both the design and improvement of the motivational quality of a range of informational entities from classroom instruction to internet resources and increases the likelihood that these entities will be used and enjoyed.

Objectives of the Study

1. To study the distribution of scores of Achievement in Science among the pupils of Standard Seven of experimental and control group.
2. To compare the means of the post-test scores of Achievement in Science among the pupils of standard Seven of Experimental and Control group
3. To find out the effect of ARCS Model on Achievement in Science when compared with existing method among the pupils of Standard Seven.

Hypotheses of the Study

1. There exists a significant difference between the means of the post-test scores of Achievement in Science among the pupils of standard Seven of Experimental and Control Group
2. There is significant effect of ARCS Model when compared with existing method on Achievement in Science among the pupils of Standard Seven

Methodology of the Study

The investigator selected the design pre-test, post-test non equivalent group design for the present study. In this design there are two groups. One of the groups serves as the experimental group and the other as the control group.

Tools used in the present study

In the present study the investigator used the following tools.

1. Achievement Test in Science prepared by the investigator.
2. Lesson transcripts based on ARCS Model prepared by the investigator.
3. Lesson transcripts based on the existing method of teaching Science.

Sample for the study

The population for the present study covers all the pupils of Standard Seven of Kottayam District Kerala. The investigator selected Holy Cross Higher Secondary School Cherpunkal in Kottayam District for the present study. From the school the investigator selected two Groups randomly as Experimental and Control consisting of 40 students each.

Analysis and findings

Objective 1: Distribution of the Pretest and Posttest Scores on Achievement in Science

Before the treatment, the students in the experimental and control groups were undergone the pretest on Achievement in Science. The same test was administered as posttest to both the groups after conducting the experiment. The investigator analysed the pretest and posttest scores on Achievement in Science descriptively. The investigator found the mean, and standard deviation of the pretest and posttest scores. Table 1 furnishes descriptive statistical values of the pretest and posttest scores.

Table 1

Descriptive Analysis of the Pretest and Posttest Scores on Achievement in Science

Test	Group	Mean	SD
Pretest	Experimental	30.05	1.825
	Control	28.78	2.190
Posttest	Experimental	35.78	2.567
	Control	29.88	2.493

From Table 1 it is clear that the means of the pretest scores on Achievement in Science is more for the students in the experimental than control group. So the investigator decided to test the comparability of the two groups.

Comparison of Means of the Pretest Scores on Achievement Test in Science among the Pupils of Standard Seven of Experimental and Control Group.

To check the comparability of the experimental and control groups the investigator formulated research hypotheses which state that there exists a significant difference between Means of the Pretest Scores on Achievement Test in Science. The investigator formulated the null hypothesis in order to test the research hypothesis. H_0 : There exists no significant difference between the Pretest Scores on Achievement Test in Science among the Pupils of Standard Seven of Experimental and Control Group.

The investigator administered the Pretest on Achievement Test in Science for Experimental and Control Group and thus obtained the data needed for testing the null hypothesis. The difference in the scores on Pretest of both groups was found out. The investigator tested the hypothesis using two tailed test of significance for uncorrelated groups. The levels of significance were fixed at 0.01 and 0.05 levels respectively for degrees of freedom 78. Detailed description of analysis is presented in the table 2.

Table 2

Test of Significance of the Difference between the Means of the Pretest Scores on Experimental and Control Group.

Group	Mean	SD	t value	Remarks
Experimental Group	30.05	1.825	2.829	Significant at 0.01 level
Control Group	28.78	2.190		

The investigator, from the table 2, observes that the Means of the pre test scores of the Pupils of Standard Seven of the Experimental and the Control group are 30.05 and 28.78 and the Standard Deviation 1.825 and 2.190 respectively. The calculated value is 2.829 which is more than 2.66 at 0.01 level and 2.00 at 0.05 level of significance. Therefore the null hypothesis "There exists no significant difference between the Means of the Pre test scores of the Pupils of Standard Seven of the Experimental and the Control group" is rejected. The investigator found that the pre test scores differ at 0.01 and 0.05 level of significance.

From the above result the investigator concluded that there exists a significant difference between the Means of the Pre test scores of the Pupils of Standard VII of the Experimental and the Control group. It is observed that the Means of the Pre test scores of the Experimental group differ is higher than the Means of the Pre test scores of the Control group. Hence the investigator concluded that the Pupils of the Experimental group performed better than the Control group.

Objective 2: Comparison of Means of the Posttest Scores on Achievement among the Pupils of Standard Seven of Experimental and Control Group.

The next objective was to compare the Means of the Posttest Scores on Achievement Test Science among the Pupils of Standard Seven of Experimental and Control Group. The investigator formulated the null hypothesis in order to test the research hypothesis. $H_0 =$ "There exists no significant difference between the Means of the Post test scores of the Pupils of Standard Seven of the Experimental and the Control group'.

The investigator administered the Post test on Achievement in Science among the Pupils of Standard Seven of the for Experimental and Control Group and obtained the data needed for testing of the null hypothesis. The investigator found out scores of Post test of both the groups and calculated the Mean and Standard Deviation. The investigator tested the null hypothesis by using the two tailed test of significance of Means for large independent groups. The levels of significance were fixed at 0.01 and 0.05 levels with theoretical values 2.66 and 2.00 respectively with Degrees of Freedom 78. Detailed description of the analysis is presented in the following table 3.

Table 3

Test of significance of difference between the Means of the post test scores of the Pupils of Standard VI of the Experimental and the Control group.

Group	Mean	SD	t value	Remarks
Experimental Group	35.78	2.567	10.428	Significant at 0.01 level
Control Group	29.88	2.493		

The investigator, from the table 3, observes that the Means of the post test scores of the Pupils of Standard Seven of the Experimental and the Control group are 35.78 and 29.88 and the Standard Deviation 2.567 and 2.493 respectively. The calculated 't' value is 10.428 which is more than 2.66 at 0.01 level and 2.00 at 0.05 level of significance. Therefore the null hypothesis "There exists no significant difference between the Means of the Post test scores of the Pupils of Standard Seven of the Experimental and the Control group' is rejected. The investigator found that the Post test scores differ at 0.01 and 0.05 level of significance. From the above result the investigator concluded that there exists a significant difference between the Means of the Post test scores of the Pupils of Standard Seven of the Experimental and the Control group.

Objective 3: Effectiveness of the ARCS Model over the Activity Oriented Method on Achievement in Science

The investigator formulated the next objective to compare the effect of ARCS Model and Existing method on the Means of the Post test scores on Achievement

among the Pupils of Standard Seven of the Experimental and the Control group using Pre test scores as covariate. For this the investigator formulated the research hypothesis which states that “There exists a significant difference between the Means of the post test scores on Achievement of the Pupils of Standard Seven of the Experimental and the Control group using pre test scores as covariate”. The investigator formulated the following null hypothesis in order to test the research hypothesis. H_0

= “There exists no significant difference between the Means of the Post test scores on Achievement among the Pupils of Standard Seven of the Experimental and the Control group using Pre test scores as covariate”.

The investigator analyzed the fourth objective using the Analysis of Covariance (ANCOVA) technique. The F value was set to 7.08 at 0.01 level and 4.00 at 0.05 level of significance with Degrees of Freedom 1 and 77. The result of analysis of ANCOVA is in the table Table 4.

Table 4

Sum of Squares, Degrees of Freedom, Mean Square and F value for Achievement in Science

Source of Variation	SS	df	MS	F -value	p -value
Pretest Scores	51.161	1	51.161		
Between Groups	526.520	1	526.520	90.45*	.000
Within Groups	448.189	77	5.821		
Total	1195.550	79			

Note: * $p < .05$; SS - Sum of squares; MS - Mean squares

From Table 4 the investigator observes that the calculated F value for Achievement in Science ($F_{(1,77)} = 90.45$, $p < .05$), is significant at .05 level. Therefore the null hypothesis ‘There exists no significant difference between the Means of the Post test scores on Achievement among the Pupils of Standard Seven of the Experimental and the Control group using Pre test scores as covariate’, is accepted.

Major findings of the study

1. There exists a significant difference between the Means of the Post test scores Achievement in Science of the Pupils of Standard Seven of the Experimental and the Control group
2. There is significant effect of ARCS model when compared with existing method on Achievement in Science

Conclusion

The purpose of the present study was to find out the effect of ARCS Model on Achievement in Science. The investigator felt happiness and satisfaction on the findings of the study because ARCS Model has an effect to increase the Achievement in Science. The present investigation opens doors and paves way for further research in the area of ARCS Model and teaching of Science. The findings of the study will lead to better ways of teaching, learning process and will help the students to learn in an interesting manner. Also the curriculum makers can design a new framework and design including more interesting methods to motivate the learners to learn and the researchers to undertake further studies.

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RELATIONSHIP BETWEEN CAREER PLANNING AND CAREER EXPECTATIONS OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

Human life is always purposeful, besides food, clothing and shelter. Education and career also considered as the primary needs of a person. Once career makes a person's life purposeful and meaningful. Today life is not easier as before, every day the world is changing and new interventions and discoveries are made. So, career as a life urge and need in every human being. The major intention of this study is to find out the relationship between career planning and career expectation in higher secondary school students. The study was conducted on a representative sample of 200 higher secondary students of Kannur district. The data were collected using standardized tools namely; career planning scale and career expectation scale. Data analysis involved the use of difference between means of two independent groups and Pearson product moment coefficient of correlation. The study revealed that there is no significant difference in career planning between groups classified in terms of gender, locale and subject of study. There exists a significant difference in career expectation between groups classified in terms of locale but no significant difference between groups classified on the basis of gender and subject of study. The study revealed that there is significant correlation ($r=0.514$, at 0.01 level of significance) between career planning and career expectations. This shows that there is significant positive correlation between Career planning and Career Expectations of higher secondary school students.

Key words: career planning, career expectations, students, education, etc.

Introduction

Education is the process of developing desirable qualities in the child, rather than imposing some amount of knowledge. It

is the process of bringing up of the best in man. The concept of education is like a diamond, which appears to be of different

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colours when seen from different angle. It is as old as human race, but the meaning and objectives have incredibly undergone certain changes. It is the process by which an individual acquires various habits, knowledge, attitude and experience that are necessary to meet the demands of life in general. Education is the instrument which serves as the tool for any kind of learning. There are different subjects imparted to the students in schools in the process of learning. Each of these subjects requires different kinds of learning strategies, which makes it easy to understand and apply that knowledge in life contexts. So, with the help of education a person earns his/her bread and butter.

All human's life is always purposeful, besides water, food, clothing and shelter. One's education and career are also considered as the basic human needs. Career makes a personal life purposeful and meaningful. The present scenario a person's life is not easier as before for living this planet. Every day new interventions and discoveries are made. So, career is a life urge and need in every human being.

Career is one of the most important words which we are all concerned throughout our life. The choice of career is one of the important decisions one has to make and it needs to be done with utmost care. The outstanding features of the modern world are the diversity of the jobs. It is the confuses situation without knowing to select and what not to as a future career. It is very important to realize that a wrong selection or an unsatisfactory selection of career is detrimental to the interest of both the individual and the country. As far as the individual is concerned a wrong selection of career affects his entire life. A failed in one's career selection leads to great loss in individually and socially.

Career has been defined as a lifelong process made up of a sequence of activities and related attitude or behaviour that take place in a person's work life [Hall & Associated 1986]. It is also viewed as a pattern of work-related experience, such as job position, job duties or activities, work related decisions and subjective interpretations of work-related events, such as work aspirations, expectations, values, needs and feelings about particular work experience, that span the course of a person's life [Greenhouse, et al.2000].

Career planning is a long-term complex process. Indeed, organizations and individuals understand and appreciate the inherent longevity in this complex phenomenon. Often career planning is reported as an organizational initiative whereby organizations set up mechanisms, processes, structures and systems to foster career planning initiatives among individuals (Mc Daniels & Gysbers 1992, Herr 2001). However, in recent years, the notion of individuals pursuing their careers and shaping, moulding and developing it in order to get maximum advantage has received widespread attention. Hall and Associates (1986), and Granrose and Portwood (1987) emphasise the importance of career planning. Indeed, individuals need to explore career planning areas and make decisions about personal objectives and development plans.

Hall and Associates (1986) define career planning as a deliberate process for becoming aware of self, opportunities, constraints, choices and consequences, as well as identifying career related goals, and programming for work, education, and related developmental experience to provide the direction, timing and sequence

of steps to attain a specific career goal. Leibowitz, Farren and Kaye (1988) concur with this definition when they define career planning as a process by which individuals determine their skills, interests, and values. Moreover, these authors contend that people consider which options “fit” them, and set goals and establish plans for achieving their expectations.

Career planning which is often an individual perspective, according to Rao (2010) is the process through which an individual has to be aware of his knowledge, skills, abilities, interests, motivation and other characteristics and also establishes action plan to achieve a specific career goal. Therefore, career planning can be thought of as the system by which a student selects a career goal and identify paths to achieve the goal.

Career expectation means a strong aspiration for a particular career, job or profession in near future. It is determined on the basis of individual’s natural aptitude. When you hear the question “What Are Your Career Expectations,” at that moment ones replied. “I’m looking for work that pays enough to afford a home in a decent neighbourhood, keep a car running and save a little money for the future,” comes off way too blunt and self-centred, despite its honesty. A better answer tells the employer that you have the skills and personality needed to perform the duties listed in the job description and you plan to stick with the company for at least three years.

Career expectations are cognitions focused on aspects of career decision making and problem solving. These are defined as outcomes of one’s thinking about assumptions, attitudes, behaviours, beliefs, feelings, plans, and/or strategies related to

career problem solving and decision making (Sampson et al., 1996). This relationship suggests that personal characteristics, such as negative cognitions and beliefs, may affect individual’s ability to process information and make career decisions.

Career expectations has been defined as a perceptual way of viewing oneself in a manner that inhibits career problem solving and decision making (Sampson et al., 1996, p. 2). Sampson, Peterson, Lenz, Reardon and Saunders (1996) were the first scholars to identify irrational career thoughts as a component of career decision making process. These could contribute to indecision, anxiety and depression that may in turn hinder proper career development and later life adjustment (e.g. inability to get a gainful employment after graduation may alter the ability to move from being a dependent adolescent to an independent adult). Expectation means the goal that individual sets for himself in a task which has intense personal significance for him and in which his ego is involved. Among all the tasks, the goals in educational, emotional and vocational life have most significant influence on the happiness, prosperity and harmonious adjustment of individual in the society. But if we analyze all the expectations largely affect the whole gamut of human life as happiness and satisfaction in the individual’s life depend on a large extent on one’s choice of career. A career plays a very important role in man’s lifestyle, position in society, happiness in life but also shapes his personality and morality. The expectation of the individual at young age has a definite impact on choice of career at later years.

Career expectation refers to decision made by a student on his/her future work,

occupation or career or profession. Career expectation is for young or adults to either start a new career or enter a new vocational career that they have never done. It is important at this point in time, because the United States' industrial vocations are going overseas and it's important that our trades vocationally be brought back and taught to our youth or adults who are looking for a new career track.⁸The process of career expectation generally starts from the high school stage of education. Career expectation is one of the main and indispensable objectives of one's life and there is certainly source for it. Career expectation at the stage of entering adulthood is a very serious concern among youths and their parents also, because the entire base of life is dependent at this crucial point of life. They have further stated some essential considerations for expecting a right career for happy life. The career planning should be keeping in view of the physical limitations and potentials of the individual, his mental faculties, personality and temperamental characteristics be studied as per the need of the career, his interest and aptitude be assessed on his personal and family conditions which may also permit him for choosing his career. Only then successful career selection is made. At present a number of emerging areas of specialization, multi-disciplinary in nature are being added to curriculum. Also, many specific career-oriented courses are now available. As such selection has to be made with utmost care and visualization. Today, information technology, computer and electronics, medical, biotechnology, engineering, architecture and planning and T.V. and journalism etc. may appear to be more rewarding. In the present globalized world in view of large number students,

competitions for most of the courses are very tough and one has to work hard. The present situation makes us remember the old age saying "survival of the fittest". Also, it is seen that several factors influence the young people in expectation of a particular career. In the present complex society, career expectation with proper care has become more and more relevant. But from general observation, it is seen that many students fail to select a career properly, because of which subsequent course of their academic life gets affected. Due to inadequate expectation of career, they will become the burden of the society and ultimately the society will suffer. In the present society, it has become a problem for the students in proper career aspiration especially in high school stage. As the high school stage is of "discovery of talents", there is a need to create such a situation where students will be able to understand the relevance of their career from both personal and social developmental point of view.

Review of Related Literature

Afaq et al. (2017) examined the factor influencing students career choice among 120 graduate students enrolled in different university of Karachi. Correlation and multiple regressions were applied as taken as statistical tools for this study. Results revealed weak or insignificant association between the career choice and the financial outcome in these students. The financial resources and their parental income do consider the while selection a career plan. The results of the study revealed that "interest in the subject" is the most dominant factor influencing career choices of business students (1,118) = 12.304, $p < 0.05$, $R = 0.307$. Financial outcomes, ease of subject and future job opportunities was

observed to have minor impact. the study results are indicative of the importance of students counselling sessions and other interventions to provide them with updated knowledge, and information to create their interest in the right choices and available options. The career choice of the students is also influenced by the level of their social class, financial resources, affordability and future employability.

Ghosh Arpita and Fouad Nadya (2017) investigated the career adaptability and social support among 164 students. Multiple regressions analysis was applied as statistical tool. They found that the concern resources of career adaptability was significant predicted by social support.

Otto et al. (2017) investigated the relationship between career ambition-defined as high achievement motivation and strong career orientation and both extrinsic (position) and intrinsic (goal oriented) of psychologists. They conducted two online studies with psychology graduates –a cross sectional study N=119 and a longitudinal one N=63, applied regression and cross – lagged analysis to investigate the interplay of career ambition and career success.

Waydon et al. (2016) explored the need for career guidance and counselling in school among 22 respondents 6 teaches 8 students and 8 parents. They found that career guidance and counselling across the system is very essential not only for students but also for a country because such endeavour helps to shape students in the right career path which can later make them professional stakeholders in society.

Novakovic et al. (2013) investigated the influence of background variables (age, race/ethnicity, mother's work status outside of the home, and socio economic

status), personal variables (anticipatory role conflict and academic self-efficacy), and environmental variables (parental attachment and parental support) on aspects of adolescent girls' career planning. Four hierarchical regression analyses were performed with a sample of 217 adolescent females in an urban high school. The dependent variables representing aspects of future career planning were (a) plans for the integration of work and family; (b) gender- traditionally of career choice; (c) career commitment; and (d) aspired education level. Personal variables made the greatest contribution to adolescent girls' plans for the integration of work and family and career commitment. Background variables contributed most to gender-traditionally of career choice and aspired education level. Environmental variables did not make significant contributions to any of the dependent variables. Results and implications for counsellors and educators are discussed.

Chandna (2014) studied the career maturity levels and level of aspiration and the relationship between them in 120 adolescents in India. Gender differences, differences based on place of residence (rural, urban), and type of school were also investigated. Majority of the sample had an average level of career maturity. They, however, did not find significant differences in career maturity and level of aspiration based on the type of school, gender, and rural and urban participants.

Many of these studies have shown the relationship between the variables and the investigator find a few studies at the higher secondary level. Hence the investigators tried to conduct a study titled as "Relationship between career planning and career expectations of higher secondary

school students”. The major objectives of the study are given below:

Objectives of the study

1. To find out the level of career planning of higher secondary school students.
2. To find out the level of career expectations of higher secondary school students.
3. To compare career planning of higher secondary school students classified on the basis of gender, locale and the subject of study.
4. To compare career expectations of higher secondary school students classified on the basis of gender, locale and the subject of study.
5. To find out relationship between career planning and career expectations of higher secondary school students.

Methodology

The investigators used normative survey for the study. The study was conducted on a representative sample of 200 higher secondary school students using stratified random sampling technique giving due representation to gender, locality and type of management of school. The investigators have developed and standardized three-point scale to measure the career planning and career expectations

of higher secondary school students in order to carry out the present investigation. The data were collected using standardized tools namely; career planning scale and career expectation scale. The collected data were analyzed descriptive statistics and Pearson’s product moment coefficient of correlation

Analysis and interpretation

In this part of analysis, the investigators analyse the data to find out the descriptive measures of the data mainly mean, median, mode and standard deviation of the two variables under study; career planning and career expectations of higher secondary school students.

Level of career planning and career expectations in higher secondary school students

Level of career planning and career expectations of higher secondary school students for total sample and relevant subsamples viz; boys, girls, rural, urban, science and commerce higher secondary school students by calculating mean, median, mode and standard deviation. The details of descriptive analysis for the variables career planning and career expectations of higher secondary school students for total sample and relevant subsamples are given in Table 1 and Table 2.

Table 1

Sample size, mean, median, mode and standard deviation career planning of higher secondary school students for total sample and sub-samples

	No. of students	Mean	Median	Mode	Standard deviation
Boys	95	90	91	85	10.16
Girls	105	87.46	87	84	11.53
Rural	104	89.99	91	95	10.99
Urban	96	89.07	89	98	10.91
Science	105	89.38	89	85	12.07
Commerce	95	89.81	92	95	9.55
Total	200	89.1	89	95	10.16

From Table 1, it is seen that the mean, median, mode and standard deviation for the variable career planning for 95 boys are 90,91,85 and 10.16 respectively. For a sample consisted of 105 higher secondary school girls the values are 87.46,87,84 and 11.53. The table also shows the sample of career planning of higher secondary school students from both rural and urban areas. It is seen that there are 104 rural and 96urbanhighersecondary school students.

The descriptive statistics namely mean, median, mode and standard deviation of rural students for the variable career planning are 89.99, 91, 95, 10.99 and for urban sample the values are 89.07, 89, 98,10.91respectively. This table also shows the career planning of science and commerce students the descriptive statistics namely mean, median, mode and standard deviation of commerce students are 89.81,89,95 and 10.16 and the science students are 89.38,89,85 and 12.07.

Table 2

Sample size, mean, median, mode and standard deviation career expectations of higher secondary school students for total sample and sub-samples

	No. of students	Mean	Median	Mode	Standard deviation
Boys	95	113.33	113	111	11.57
Girls	105	115.11	118	120	11.63
Rural	104	111.96	112	122	11.65
Urban	96	116.45	119	110	11.07
Science	105	113.85	114	109	11.80
Commerce	95	114.22	115	111	11.38
Total	200	114.03	115	111	11.60

From Table 2 it is seen that the mean, median, mode and standard deviation for the variable career expectations for 95 boys are 113.33,113,111and 11.57 respectively. For a sample consisted of 105 higher secondary school girls the values are 115.11,118,120 and 11.63. The table also shows the sample of career expectations of higher secondary school students from both rural and urban areas. It is seen that there are 104 rural and 96 urban higher secondary school students. The descriptive statistics namely mean, median, mode and standard deviation of rural students for the variable career expectations are 111.96,112,122 and 11.65 for urban sample the values are 116.45,119,110,11.07 respectively. This table also shows the career expectations

of science and commerce students the descriptive statistics namely mean, median, mode and standard deviation of commerce students are 114.22,115,111,11.38 and the science students are 114.03,115,111, and11.60.

Comparison of career planning and career expectations of higher secondary school students on the basis of gender, locale and subject of study

Comparison of career planning of higher secondary school students on the basis of gender, locale and subject of study was carried out using test of significance of difference between means of two independent samples. The details of analysis are given below in Table 3.

Table 3

Sample size, mean, standard deviation and t-value for career planning of higher secondary school students on the basis of gender, locale and subject of study

Sample	N	Mean	Standard Deviation	t-value
Boys	95	90.00	10.16	1.655
Girls	105	87.46	11.53	
Rural	104	89.99	10.99	0.594
Urban	96	89.07	10.91	
Science	105	89.38	12.07	0.281
Commerce	95	89.81	9.55	

From Table 3 it can be seen that higher secondary school boys and girls do not differ significantly in their career planning. Rural and urban higher secondary school students also do not differ significantly in their career planning. The difference between science and commerce higher secondary school students is not differing significantly in their career planning.

Table 4

Sample size, mean, standard deviation and t-value for career expectations of higher secondary school students on the basis of gender, locale and subject of study

Sample	N	Mean	Standard Deviation	t-value
Boys	95	113.33	11.57	1.084
Girls	105	115.11	11.63	
Rural	104	111.96	11.65	2.790
Urban	96	116.45	11.07	
Science	105	113.85	11.80	0.226
Commerce	95	114.22	11.38	

From Table 4 it can be seen that higher secondary school boys and girls do not differ significantly in their career expectations. Rural and urban higher secondary school students differ significantly in their career expectations ($t\text{-value} = 2.79$) at 0.01 level of significance. The higher mean value is associated with urban higher secondary school students and it indicates that urban higher secondary school students possess higher career expectations. The difference between science and commerce higher

secondary school students is not differing significantly in their career expectations. Comparison of career expectations of higher secondary school students on the basis of gender, locale and subject of study was carried out using test of significance of difference between means of two independent samples. The details of analysis are given below in Table 4.

secondary school students is not differing significantly in their career expectations.

Correlation between career planning and career expectations for the total sample

In this section the relationship between career planning and career Expectations is described. The value of coefficient of correlation between career planning and career expectations for the total sample is analysed using product moment correlation. The results are given in Table 5.

Table 5

Coefficient of correlation between Career planning and Career Expectations of Higher secondary school students

Variables correlated	Sample	N	Value of r	Shared variance ($r^2 \times 100$)	Level of Significance
Career Planning vs Career Expectations	Total	200	0.514	26.41	0.01

Results of the Pearson correlation indicated that there is a significant large positive relationship between career planning and career expectation, ($r_{198} = .514, p < .001$). The value of coefficient of correlation between Career planning and Career Expectations 0.514 The value is far higher than the value set for 0.01 significance level. Hence the obtained correlation is significant. This shows that there is significant positive correlation between Career planning and Career Expectations of higher secondary school students. It indicates that any increase or decrease in Career planning will be followed by a corresponding increase or decrease in Career Expectations.

Discussion and conclusion

The higher secondary school students possess average level of career planning and above average level of career expectation. There exists no significant difference between groups of higher secondary school students classified on the basis of gender, locale and subject of study. But in the case of career expectation urban and rural students differ significantly at 0.01 level. There exists significant relationship between career planning and career expectations of higher secondary students for the total sample. The results obtained for the present study shows that career planning and Career Expectations are positively related. The

relation indicates that students need to have correct career planning in their career they have expected more in their future career.

This has important implications for class room practice. To enhance meaningful career planning, the systematic intervention forms the part of schools and parents is very essential. various tests like aptitude tests may be conducted to find out interest, abilities or aptitudes of the students and give proper direction should be given to all. So, the awareness about the future career is must it is the duty of the teachers and parents to introduce to the student various career expectations in life and give proper guidance them to a healthful life.

Some students are still on the conventional careers. So, teachers should proper awareness future career scope of the subject of the present study. Students give provide good study environment in schools, to think their own way and select future career. Teachers and parents cultivate positive value and help them to discard prejudices regarding career expectations. To arrange career expert and career guidance cell in all schools and give more guidance for planning their career. Nowadays each and all students get equal educational opportunities and expert knowledge and they get talented teachers besides this the over spread of media also influence our students more. Source of getting various

knowledge to all is wide ranging. One of the main problems of the career planning and expectations that the student do not know the correct channel to reach the aim. so students give more idea about their future career.

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CHALLENGES IN ONLINE TEACHING OF ENGLISH AT SECONDARY LEVEL

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Abstract

The paper deals with the Challenges in Online Teaching of English at Secondary Level. During Covid pandemic and in the present situation teachers are facing several challenges while using online platforms for their teaching process. The study is an attempt to understand the challenges with special focus on online teaching process. Data was collected from 30 secondary level English teachers of Kottayam district by providing five-point scale to them. It was found that most of the teachers have moderate level of challenges in teaching English while using online platforms.

Key Words: *Challenges, online teaching, secondary level, etc*

Introduction

Twenty-first century education responds to the economical, technological, and societal shifts that are happening at an ever-increasing pace. In the present century, teaching means teaching as you have always taught but with today's tools and technology. It means utilising everything is important in today's world so that students will be able to live and prosper in today's economy, as well as having the ability to guide students and prepare them for the future. Teaching is a cooperative activity and teachers should involve students in different classroom activities, such as organisation,

management, discussion, recitation, and evaluation of results. Teaching is remedial, and the teacher must solve the learning problems of students. Teaching stimulates students' power of thinking and directs them towards self-learning. Teaching can be observed, analysed, and evaluated.

Online Teaching is the process of educating students on virtual platforms. This type of teaching involves live classes, video conferencing, webinars, and other online tools. It provides a lot of freedom to individuals to learn, teach, and develop skills at their own pace. Online teaching is a student-centric methodology that increases

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students' interest and participation levels in virtual classrooms. Online teachers use digital resources to share with their students and are accessible to so many people.

Using the internet for entertainment is common, but for online lessons, it is a big challenge. Teachers may not be well-versed in creating digital content and conveying it effectively online. Many teachers are making the best of this situation by exploring new methods of teaching and assessment. But the moment online teaching moves from an optional to the only form of teaching, the teachers begin to face many challenges in the teaching process.

Online teaching faces many challenges like continuous use of electronic equipment brings certain vision-related issues among teachers. The sudden changes from offline to online platforms create many problems such as stress and anxiety, depression, nervousness and family problems. Teachers are not familiar with their students, which makes them confused while teaching. Many of them are facing network connectivity issues but there is no one to listen to their problems and solve those things. In short, we can say that online teaching reduces the accuracy of education & teaching.

Scope of the Study

COVID-19 has resulted in schools shutting down all across the world. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how

such a shift would impact the worldwide education market. Students are highly enthusiastic about the concept of online education. They get a chance to showcase their skills and capabilities in an interactive and advanced environment.

The online education scenario in India has tremendous potential and opportunities galore for the rising young population. Increased Internet penetration and acceptance of online classes by mainstream employers are enabling factors for the spread of cost-effective electronic learning. From good old times to new, reforms in the educational system have objectively revolved around technology, making classroom learning a phase.

Online classes allow for a more individual perspective from the professor's standpoint due to most of the communication being easily handled through email, chat, and live video sessions. Moreover, you cannot neglect problem-solving, critical thinking, and higher-order learning skills that were neglected in classroom studies.

Many students and teachers are not well equipped with the high internet connection that is required for online learning and teaching. Due to this, they face problems in going live for virtual learning and other platforms that require an internet connection. They face technical issues as they are not very aware of technology and computer applications. A slow and high internet connection can play an important role in how quickly you can attend the class and not miss any live sessions. There is a possibility of poor connectivity if you find difficulty in downloading some information related to the subject, blurred videos, etc. To overcome this, you just need to find a high-speed internet connection at

your home. And know where you can get technical support for your connection and other technical issues related to software and tools for effective learning

Lack of computer education is a major concern in today's world. Many students still cannot operate basic computers with MS word and PowerPoint. And whenever some technical issues emerge, they find it difficult to solve the problem in such a scenario. They face difficulties with live classes, usage of appropriate icons, MS office, communication-related apps and websites, browsing study materials, etc. Sometimes they do not know technology proficiency like login, live classes, creating and submitting work, and communicating with teachers and friends. To overcome it Students should be provided access to support devices that can help them solve technical problems via call, email, or live chat. You should pay attention to your instructor during the process of solving the issues

The scope of the study is to find out the challenges faced by teachers in online mode and the researcher intends to suggest solutions to overcome those challenges to an extent which is very relevant in the present scenario.

Need and Significance of the Study

The need for a study is a written statement that explains why the research area is to be studied. The teaching process has a big revolution since Coronavirus Disease 19 (COVID 19) has spread throughout the world. Education is one of the sectors that have a huge impact on its condition.

The teaching process which had face-to-face interaction was forced into an online system. The transition of teaching from face-

to-face to online teaching spawns a lot of barriers for teachers, this happens suddenly without prior preparation. In face-to-face teaching mode, the teacher can use objects around, the environment, and everything near his/her hand as an intermediary to convey the subject matter. It will be different when teaching is implemented online. All media or tools that can be presented in real life, are turned into a visual medium due to distance limitations, this will reduce teachers' confidence in teaching.

Online teaching can be done by combining several types of teaching resources such as documents, pictures, video, and audio. Doctors report many cases of eye strain among teachers after online classes started in the state. Cases are rising and some are even detected with computer vision syndrome. The present study will help to understand the real problems faced by the teachers in general.

Many factors affect the effectiveness of Online teaching such as the lack of knowledge and skills of teachers about using devices, the use of online teaching or Teaching Management Systems (TMS), internet availability, network access costs, etc. All these issues are to be properly identified and addressed for the attainment of the objectives of teaching various subjects and languages.

The success of any educational system largely depends upon the teacher. The teacher has a pivotal role in education, the quality of education depends upon the excellence of the teaching process. The teachers face several issues in the online teaching process such as lack of IT support, continuous technological changes, unequal access for all teachers, unoptimised software for mobile devices, security issues, and passive

listening by students. The study points out the need of identifying the challenges in online teaching and the investigator tries to suggest certain solutions to overcome those challenges and which may help the teachers and the parents who support their kids at home now. The study is significant from this point of view that the outcome of the study will help teachers to overcome these challenges faced in the online teaching process.

Teachers need training for better teaching. Not all schools are equipped to train teachers. As a result, the present COVID scenario has left them to train themselves and become accustomed to the online method. Hence, they are unable to reach their full teaching potential. Having a year plan and lesson plan is out of the question since completing the syllabus has become arduous. Also, the shortage of easily accessible teaching aids has posed a challenge in itself.

The absence of continuity while teaching has become a pressing concern. Moreover, the tendency to use the mother tongue more during online class as compared to offline classes have increased and this has created a huge barrier in language teaching. In this context, there is a need to find solutions for all these problems.

When thinking about Online Teaching most probably all are thinking about the challenges but the online process has a positive side too. Convenience, flexibility, cost-effectiveness, fun and easiness, availability of resources, personalised guidance, and availability of an instructor. I hope that I can point out more positive phases of online teaching as well as suggest more solutions to overcome the challenges.

In this context, the investigator decided to conduct a study on Challenges in Online Teaching of English at the Secondary Level.

The proposed study is an attempt to identify the challenges faced by teachers in the process of online teaching. Therefore, the present study is highly significant and relevant in the present context.

Objectives of the Study

- To find out the Challenges faced by Teachers in Online Teaching of English at Secondary Level.
- To compare the Challenges faced by Teachers in Online Teaching of English at Secondary Level based on
 - ✓ Locale
 - ✓ Type of Management

Methodology

The methodology is the systematic, theoretical analysis of the methods applied to a study. It is a procedure by which an inquiry is made to obtain answers to questions and to solve problems systematically with the support of variable facts. It includes the research design, variables of the study, tools used for the study, procedure for data collection and statistical techniques used for the study. Methodology gives a detailed amount of the methods adopted and the procedures followed by the investigator.

For this study the investigator used Descriptive Survey method among Secondary Level English Teachers. Investigator selected the sample consisting of 30 Secondary Level English Teachers of Kottayam District by using Stratified Random Sampling Technique with regard to Locale and Type of Management for the present study.

Data Analysis

The investigator formulated the first objective as ‘To find out the Challenges faced by Teachers in Online Teaching of English at Secondary Level’. The data needed for the analysis of the objective is obtained by administering a self -constructed tool

‘Scale on Challenges in Online Teaching of English’ on Thirty Secondary School English Teachers.

Classification of the total sample of the Secondary Level English Teachers based on their Scores on Challenges in Online Teaching of English.

Variable	Level	Range	No.of Teachers	Percentage
Challenges in Online Teaching of English	High	Above 119.63	8	26.8
	Moderate	Between 119,63 & 114.69	18	60
	Low	Below 114.69	4	13.3
	Total		30	100

The second objective of the study was ‘To compare the Challenges faced by Teachers in Online Teaching of English at Secondary Level based on Locale and Type of Management.

Variable, Category, Sub Category, Number of Teachers (N) and Means of Scores on Challenges in Online Teaching of English.

Variable	Category	Sub-Category	No.of Teachers	Mean
Challenges in Online Teaching of English	Locale	Rural	15	116.86
		Urban	15	117.46
	Type of Management	Government	10	117.40
		Aided	10	116.40
		Unaided	10	117.70

Findings

- The investigator found that 26.6 percent of teachers have high level of Challenges in Online Teaching of English. 60 percent of teachers have moderate Level of Challenges in Online Teaching of English and 13.3 percent of the teachers have Challenges at low level in Online Teaching of English.
- There exists significant difference in the Means of Score on Challenges in Online Teaching of English among

Secondary Level teacher with respect to Locale.

- There exists no significant difference in the Means of Scores on Challenges in Online Teaching of English among Secondary Level teachers with respect to Type of Management.

Suggestions

The conclusions drawn from this study are restricted to the methodology used and appropriate recommendations are made to improve this study with suggestions for

future research purposes. No research can claim to be final, exhaustive and perfect.

- The present investigation opens doors and passes way for further research. The following are some suggestions for further research.
- The present study can be conducted on higher levels like Colleges and Universities.
- A comparative study can be conducted with the same variable from other Districts of Kerala.
- The same study can be replicated for other States.
- Studies can be conducted to check Awareness on Challenges regarding the Online Teaching of English prevailing in India.
- Studies can be conducted on factors affecting Online Teaching.

Conclusion

The present study helped to find the Challenges in Online Teaching of English at Secondary Level with regard to Locale and Type of Management of the School. The study reveals that most of the Teachers have Moderate Level of Challenges in Teaching. The study is an earnest attempt of the investigator to study in detail the topic under consideration with all the limitations. The investigator firmly believe that the findings of this research would help the Teachers to understand the Challenges in Online Teaching of English at Secondary Level. The investigator would feel gratified if the findings of the present study would lead to a better understanding of the importance of Challenges in Online Teaching of English at Secondary Level.

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ABDULRAZAK GURNAH AND COLONIALISM: MENDING THE GULF BETWEEN CULTURE AND CONTINENTS

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Abstract

Abdulrazak Gurnah, born in Zanzibar, migrated to the UK, settled there and taught at the University of Kent, UK, received Nobel Prize for Literature for his uncompromising and compassionate penetration of the effects of colonialism and the fate of the refugee in the gulf between cultures and continents. He has given importance to the themes like the long-reaching and destructive impact of colonialism and the upheaval experienced by immigrants and refugees. He also mentions about the war, identity crisis etc. he is the fifth African to receive Nobel Prize being Wole Soyinka, Naguib Mahfouz, Nadine Gordimer, and John M Coetzee being the others. His writings have special characteristics like, post colonialism, Importance of family, refugees etc.

KeyWords: *Colonization, Colonialism, whodunit, African Nobel Laureates, immigrants, Refugee, displacement, racism, oppression etc.*

Introduction

Thursday the 7th day of the month of October, 2021 has become an indelible day for the world of literature especially Afro-English literary world through the declaration of the 2021 Nobel Prize in Literature. This prestigious and, to a greater extent, envious recognition has been awarded to the novelist Abdulrazak Gurnah “for his uncompromising and compassionate penetration of the effects of colonialism and the fate of the refugee in the gulf between cultures and continents”. Gurnah, the Tanzanian-born British author is best known for his novels about the effects of colonialism, the refugee experience, and displacement in the world.

Abdulrazak Gurnah and His Settlement in England

Abdulrazak Gurnah was born and grew up in a Muslim family of Yemeni descent in the Sultanate of Zanzibar, an island that was then a British protectorate but is now part of Tanzania, on 20th December 1948 (72 Years now). When Gurnah was a teenager, there happened in 1964 Zanzibar Revolution¹ that overthrew the Arab rulers in Zanzibar and led to political upheaval and the persecution of Arab citizens in the following years. He left the island in the late 1960s and went to Canterbury, England, where he attended Christ Church College (now Canterbury Christ Church

University). Gurnah received a B.Ed. in 1976 and then taught secondary school in Dover, Kent, England. He went on to attend the University of Kent in Canterbury, where he earned a Ph.D. in 1982 on the topic of “Criteria in the Criticism of West African Fiction”. While working toward a doctorate, Gurnah taught at Bayero University Kano in Nigeria from 1980 to 1982. He joined the University of Kent’s department of English in 1985, and there he lectured until his retirement as emeritus professor of English and postcolonial literatures in 2017. His novel *Paradise* written in 1994 was shortlisted for Booker prize and Whitbread Prize. His novel, *Desertion* written in 2005 and *By the Sea* written in 2001 were listed for Booker and Los Angeles Times Book Prize.

Abdulrazak Gurnah and his Literary Emergence

Zanzibar is part of East Africa, a region known as the Swahili coast, stretches from present-day Somalia to Mozambique on the western shores of the Indian Ocean. He has been greatly influenced by the geographical settings of the area as well as the local culture. Although Gurnah’s first language was Swahili, he wrote in English. He drew from a wide array of literary traditions, such as the surahs of the Quran, Arabic and Persian poetry, and Shakespeare. Central to his writing, the themes were the long-reaching and destructive impact of colonialism and the upheaval experienced by immigrants and refugees. This main theme of Gurnah was even critically mentioned by the Nobel Committee as it is noticed, “his uncompromising and compassionate penetration of the effects of colonialism and the fate of the refugee in the gulf between culture and continents.”

Abdulrazak Gurnah and other African Nobel Laurates

Abdulrazak Gurnah, presently living in UK, with the Nobel Prize declaration of 2021, became the fifth African writer to win Nobel Prize for Literature. The first African to get Nobel Prize for Literature was the Nigerian writer Wole Soyinka who received the remarkable recognition of Nobel Prize in 1986 followed by Naguib Mahfouz in 1988, Nadine Gordimer in 1991 and John M Coetzee in 2003.

Wole Soyinka, born on 13th July 1934, is a Nigerian playwright, novelist, poet, and essayist in English language. After studying in Nigeria and the UK, he worked with Royal Court Theatre London. He went on to write plays that were produced in both countries, in theatres and on radio. He took an active role in Nigeria’s political history and its campaign for independence. In 1967, during the Nigerian Civil War, he was arrested and was put in solitary confinement for two years. He is being honoured to be one of Nigeria and Africa’s most outstanding and enduring literary icons. Soyinka is principally known as a playwright, but his novel *The Interpreters* is the first and one of the only three novels written by him. The novel was first written in English and later translated into a number of languages. The Financial Times in 2021, remarked about this novel as “a brutally satirical look at power and corruption in Nigeria, told in the form of a whodunit (a story or play about a murder in which the identity of the murderer is not revealed until the end) involving three university friends”. There is another important review that tells about Soyinka’s novel as the greatest novel about his revenge against the insanities of the nation’s ruling class and

one of the most shocking chronicles of an African nation in the 21st century which ought to be widely read”.

Naguib Mahfouz is another Afro – Egyptian writer and the second African Writer to get the honour of Nobel Prize in 1988 and he is the only Egyptian to receive it. Naguib Mahfouz. He is regarded as one of the first contemporary writers in the Arabic Literature to explore the themes of existentialism. To his credit there are 35 published novels (all of his novels take place in Egypt), over 350 short stories, 26 movie scripts, seven plays over a 70-year career, from the 1930s until 2004.

Nadine Gordimer (1923 –2014) was a South African writer and political activist to receive Nobel Prize in Literature in 1991 whose writings have been acclaimed that she, through her writings, have been “a great benefit to humanity”. Her writing dealt with moral and racial issues of “apartheid” in South Africa. She was very active in politics as well as in Social Commitment Activities like HIV/AIDS causes.

John Maxwell Coetzee is a South African–Australian novelist, essayist, linguist, translator and recipient of Nobel Prize for Literature in 2003. John Coetzee who was born in 1940, is one of the most critically acclaimed and decorated authors in the English Literature. He is also the winner of different International Awards like, Booker Prize, CAN Prize etc. In 2002, he moved to Australia in 2002 and became an Australian citizen in 2006.

Abdulrazak Gurnah and His Writings

Abdulrazak Gurnah began his writing as a 21-year-old in English exile, and although Swahili was his first language, English became his literary tool.

His literary composition and contributions were based on the basic themes of the long-reaching and destructive impact of colonialism and the upheaval experienced by immigrants and refugees. At a time when the global refugee crisis is exponentially on the rise, Gurnah’s work draws attention to how racism and prejudice against targeted communities and religions perpetuate cultures of oppression. He has published ten novels and a number of short stories and he expresses his genuine idea of colonialism in his writings. The theme of the refugee’s disruption also runs throughout his work. *Memory of departure* (1987), *Pilgrims Way* (1988), *Dottie* (1990), *Paradise* (1990), *Admiring Silence* (1996), *By the Sea* (2001), *Desertion* (2005), *The Last Gift* (2011), *Gravel Heart* (2017) and *Afterlives* (2020). Now let us have a look at his writings with the shortest summary possible.

Memory of Departure, Gurnah’s first novel was written in 1987. He wrote it alongside with his Ph.D. dissertation. This first book set the stage for his ongoing exploration of the themes of “the lingering trauma of colonialism, war, displacement, exile and broken promises of the state”. Gurnah began writing out of homesickness during his 20s. He started writing down thoughts in his diary, which turned into longer reflections about home, and eventually grew into writing fictional stories about other people. This created a habit of using writing as a tool to understand and record his experience of being a refugee, living in another land and the feeling of being displaced. These initial stories eventually became *It is the story of Hassan*, an Arab who decides to escape from the confinement that his city in the coastal regions of East Africa subjects him to. When he goes to live with an affluent

relation, he is exposed to a new, glittery world that he explores for himself.

Pilgrims Way is the second novel written by Abdul Razak Gurnah and it was published in 1988. The protagonist of *Pilgrims Way* is Daud, an immigrant to England from Tanzania who works as an orderly (Hospital attendant) in Canterbury. Daud experiences racist abuse and begins to feel fearful and dejected. Daud develops a romantic attachment to Catherine Mason, a nurse. Daud's other friends include Lloyd, a white man with racist tendencies, Karta etc. In this novel we see "an interest in the structures of feeling generated by migration and exile" and a feeling of being "transformed through moments of harmony with nature".

'*Dottie* (1990), Centering on origin and nativity like most of his works, is the story of a young girl who wears rose tinted glasses, knowing nothing of the atrocities that her family had to suffer in order to establish themselves in Britain. *Paradise* (1994), Gurnah's fourth novel, is considered to be his breakthrough work. Set in East Africa in the early 20th century, it is a coming-of-age story about 12-year-old Yusuf, who has been sold to a trader by his father as repayment for a debt; his experiences include journeying into the interior of the continent and observing how the traditional way of life is being transformed by the encroachment of colonialism. *Admiring Silence* is Gurnah's fifth novel and the plot follows an unnamed Zanzibari man living in England, after fleeing there in the early 1960s where he becomes a teacher and raises a daughter with his white English lover. After his 20-year exile from his homeland, the narrator travels back to Zanzibar to reflect on his past and finds a place that is no longer home.

Gurnah's sixth novel, *By the Sea* (2001), is the tale of an aging Muslim refugee who uses an assumed identity to gain asylum and settle in England, where he eventually encounters the son of the man whose identity he has taken. In *Desertion* (2005) Gurnah's seventh novel, illustrated the impact colonialism had on love and various relationships, opening with the story of Martin, an English scholar visiting in East Africa and his affair with Rehana; the tale begins in the late 19th century and continues through multiple generations.

The Last Gift is Gurnah's eighth novel whose plot centres on Abbas, an immigrant from east Africa living in England, who reflects on his past after he has a stroke. The plot of this novel is highly praised for themes of mortality and memory. *Gravel Heart* is Gurnah's ninth novel. The story is set in the late 20th century and follows Salim, who moves from Zanzibar to the United Kingdom, as he reflects on his parents' separation. In *Afterlives* (2020) Gurnah examines the brutality of the German colonial presence in East Africa in the early 20th century and the impact that it has on the lives of Tanganyikans, particularly the characters Ilyas, Hamza, and Afiya.

Main Themes of Abdulrazak Gurnah's Writings

1. **Migration and Refugees:** Abdulrazak Gurnah's main theme is migration and refugees. The main reason would be because he himself was refugee in 1960s. So his experience of moving from Zanzibar to the UK defines his own writing in many ways as you know in recent years the question of refugees in Europe has been very prominent in the news and it has become a matter of

political and social discussion, so that the Nobel Committee acknowledges that the problems of refugees disruption runs throughout his work and the committee took this opportunity to award a prize to someone who writes about refugees in the recent years the far right that the Europe is demonized refugees with tactics as if they are invading Europe, In some of his novels, He has given refugees a human face. He acknowledges that the refugees need protection and help, while they in return would make contributions to the host countries. He also tells that a lot of innovation happening because of migration and refugees. The Nobel Committee might have noticed it in depth.

2. **Prominence of East African Literature:** He comes from East African and he is trying to establish the prominence of East African Literature. Because in Zanzibar, there are a lot of people live together, but this place may be very much underrepresented in the regional as well as Global Literature. So his perspective is very unique that he gives a new perspective to Colonialism as well as today's politics in the region and in the world. He becomes the voice of East Africa and the Nobel Committee took this opportunity to recognize him as he is the first one to receive the prize from East Africa.
3. **Post Colonialism:** As we know, Gurnah has been teaching Post Colonial Literature in the University of Kent and he was very active in teaching the same. He has written widely about Salman Rushdie and other post-colonial writes. This is a new perspective because his view is not from the western perspective

but from an Eastern Perspective. In the Post Colonial writings, the local people are victimized.

4. **Individual/Family as the Most Important Social Units:** Abdulrazak Gurnah is trying to establish that the family is the most important social Unit and individuals are the corner stone than the tribe, sect and country. It might be because he does not want to make a conflict with politics or anything else. He argues that the human story becomes more powerful if the focus is on the individual rather than on a group as an identity group. Gurnah very often uses power as a relational tool.
5. **Story as a Means of Defining Identity and Not as Entertainment:** Usually, we make use of narrations of stories and novels as means of entertainment and knowledge market, where as in the writings of Gurnah, he makes use of his narrations as a means of defining Identity and as a method of requesting for survival. He also wants to affirm that our existence as the existence of human beings. He is trying to explain through his stories that there are certain people who always are trying to make their survival as a reality of the present. Gurnah himself was displaced for a long time and that might be the reason, why he is giving much importance to this aspect. The Content of the stories of Gurnah can be seen as the cry or need of a lot of refugees who are not at all recognized yes by the society.
6. **Silence:** Anther specialty of the writings of Abdulrazak Gurnah is the Silence. This may be a typical style of Gurnah, because many a time the people who are under suppression or

colonized countries, do not want to narrate their difficulties. They want always to forget their past and to start a new life of freedom, joy and fellowship. They very often want to keep their trauma suppressed and 'silence' would be the only means to overcome this situation. They feel that by embracing a new country or a new situation, they can also have a new identity and life situation. But they gradually come to know that the host country also is not so welcoming. So they keep silence and silently, they go on affirming their identity, but scarcely is it realized. They also feel that they are not accepted and nobody listens to them and the best means for them is to remain in silence. So Abdulrazak Gurnah is trying to give voice to such people through his writings.

Conclusion

In the interview conducted by one of the professors of his Alma Mater, The University of Kent, Abdulrazak Gurnah said that the announcement of the Swedish Academy to confer the Nobel Prize on him was really surprising. Though the beginning of the composition of ideas started even from his childhood, it took a long time to get it published. The first novel was published in 1987, when he was thirty nine years old. In his writings, there always a mention about the refugees and that would be the reason, according to him, why he has been nominated for the Nobel Prize, because there are millions of people in Europe, United States, Asia, various parts of Africa and Australia who are being troubled with the global colonial difficulties and cruelties like violence, war, economic deprivation etc. As a writer, he is not someone to suggest

solutions, but to suggest it to the public and to say how people would feel in such situations and to expose the injustice done to them. He believes that by doing so, the kindness of people can be expanded to such people. Abdulrazak Gurnah is speaking and writing from his own experience. In short we can say that by writing, he is exposing his own life before the audience. There are a number of people who are looking for life experience and personal sharing in the writings. The Nobel Prize conferred on him is the official recognition of the popular acceptance he has been enjoying for a long period ever since his first publication in 1987.

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End Note

The Zanzibar Revolution occurred in 1964 and led to the overthrow of the Sultan of Zanzibar and his Arab government by local African revolutionaries. Zanzibar was a state consisting of a number of islands off the east coast of Tanganyika and this had been granted independence by the Britain in 1963. Frustrated by under-representation in Parliament, the African Afro - Shirari Party (ASP) on 12 January 1964 with the help of 600–800 revolutionaries overrun the country's police force and appropriated their weaponry and then overthrowing the Sultan and his government, the moderate ASP leader Abeid Karume became the country's new president and head of the state. (https://en.wikipedia.org/wiki/Zanzibar_Revolution, Accessed on 15. 7. 2022)