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PROMOTING REFLECTIVE THINKING THROUGH NEUROLINGUISTIC STRATEGY: AN EXPERIMENTAL STUDY AMONG SECONDARY SCHOOL STUDENTS

Dr Mridula K.*

Abstract

The aim of the study was to find the effectiveness of Neurolinguistic strategy in fostering reflective thinking while writing discourses in English among secondary school students. This experimental study adopted a pretest post test control group design. The sample size was seventy secondary school students with thirty-five for experimental and thirty-five for control group. Neurolinguistic techniques like Time Travel, Perceptual Position, Think Aloud, Rapport, Modelling, Reframing and models like Meta Model and TOTE model were used to develop the strategy. The findings of the study showed that after the experiment students of experimental group outperformed the students of control group in reflective thinking while writing discourses in English. The strategy could be experimented in various groups and also could be made use of in other disciplines.

Key words: *Neurolinguistic strategy, Reflective thinking, Time Travel, Perceptual Position, Think Aloud, Rapport, Modelling, Reframing Meta Model, Test-Operate-Test-Exit (TOTE model)*

Introduction

The development of human capabilities and resources to its fullest has always been the ultimate aim of education. Every individual is curious but most often they are not good in thinking skills. Various education commissions that have been constituted for the purpose of educational reformations had highlighted the need to promote thinking skills in learners. Reflective thinking is a higher order thinking skill, an active, continuous and mindful activity which tries to connect information to gain deeper understanding. "Reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support

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that knowledge, and the further conclusions to which that knowledge leads." Dewey (1933). It focuses on the process of making judgement and deriving at new conclusions about what had happened to perform a task successfully.

The present era which is so complex in nature demands individuals to come up with new problem-solving strategies. Reflective thinking provides an opportunity to delve deeply into one's thought processes and consider how challenges were navigated and which particular problem solving strategies were effectively employed to attain success. Reflective thinking prompts learners to associate new knowledge with the prior knowledge, thinking in both abstract and concrete ways, adopt unique strategies in novel problem-solving arenas and understand their own cognition and learning. Thus, the capacity for reflective thinking is evidenced by one's response to challenges utilizing prior knowledge, articulating the undertaken process, rectifying identified errors during problem-solving, and conveying ideas effectively

Writing is thoughts expressed in words. While writing when the learner executes the process of reflective thinking, they not only answer a question, but also express the process occurring in his mind during problem solving. Clarity in thought can be assessed through precision in writing. One of the best ways to improve one's thinking skills is to provide coaching to articulate his thoughts in writing. As writing is the visual representation of thoughts the analysis, evaluation, revision and improvement become easier. The selection of words, structuring of sentences and logical arrangement of sentences not only provides a clear written text but also promote thinking

skills. An individual's structure of thinking can be understood through his writing. In fact, writing is an excellent tool to nurture cognitive faculties.

Neuro Linguistic Programming (NLP) is an interpersonal communication model. NLP is a form of modelling that offers potential for systematic and detailed understanding of people's subjective experience. It has its roots in teaching and learning also. Some of NLP techniques like rapport, modelling, reframing, think aloud and models like meta model and Test-Operate-Test-Exit (TOTE Model) are widely used in various fields to catalyse personal excellence.

Need and importance of the study

Reflective thinking and self-assessment 'are the key to progress' (White and Baird 1991:151). Most often it is seen that the corrective feedbacks given to learners is not employed by them in another similar situation. The mistakes in written texts, errors in solving mathematical problems, fallacies in pronunciation and other mistakes in learning contexts are seen repeated even after giving ample practice. This hard situation can be attributed to the inability of learners to sense and associate the one-to-one relationship between their past and present learning experiences. This can be achieved only through insightful learning which demands reflective thinking. The situation urges for the dire need to support students in fostering reflective thinking. Through this study the teachers will be endowed with a teaching and the learners with a learning strategy. The strategy can be applied in teacher education, as the Process-Based Teacher Education Curriculum, (NCFTE-2010) emphasis on reflective practices and knowledge generation in

shared contexts. In school education, the strategy helps to accomplish the NCF-2005 and KCF-2007 vision of incorporating reflective practices in classroom teaching and learning. Effective planning, self-analysis and self-correction through reflective thinking fostered by this strategy application boost the learners' confidence, resulting in personal and academic excellence. The strategy is applicable to any field as a means of human resource development.

Rationale for the Study

The National Assessment Survey (NAS,2012) and Mid-Term Assessment Survey (MAS,2009) conducted by NCERT exposes the low level of achievement of students in language. The survey highlights that not only in language, but also in Mathematics, Science and Social Science most of the learners were not able to perform well in those questions which require higher order thinking skills. It may be assumed that the thinking skills and competence required to solve the questions are either absent or that the guidance or training given to the learners are not adequate to develop them in learners. KCF-2007, NCF-2000 & 2005 and NCFTE-2009 recommends to link theory and practice, promoting independent thinking, and free and creative expressions. It demands space and pace for learners to have in-depth comprehension. It could be possible only through reflective practices in education. In Vedic India, reflective thinking was practiced, when disciples contemplated upon what Guru preached to construct knowledge. In the modern system, the recommendations of various Curriculum Frameworks, Educational Committees and research studies advocates reflective practices as the back bone of classroom

transactions. But the recurring advocacies even in recent research studies for adopting reflective practices, voice out that at the grass root level, it has not been practiced yet. In this context a strategy which tunes the learners to think reflectively, which help them to reprogram themselves to be competent learners, need to be identified.

Objectives of the Study

- To find out whether there exists a significant mean difference between Experimental and Control group in reflective thinking while writing discourses in English before the experiment
- To design Neurolinguistic Strategy towards fostering reflective thinking while writing discourses in English among Secondary School Students
- To apply the designed strategy on fostering reflective thinking while writing discourses in English among Secondary School Students
- To find out whether there exists a significant mean difference between Experimental and Control group in reflective thinking while writing discourses in English after the experiment
- To find out the retention of the treatment effect in experimental group

Hypotheses of the Study

- The level of reflective thinking while writing discourses in English among Secondary School Students is low.
- There is no significant mean difference between the experimental and the control group in reflective thinking while writing discourses in English before the experiment.

- There is no significant mean difference between the experimental and the control group in reflective thinking while writing discourses in English after the experiment.
- There will be retention of treatment effect in experimental group.

Methodology

Pre test –Post test Control group design (Fraenkel, Jack R.,1993) was chosen for treatment program. The experimental group was exposed to treatment through

Neurolinguistic Strategy and the control group through Conventional Method of Instruction.

Selection of Sample

The population was Secondary School Students of Kerala. Students at secondary level from two aided schools were selected as sample for conducting the experiment. The sample size was seventy, thirty-five for experimental group and thirty-five for control group.

Variables in the Study

Independent variable

- Neurolinguistic Strategy

Dependent variables

- Reflective Thinking while Writing discourses in English

Tools and Materials Used

- Neurolinguistic Strategy
- Lesson transcripts based on Neurolinguistic Strategy
- Lesson transcripts based on Conventional Method of Instruction
- Criteria to assess Reflective thinking while writing discourses in English at secondary level

The procedure of intervention

The basis of the strategy is the Theory of Self -Regulated Learning and Theory of Social Constructivism. Neurolinguistic techniques like Time Travel, Perceptual Position, Think Aloud, Rapport, Modelling, Reframing and models like Meta Model and TOTE model were used to develop the strategy. The strategy has two phases-the Initiation phase and the Operation phase.

The Initiation phase: The learner with individual or group task at hand builds rapport with self and peers. The teacher or an expert peer model the respective Neurolinguistic technique and Think- aloud the Meta Model questions to be asked 'before', 'during' and 'after' the task. The learner observes and models the teacher or the peer and performs the task. While doing so, the learner meaningfully structures his thoughts and plans for the task 'before' writing. Previous experiences of corrective feedbacks on syntactic, semantic and morphological errors are considered for refining the present tasks. Meta Model questions prevents any deletion, distortion or generalization of information. Thinking aloud Meta Model questions 'during' the task monitor the learner's performance while structuring the draft. Self-monitoring provides opportunities for changes if needed. Thinking aloud Meta Model questions 'after' the task helps for self-evaluation, to check whether the set plans has worked in attempting the task or the changes if any made in between is apt. The Meta Model questions reframes the learner's perspectives on the content and the context at hand and brings about changes in his logical levels.

The Operation phase: Here the learner applies TOTE model to recheck the

objective of the task, the needed resources to perform it, adequacy and relevance of the data collected through Meta Model questions and appropriateness of language, style, voice, structure and features relevant to various discourses. The learner reflects upon his previous experience in writing and make use of the knowledge here. If equipped with adequate data, the learner exits to attempt the final draft or else move around the loop to gather the missing information to accomplish the task. Through this strategy application the learner realizes that in writing there is no failure and only feedbacks, and there is flexibility for refinement at any stage of the process of writing. Also, he understands the significance of the earlier peer and teacher feedback in programming himself. Even before the final draft, TOTE Model gives the scope for revisiting the problem, to add, delete or alter the written text. The explicit outcome is an acceptable, appreciable written text embedded with reflective thoughts. The implicit outcome is the learner's growth from awareness of his 'unconscious incompetence' to 'unconscious competence' and the reframing that occurs in his logical thinking levels. He reflects upon himself, identifies his strengths and weakness in writing and adopts ways and means to utilize or overcome them.

In the present study, the experimental group was exposed to treatment through Neuro linguistic Strategy and the control group was exposed to Conventional Method of Instruction. Before commencing the experiment, the investigator oriented the learners on how to apply Neurolinguistic techniques while solving a problem.

Reflective thinking in writing discourses in English was assessed using the criteria developed by the researcher.

Analysis and interpretation

Comparison of Mean of the Pre Test, and Post Test Scores of Experimental and Control Group on reflective thinking while writing discourses in English

Table 1.
Independent Sample 't' test between the Pre test Mean Scores of Experimental and Control group on Reflective Thinking while writing discourses in English

Group	Mean	S.D	N	Critical Ratio	Level of Significance
Experimental	8.40	5.146	35		
				0.068*	p>0.05
Control	8.31	5.411	35		

* indicates not significant 0.05 levels

The critical ratio obtained (CR =0.068, p > 0.05) is less than the table value 1.96 at 0.05 level of significance is not significant. This shows that there is no significant difference between the mean pre test scores of students in experimental and control groups. Thus, it can be interpreted that before being subjected to the instructional strategies, the two groups were more or less equivalent with respect to their ability to think reflectively while writing discourses in English.

Table 2.

Independent Sample 't' test between the Post test Mean Scores of Experimental and Control groups on Reflective Thinking while Writing discourses in English

Group	Mean	S.D	N	Critical Ratio	Level of Significance
Experimental	26.20	11.963	35		
				8.323**	p<0.05
Control	8.11	4.708	35		

** indicates significant at 0.05 levels

The obtained value of Critical Ratio (CR =8.323, p < 0.05) is greater than the table value 1.96 at 0.05 level of significance. A significant difference can be observed between the means of the post test scores of students in experimental and control groups. The higher mean scores are associated with the experimental group. The above observation made clear that the two groups differ significantly in reflective thinking in while writing discourses in English after the experiment. Thus, it can be interpreted that after being subjected to the instructional strategies, the experimental group showed better performance than the control group in their reflective thinking while writing discourses in English.

Figure.1

Graphical Representation of the Post test Mean Scores of Experimental and Control group on Reflective Thinking while writing discourses in English
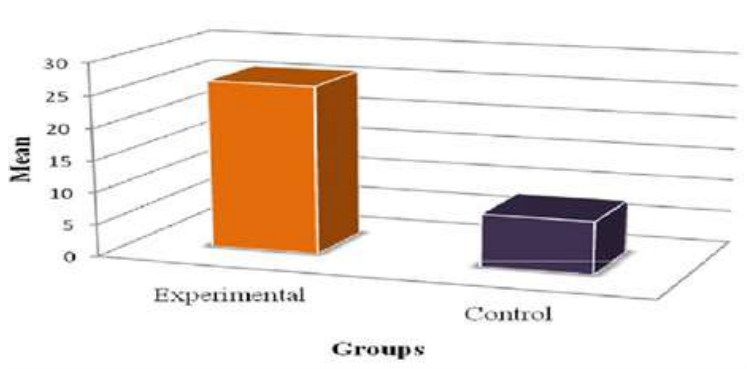
Table 3.

Paired Sample 't' test for the Pre test and the Post test scores of Experimental group on Reflective Thinking while writing discourses in English

Test	Mean	SD	r	Correlated 't' Value
Pre Test	8.40	5.146	0.817	12.673**
Post Test	26.20	11.963		

**Significant at 0.05 levels

The correlated 't' value (12.673) of the pre test and the post test is significant at 0.05 level. The mean score of reflective thinking in writing English at the post test (26.20) is significantly higher than the mean score at pre test, (8.40). It reflects that the mean scores of reflective thinking while writing discourses in English of students of the experimental group at pre and post tests differ significantly.

Table 4.

Paired Sample 't' test for the Pre test and the Post test scores of Control group on Reflective Thinking while writing discourses in English

Test	Mean	SD	r	Correlated 't' value
Pre Test	8.31	5.411	0.957	0.721*
Post Test	8.11	4.708		

* indicates not significant at 0.05 levels

The correlated 't' value (0.721) of the pre test and the post test is not significant at 0.05 levels. The mean score of reflective thinking while writing discourses in post test is (8.11) and at pre test is (8.31). The values show that there is no significant difference between two scores at post stage in reflective thinking while writing discourses in English of control group.

Figure 2.

Graphical Representation of the Pre test and the Post test Mean Scores of Experimental and Control group on Reflective Thinking while writing discourses in English

Table 5

Paired Sample 't' test for the Post test Mean and the Delayed Post test Mean scores of Experimental group on Reflective Thinking while writing discourses in English

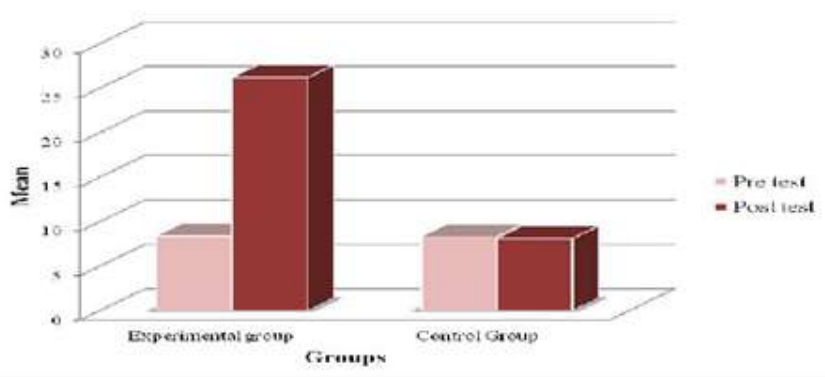| Test	Mean	SD	r	Correlated 't' value
Post test	26.20	11.963	0.986	1.230*
Delayed Post test	25.77	12.273		

* indicates not significant at 0.05 level

Table: 5 shows that the correlated 't' value (1.230) of the post test and the delayed post test is not significant at 0.05 levels. The mean score of reflective thinking while writing discourses in English at post test (26.20) and that at delayed post test (25.77) reflects that the students in experimental group do not differ significantly in both tests. This shows that the effect of Neurolinguistic Strategy was retained in students of experimental group even after the intervention was withdrawn for one month.

Major Findings of the Study

1. Before experimentation the level of reflective thinking while writing discourses in English among Secondary School Students was low.

2. There was no significant mean difference between experimental and control groups in reflective thinking while writing discourses in English before the experiment.

3. There was significant mean difference between experimental and control group in reflective thinking while writing discourses in English after the experiment.

4. There was significant effect of strategy application on reflective thinking while writing discourses in English among Secondary School Students.

5. There was retention of treatment effect on experimental group.

Discussion

The pre test scores of experimental and control group (8.40 and 8.31 respectively) shows that the ability of secondary school students to think reflectively in writing English was low. Out of the total sample, a greater number of students scored less than the mean value in both the groups for reflective thinking in writing English. This may be due to the sparse opportunity in classrooms to think reflectively. The findings are in congruity with Thomas Misco's (2013) study that students were provided less occasions for asking doubt and thinking reflectively due to notions of dualistic thinking, conventions within curriculum and instruction, and influence of parents in moral upbringing.

In the post test a significant improvement is visible in reflective thinking and writing competence in English (26.20 and 61.29 respectively) in the students of experimental group. The findings of the study supports the findings of Divya Jane (2014), who, in her findings suggest NLP techniques as one of the faculty development programmes which can enhance teacher-students relationship and minimize the dissatisfaction from either side.

The gain scores of experimental group for reflective thinking in writing English is 17.86 which is significantly higher than the control group. This gain in achievement can be attributed to the effective use of suggestions and corrective feedback from peers and teachers for betterment in future performance. Marieke Van der Schaaf , Liesbeth Baartman , Frans Prins , Anne Oosterbaan& Harmen Schaap (2013), Jain, J.H (2012) Lin, Grace Hui Chin; Chien, Paul Shih Chieh (2009) and Christine Bold (2008) also supports the findings of the study that teachers' feedback and peer reviewing was positively correlated with students' reflective capacity. Regular peer group activities supported deeper learning approaches and removed writing apprehension.

Educational Implications

The strategy was designed providing scope for the learning experiences mentioned in NCF-2005. Opportunities to work in groups catalysed the social construction of knowledge, meaning making and abstract thinking. The learners wrote reflective notes, contemplated upon them and made improvement in future tasks. The Meta Model questions and the TOTE Model in the strategy encouraged reflection and refinement during every phase of the task.

Provisions for monitoring and giving immediate feedback were given during writing. The learners thinking process were visible to the researcher as they think aloud meta model questions 'before', 'during' and 'after' the task. Corrective feedbacks and healthy suggestions were provided during the course of the study in a stress-free environment which fostered reflective thinking.

PISA Survey Report says that, "coping with today's challenges call for better development of individuals' abilities to tackle complex mental tasks, going well beyond the basic reproduction of accumulated knowledge*"*. This study focused on developing reflective thinking in writing English and to move beyond the mere memorizing of rote learned information. Thinking reflectively upon previous experiences in writing and corrective feedback from teachers and peers helped the learners to acquire knowledge which has transfer value. The experiences will enable the learners to think reflectively and to cope with today's challenges in life.

Retention of treatment effect can be attributed to the learning environment and the methodologies adopted in teaching which promoted meaningful learning. The results highlight the significance of NCF recommendations were the gained knowledge could be applied for the co-creation of knowledge in future.

Conclusion

The study implies that, a strategy which makes the learner conscious of what he is doing need to be implemented in teaching learning process. A refined practice in classroom learning alone will make students habituated with thinking. Students who reflect 'before', 'during' and 'after' any action can build self-awareness, develop sense of responsibility, monitor their performance and start self-regulation in due course for the betterment of the individual. The results show that the strategy could develop a thinking culture in learners. Practice in structured planning, monitoring and evaluation through the strategy was the key factor in enhancement in reflective thinking.

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PROBLEM BASED LEARNING: AN APPROACH TO STIMULATE ENTREPRENEURSHIP SKILLS

Dr. Rinu V Antony [*]

Abstract

The study aims to explore Problem-based learning as a strategy for enhancing entrepreneurship skills among grade eleven Commerce students. The investigator adopted a pre-test post-test nonequivalent group design with one experimental and control group for the study. 60 students from grade eleven in Ernakulam District were the sample. The tools for the study include lesson design based on PBL and activity-oriented method, entrepreneurship skills assessment test as pre-test and post-test. Statistical techniques used were arithmetic mean, standard deviation, and the test of significant difference. The findings revealed that the subjects in the experimental group, who have received Problem-based learning (PBL) as an instructional strategy showed advancements in entrepreneurship skills than the subjects in the control group.

Keywords: *entrepreneurship skills, problem-based learning, competencies*

Introduction

Education seeks the multifaceted development of the individual and is indispensable for the benefit of society. Innovation is a vital aspect of the nascent knowledge society and this channelizes innate potential and paves the way for inquisitiveness in harmony with the changed global scenario. In this competitive global scenario, the task of education is not only to enlighten people with knowledge but to foster imagination, communication skills, desirable attitudes, skills, and competencies.

Education is concerned with the holistic development of the personality with respect to physical, social, aesthetic, mental, and emotional aspects of an individual. Entrepreneurship education encourages innovative competencies and serve as a driving force for future development. Education should foster creativity and innovation among learners. NEP 2020 suggests comprehensive transformations in education and research, creating avenues for life-long learning, industry-

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oriented with stress on entrepreneurship. The entrepreneurial revolution has been intertwined with the NEP, and it aspires to make the young generation more imaginative, innovative, resourceful and proactive with a vision. To achieve this, an instructional approach that focuses on mapping and attaining predetermined educational goals helping students nurture skills that would help them to grow in their professional as well as personal life is essential. Outcome-based education (OBE) is an approach in this direction to develop life-long learners, enhancing creativity, problem-solving skills, and Industry-specific skills fostering the professional development of students. Education must adopt an anticipative educational approach to move with the ever-changing economic landscape by exploring educational frameworks that prepare students so that they are capable of taking responsibility for their own actions while helping to shape the future. (Smith, Mike & Duncan, Michael & Cook, Kathryn. 2013).

Need and significance of the study

With the onset of the 21st century, the whole world has undergone radical change in the domain of education, global trade, economy, and technology. Our students need to grab 21st Century Skills to enable an individual to face the challenges of a world that is globally dynamic, digitally transforming, collaboratively, and creatively progressing. Empowering our students with these skills is a challenging task, where we need to incorporate varied pedagogical approaches in curriculum transactions. Students need survival skills to be prepared for twenty-first century life, work, and citizenship such

as critical thinking and problem solving, collaboration and leadership, initiative and entrepreneurialism, communication skills, and the ability to access and analyze information. Teaching methods for entrepreneurship education significantly impact on entrepreneurial skills. Olutuase, S. O., Brijlal, P., & Yan, B. (2020). Hence, in this study, the investigator explores PBL as a strategy to build a framework focused on teaching Commerce focusing on entrepreneurship skills.

The PBL Classroom enables teachers and students to share a discovery process where topics can be addressed from a distinct pedagogical approach involving teamwork that provides a real-world experience for learners. PBL is a teaching method in which multifarious factual problems are used as the means to encourage student learning of concepts, development of critical thinking skills, problem-solving abilities, and communication skills, and provide opportunities for working in groups and life-long learning. Any subject area can be adapted to PBL by blending creativity with the main thread of connecting a real-world problem. The PBL strategy follows these aspects as

- The problem must stimulate learners to trail a deeper understanding of concepts.

- The problem should necessitate students to make rational choices

- The problem should integrate the content objectives to connect it to prior knowledge.

- The problem requires complexity to ensure that the students must work together to solve it.

Objectives

1. To find out the effect of PBL on the entrepreneurship skills of commerce students at the Higher Secondary school level.

2. To compare pre-test and post-test scores on entrepreneurship skills among commerce students of experimental and control groups

Hypotheses

1. There exists no significant difference between the means of pretest scores of entrepreneurship skills among Commerce students of grade eleven of the experimental group and control group

2. There exists a significant difference between the pretest and post-test scores in entrepreneurship skills among Commerce students of grade eleven of the experimental and control group

3. There exists a significant effect of the PBL over the existing activity-oriented method on post-test scores of entrepreneurship skills among Commerce students of grade eleven of the experimental and control group

Methodology

The present study is proposed to find out the effectiveness of PBL over the existing activity-oriented method among higher secondary students in their entrepreneurship skills. The investigator used a pre-test – post-test nonequivalent group design with one experimental and one control group for the study. The investigator created instructional material using PBL for the experimental group and the control group received the existing activity-oriented method. 60 students from grade eleven in Ernakulam District were the sample. The entrepreneurial skills assessment test was used to assess both groups during the pretest and posttest. Based on the theoretical foundations of PBL and related literature investigator formulated a lesson design based on PBL. The tools for the study include lesson transcript based on PBL and activity-oriented method, Entrepreneurship skills assessment test as pre-test and post-test. Statistical techniques used__were arithmetic mean, standard deviation, and the test of significance difference.

Data analysis and interpretation

Analysis of the effectiveness of the PBL on entrepreneurship skills of Commerce students at the higher secondary level

A) Comparison of means of pre-test scores on entrepreneurship skills among commerce grade eleven students of the experimental and control group

This section focuses on testing the effectiveness of PBL on entrepreneurship skills among commerce students at the higher secondary level. To compare the means of pre-test scores on entrepreneurship skills among the pupils of grade eleven of experimental and control groups, the investigator formulated the hypothesis.

H_0 There exists no significant difference between the means of the pre-test scores on entrepreneurship skills among the pupils of grade eleven of the experimental and control groups.

The difference in the mean scores on the pre-test of both groups was found. The investigator tested the hypothesis using the Test of Significance of Difference between two independent groups and a description of the analysis is presented in the table

Table 1

Result of the Test of Significance of Difference between the means of the pre-test scores on entrepreneurship skills of experimental and control groups

Group	N	Mean	SD	t -value	df	P value
Experimental	30	17.36	7.20	1.470	58	0.1469
Control	30	14.72	6.7			$p > 0.05$

Non-significant at .05 level $p > 0.05$

From the table, the investigator infers that the means of Pre-test scores on entrepreneurship skills among experimental and control group are 17.36 and 14.72 respectively and the calculated t value is 1.470 which is less than 1.96 at the .05 level (t = 1.470, p > 0.05) is not significant at .05 level of significance. Therefore, the hypothesis 'there exists no significant difference between the means of the pre-test scores on entrepreneurship skills among the students of grade eleven of the experimental and control group is accepted. The investigator found no significant difference between the experimental and control group on entrepreneurship skills before the implementation of PBL.

B) Comparison of means of the post-test scores on entrepreneurship skills among students of grade eleven of experimental and control groups

To compare the means of post-test scores on entrepreneurship skills among the students of experimental and control groups, the investigator formulated hypothesis as:

H_0 'There exists no significant difference between the means of post-test scores on entrepreneurship skills among students of grade eleven of experimental and control groups.'

The investigator administered the post-test on entrepreneurship skills after the treatment was given for experimental and control groups and thus obtained the data needed to test the hypothesis. The investigator tested the hypothesis using the Test of Significance of Difference between the means of two independent groups.

Table 2.

Results of Test of Significance of the Difference between the means of post-test scores on entrepreneurship skills of experimental and control groups.

Group	N	Mean	SD	t -value	df	P value
Experimental	30	19.76	6.71	2.64	58	0.0105
Control	30	14.44	8.74			$p < 0.05$

Significant at .05 level $p < 0.05$

From the table, the investigator observes that the means of the post-test scores on entrepreneurship skills among the students of grade eleven of the experimental and control groups are 19.76 and 14.44 and the standard deviation is 6.71 and 8.74 respectively. The calculated t value is 2 .64, greater than 1.96 (t= 2.64, p < 0.05) is significant at .05 level of significance. Therefore, the hypothesis, there exists no significant difference between the means of post-test scores of entrepreneurship skills among the pupils of grade eleven of the experimental and control group is not accepted. The investigator interpreted that post-test scores of experimental and control groups differ significantly at the .05 levels of significance

Results

The study investigated the effect of PBL on entrepreneurship skills among students in grade eleven compared to the existing activity-oriented method. The present study revealed that PBL as a pedagogic strategy is more effective than the existing activity-oriented method in improving entrepreneurship skills among students in grade eleven. It is found that there exists a significant effect of the PBL over the existing activity-oriented method on post-test scores of entrepreneurship skills among people in grade eleven. It is found that the instruction using PBL is more effective when compared to the existing activity-oriented method in augmenting entrepreneurship skills. To support this view the investigator depends on related literature of the study.

The study's outcome substantiates the findings of the studies that include similar strategies and techniques related to the present study and the result of the research conducted in the area of problem-based learning. The results of the study also support the findings of PBL as a viable form of teaching to facilitate student employability skills, PBL curriculum where students feel comfortable communicating with their fellow students and consequently, developing their team-working and problem-solving skills, stimulates group and self-directed student-centered learning and train students in group dynamics (Smith, Mike & Duncan, Michael & Cook, Kathryn. 2013)

Majority of the students perceived PBL as a means of instruction where students learn the subject by being active participants in the pedagogical process, with an emphasis on problem-solving ability and analytical skills. The study substantiates the findings of (Smith & Hung, 2016) who indicated that PBL is superior to lecturing, with respect to an increase in competencies and computer self-efficacy, learners receive an avenue to frame their own learning requirements and transform into autonomous and engaged learners who can resolve problems.

Findings of the study

The investigator compared the scores on the pretest and posttest of the experimental group using the test of significance of the difference between the means of two groups. The results revealed that the PBL effectively upscales entrepreneurship skills among students. The findings are

- There exists no significant difference between the means of pretest scores on entrepreneurship skills among Commerce students of grade eleven of the experimental group and control group

- There exists a significant difference between the pretest and post-test scores

on entrepreneurship skills among Commerce students of grade eleven of the experimental and control group

- There exists a significant effect of the PBL over the existing activity-oriented method on post-test scores on entrepreneurship skills among Commerce students of grade eleven of the experimental and control group

- The instruction using problem-based learning is more effective than the existing activity-oriented method on the post-test scores of entrepreneurship skills among the students of grade eleven.

- It is found that PBL effectively develops entrepreneurship skills among Commerce students.

Educational implications of the study

The present study aims to generate a new paradigm for how the PBL approach can enhance, and engage students in learning in educational institutions. This study attempted to determine the effect of problem-based learning on entrepreneurship skills among Commerce students. The findings of the study bring out the following implications

- Problem-based learning is a student-centered approach and the discussion of contextual and real-world problematic issues related to commerce subject positively influences students' analytical and problem-solving skills.

- The study ascertains that entrepreneurship skills can be enhanced through problem-based learning, augment interest in studying commerce, and improves active participation of students in the learning process. By improving PBL-related

practices teachers could help to put an end to rote learning.

- The study reaffirmed the role of PBL which positively engage students in learning by exploring and sharing information, engaging in learning, and being inclined to improve their academic performance.

- The PBL approach encourages students to involve in authentic tasks and to find novel solutions that utilize more resources as well as knowledge sharing, and collaboration.

Suggestions

This study has opened avenues for further research extending the scope for the research in related fields and varied educational settings. PBL can be tested in all levels of schooling and different areas of learning processes. The results indicated that PBL engages students in learning and suggest students and teachers toward employing the PBL approach in learning. Therefore, future work should consider establishing guidelines for teachers to incorporate the PBL approach in diverse areas of learning processes. It is recommended to explore constraints and facilitate actions in future work, from different regions and cultures of the world that will undoubtedly improve the research. Future work may also provide more insights into how to deal with PBL as an innovative approach in diverse educational settings.

Conclusion

The study's purpose was to determine the effect of PBL on entrepreneurship skills among Commerce students at the Higher Secondary Level. The findings of this study revealed   PBL was found to be effective in enhancing entrepreneurship skills in

students. The data analyzed revealed that the experimental group performed significantly better compared to the control group and PBL was found to be an effective instructional strategy when compared to the existing activity-oriented method under the experimental setting.   Based on the findings it was suggested that PBL must be encouraged in schools and in commerce classrooms. Hence the investigator hope that the tools and instructional material developed and the outcomes of the study will help to enrich the teaching and learning of Commerce and other school subjects.

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COUNSELLING REQUIREMENTS OF
HIGHER SECONDARY SCHOOL STUDENTS IN KERALA

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Abstract

The study investigates the various challenges faced by school students that adversely affect their academic performance, mental health, and overall development. Conducted in five secondary schools in Kottayam district with a sample of 150 students, it employs descriptive and quantitative methods, primarily utilizing a questionnaire for data collection. The research underscores the necessity of comprehensive counselling services in schools, emphasizing the role of school counselors in addressing not only academic challenges but also emotional and psychological needs. It advocates for the appointment of full-time counselors to foster a supportive environment conducive to both academic success and personal growth. By identifying these challenges, the study contributes to the discourse on the importance of mental health support in educational settings, highlighting the critical need for proactive measures to support students' well-being.

***Keywords:** Counselling, Higher Secondary School Students*

Introduction

Counselling is defined as the process of helping individuals with problems to deal more effectively with their life situations. A counsellor helps the individual to adjust better with the difficult situations in his or her life, by awakening his/her own inherent qualities of personality. Imparting positive mental health is an important component of counselling. Counselling always takes place in a professional setting, and the interaction seeks to facilitate constructive changes in the attitude and behaviour of the individual - be it adult or child. Counselling can be beneficial for any child who may be faced with challenges in his or her day to day life.

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Counselling can also be given to any child for his or her educational, emotional and behavioural problems. The role of counsellors is to identify the problems which hamper a child's well- being, and help develop strategies for remedying such problems through guidance and counselling. School Counselling is helpful in understanding the changes and developments during adolescence, developing positive attitudes, and upgrading the individual's life skills, in order to be able to cope and manage the demands and pressures that children face in that stage of their life, including problems concerning their sexuality. In the mental health domain, counselling seeks to address those problems of children who suffer from mental illness, psychological stress and personality disorders; but, for tackling the latter issues, a higher level of counselling techniques and guidance would be necessary.

School counselling interventions play a significant role in the educational and personal development of students. The direct contributions to students' success in the classroom and beyond are evident through individual and small-group counselling, as well as classroom guidance and consultation activities.

Counselling is the process of assisting individuals in effectively managing life challenges. In a professional setting, a counsellor fosters positive adjustments to difficult situations by tapping into the person's inherent qualities. The aim is to facilitate constructive changes in attitudes and behaviours, promoting positive mental health. This applies to both adults and children, with counselling proving beneficial for children facing various day-to-day challenges. Whether dealing with educational, emotional, or behavioural issues, counsellors play a crucial role in identifying and addressing impediments to a child's well-being.

In the context of school counselling, the focus extends to understanding adolescent changes, fostering positive attitudes, and enhancing life skills. This equips individuals to cope with the demands and pressures of this life stage, including issues related to sexuality. In the mental health realm, counselling addresses the challenges faced by children dealing with mental illness, psychological stress, and personality disorders.

These factors encompass cultural considerations, national needs, societal movements, models of school counselling, laws and educational policies, and the characteristics of the public education system. There is a growing global focus on researching the roles and activities of school counsellors, and this attention extends to India, as noted by Venkatesan and Shyam (2015), signifying a recognition of the importance of this field in the Indian context.

Although counselling has its roots in the ancient Guru-Shishya system during the Vedic period, the professional practice of counselling in schools is still in its early stages of development (Carson, Jain, & Ramirez, 2009; Deshwal & Gupta, 2017; Kodad & Kazi, 2014). The advantages of counselling extend beyond just children. It is crucial for teachers and parents to have awareness about the prevalent psychological and developmental challenges that children may face. This awareness is particularly beneficial for teachers, enabling them to effectively address these issues and, when

necessary, refer cases requiring assistance to counselors.

Need and Importance

Adolescence is characterized by rapid physical, emotional, social, and cognitive changes, where influences shape affective responses and modify social interaction. The profound transformations and evolving perspectives on family and peer relations, coupled with the educational environment, can exert a significant impact on adolescents' later lives. The challenges and obstacles associated with the adolescent age hinder school students from excelling socially, behaviourally, and academically. Research indicates that one in every five students encounters emotional or behavioural problems that meet the criteria for some diagnosable disorder. Students vulnerable to psychosocial stressors may manifest socially undesirable behaviours and encounter acute mental health troubles, extending well into adulthood (Maqsood, Sahar & Malik ,2020).

Parhar et al (2013) focused that today the young learners faced the more complex and the changing nature of the world, most of the students in secondary school level faced a lot of problems due to the lack of guidance and counselling services. These services in schools help to solve the physical, social, educational, psychological and vocational problems of the students. The word "guidance" is related to all kind of education like formal, informal and non-formal, which aims to help the students that adjust in their society with effective way or more successful.

Typically, adolescence is identified as commencing around the age of thirteen, but this age marker is arbitrary, as physical and behavioural transformations may initiate as early as 10 or 11, or even earlier. Concerns arise among parents when their children exhibit teenage-like behaviour at the age of 11, although this is considered normal. While many associate adolescence with rebellion, not all teenagers display this trait; some may only exhibit signs of rebellion when their desires are denied by their parents. A common denominator among teenagers is the desire for independence, perceiving parental inquiries as an intrusion on their privacy. Parents may notice increased attachment to peer groups, with formerly close children becoming more distant and eager to please friends. These behavioural changes in adolescence can be managed with proper counselling services and parental support. Kaila (2003) indicated that the children and adolescence face a lot of problems in their education and vocational areas such as low self-esteem, difficulties to control their anger and sexual desires. They faced a lot of problems in their adolescence age, so they need the proper guidance and counselling services to cope these problems. These investigations recommended that school counsellor is very necessary and it is basic need of this time so the counsellors should be appointed for all time at the secondary schools.

Major Problems faced by School Students

School students encounter various challenges that can impact their academic performance, mental well-being, and overall development. Kaila (2003), in the study on mental health of school students in Mumbai city, indicates that children and adolescents have high educational and vocational

anxiety, and the students face problems such as low self-esteem, difficulties in managing anger and sexuality. Investigators suggested that school counsellors should be appointed on full time basis. Maslow's hierarchy of basic needs can be used as a frame work for counsellors to assess the needs of children. Some major problems faced by school students are given below.

Academic Pressure: Heavy workloads, exams, and expectations to perform well academically can lead to stress and anxiety among students.

Peer Pressure: Students may face pressure from their peers to conform to certain behaviours or make choices that go against their values.

Social Anxiety: Some students struggle with social interactions and may experience anxiety in social situations, impacting their ability to form relationships.

Family Issues: Problems at home, such as divorce, financial difficulties, or family conflict, can significantly affect a student's well-being and focus on academics.

Mental Health Issues: Conditions like depression, anxiety, and ADHD can hinder a student's ability to concentrate, learn, and engage in school activities.

Substance Abuse: Experimentation with drugs and alcohol is a concern, particularly in adolescence, and can have serious consequences on both academic and personal development.

Lack of Resources: Some students may not have access to necessary educational resources, including textbooks, technology, or a conducive learning environment.

Issues with Identity and Self-Esteem: Adolescents often grapple with questions of identity and self-worth, which can impact their confidence and overall well-being.

Peer Relationships: Forming and maintaining positive relationships with peers can be challenging, and conflicts within peer groups may arise. Addressing these challenges requires a comprehensive approach involving educators, parents, and mental health professionals to create a supportive and nurturing environment for students.

Objectives of the Study

1. To identify problems faced by the students

2. To identify the areas where counselling is required

Tools Used for the Study

A questionnaire was designed for students to identify the problems they face and to identify the areas where counselling is required.

Methodology

The study was descriptive and employed a quantitative method for data collection. A questionnaire was used to gather data from students.

Sample of the Study

Five Higher Secondary Schools were selected from the Kottayam District for the study, and a sample of one hundred fifty students was chosen from these schools.

Analysis and Interpretation

Objective 1

To identify problems faced by the students

Table 1

Table Showing the Responses of Students Based on the Problems Identified

Sl No.	Problems	No. of Students	Responses in %
1	Use of mobile phones	126	84
2	Continuous failure in examinations	15	10
3	Use of drugs	75	50
4	Alcoholism among students	75	50
5	Love affairs	105	70
6	Teacher's negative attitude	54	36
7	Problems in families	108	72
8	Mental torturing from teachers	72	48
9	Lack of self confidence	90	60
10	Groupism among students	90	60

The most prevalent issues affecting students are the use of mobile phones (84%), love affairs (70%), problems in families (72%), lack of self-confidence (60%), and groups among students (60%). Substance abuse, including drug use (50%) and alcoholism (50%), is also a significant concern. Mental health issues like lack of confidence and groupism are affecting 60% of students. Teacher-related issues like negative attitudes (36%) and mental torturing (48%) are impacting nearly half the student population. Continuous failure in exams is the least prevalent issue at 10%. The following figure represents the problems identified among the students.
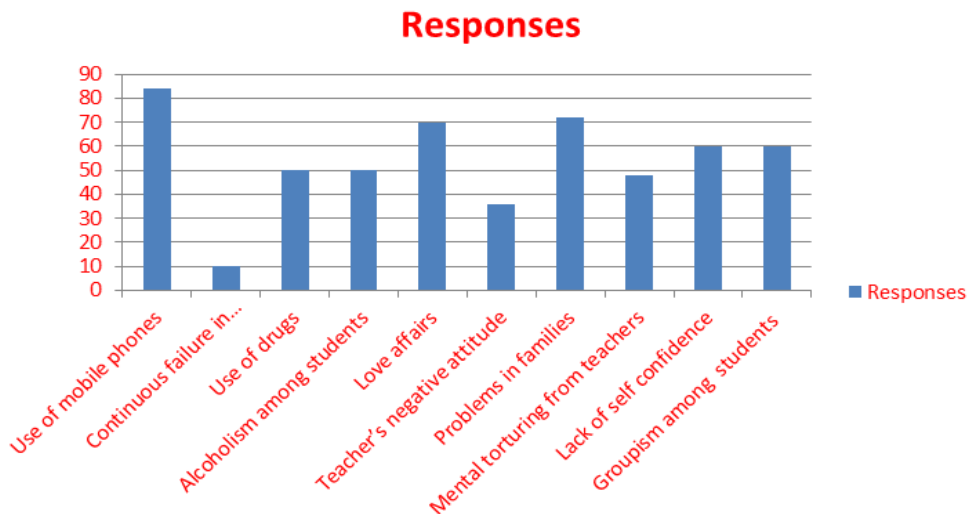
Figure 1

Bar Diagram Showing the Responses of Students based on the Problems Identified

Objective 2

To identify the areas where counselling is required

Table 2

Table Showing the Areas of Counselling Required based on the Problems Identified

Sl No	Problem	No. of Students	Responses in %
1	Need counselling from an expert	105	70
2	Special time for counselling	7	5
3	Awareness programmes on various problems	33	22
4	Counselling for parents	126	84
5	Teachers attitude should be changed	87	58

The data indicates a strong demand for counseling for parents (84%), highlighting the importance of involving families in the support process. Additionally, 70% of respondents expressed a need for counselling from an expert, suggesting that students are seeking professional guidance for their issues. There is also a significant call for a change in teachers' attitudes (58%), indicating that the behaviour and approach of educators play a crucial role in student well-being. While there is some interest in awareness programs on various problems (22%), the need for special time dedicated to counselling is minimal (5%).

Conclusion

The need for counseling and guidance among young people is crucial for helping them discover their abilities, inclinations, and to chart their future careers. It is essential that counselling services be integrated permanently into the primary and secondary education systems, addressing a significant gap in the current educational framework that often overlooks the importance of vocational guidance. The Indian education system faces substantial challenges; however, the introduction of counsellors in schools can significantly reduce the disorientation students experience when choosing their academic paths, which can lead to higher dropout rates. The investigation conducted by Thakre (2015) identified the counselling needs of secondary school students based on feedback from secondary school teachers using a standard survey method.. The analysis revealed that secondary school students have a strong demand for counselling as perceived by their teachers. Furthermore, the results indicated no significant differences between male and female teachers regarding their perceptions of the counselling needs of secondary school students.

Adolescence presents numerous challenges and obstacles that hinder students from excelling socially and academically. During this developmental stage, students are particularly vulnerable to social stressors, which can lead to socially undesirable behaviours and significant mental health issues that may

persist into adulthood. If the stress and difficulties associated with adolescence are addressed proactively, it could enhance students' ability to perform well in school and foster positive recovery. Schools serve as crucial environments where students can achieve developmental milestones and engage in positive experiences through their relationships with teachers, parents, and peers.

The data highlights the need to address student issues related to technology overuse, relationships, family problems, mental health, substance abuse, and teacher-student dynamics to support student well-being and academic success. Overall, the findings emphasize the importance of comprehensive counseling support, particularly for parents and students, as well as the need for improved teacher-student relationships to foster a healthier educational environment.

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SPELLING SPREES AND VOCAB VICTORIES: LINGUISTIC MASTERY THROUGH PLAY

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Abstract

Language games offer a delightful approach to English language acquisition through fun and friendly competition. This study explores significance of games like Scrabble, Hangman, and Bingo by examining their origins, general gameplay mechanics, and potential learner benefits. Scrabble is a word game where players form words from letter tiles on a board to score points. The game helps to improve vocabulary, spelling, and strategic thinking. Hangman is a word-guessing game where one player thinks of a word, and the other attempts to guess it letter by letter. It is an exciting game that aids in the improvement of spelling, letter recognition, phonemic awareness, and problem-solving skills. Word Bingo is a game where players mark words on a card as they are called out, with the first player to complete a row or pattern winning. The game is helpful to improve active listening, concentration, and vocabulary. Educators can create a motivating environment that enhances language proficiency, cognitive development, and appreciation for language learning by including these games in their classes.

Key Words: *Language Games, English Language Acquisition, Scrabble, Bingo, Hangman, Vocabulary, Phonemic Awareness, Problem-Solving, Motivation, Cognitive Development.*

Introduction

The art of learning has undergone considerable transition beyond the conventional confines of memorisation and passive knowledge acquisition. The integration of interactive and engaging methods has become increasingly crucial as the understanding of cognitive development and pedagogical approaches has deepened. Once seen merely as leisure activities, games are now acknowledged as effective learning tools that offer immersive experiences relevant to a wide range of subjects, including language learning. By leveraging the innate human urge for play, games can be included in language learning to create a learning environment that combines fun with academic goals. With competitive, strategic, and problem-

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solving components, language games enable learners to participate actively in the learning process. Whether it is the thrill of deciphering words in Hangman, the strategic wordsmithing of Scrabble, or the rapid recognition of letters and words in Word Bingo, these games stimulate cognitive processes, reinforce language skills, and cultivate a genuine enthusiasm for language acquisition. As learners engage in these interactive experiences, they forge deeper neural connections, solidifying their grasp of vocabulary, grammar, and pronunciation while also developing an appreciation for the nuances of the English language.

The use of games as teaching aids has roots in the very beginning of human history. Ancient cultures, with their intricate webs of cultural customs and information, understood the value of games in promoting critical thinking abilities and knowledge transfer. There is ample evidence that the ancient civilizations used the appeal of games to impart important lessons, from the mysterious hieroglyphs carved on Egyptian temple walls to the elaborate board games found in the buried cities of Mesopotamia. In ancient Egypt, the game of Senet, often depicted in tomb paintings and inscriptions, served as more than just a pastime for the privileged classes. Historians believe that this precursor to modern backgammon was used to teach concepts of strategy, numeracy, and even spiritual beliefs. The game's grid-like board, adorned with symbolic figures, provided a canvas for players to navigate through metaphorical journeys, encountering challenges and making calculated decisions along the way. Similarly, the ancient Mesopotamian civilization, cradled between the Tigris and Euphrates rivers, gave birth to the Royal Game of Ur, one of the earliest known board games. Archaeologists have uncovered exquisitely carved game boards and intricate playing pieces, suggesting that this game held a revered place in Sumerian society. It is believed that the Royal Game of Ur was not merely a form of entertainment but also a means of teaching principles of warfare, resource management, and decision-making to future leaders and military strategists. In the ancient Indian subcontinent, the game of Chaturanga considered the precursor to modern chess, was deeply ingrained in the cultural fabric. Beyond its strategic depths, Chaturanga served as a microcosm of society, with each piece representing a specific social class or military unit. Through this ingenious game, players learned crucial lessons about the delicate balance of power, the importance of strategy, and the consequences of their actions, often mirroring the complexities of governance and warfare.

Across these ancient civilizations, games were not merely frivolous pursuits but rather powerful pedagogical tools that integrated education with entertainment. By engaging learners in interesting scenarios and challenging them with problem-solving tasks, these ancient games helped to boost critical thinking. The heritage of these ancient practices continues to influence modern educational approaches, as educators and researchers recognise the necessity of including games in the learning process. The word game Scrabble's emphasis on word formation and problem-solving aligns with the pedagogical principles of ancient games. Just as ancient players navigated complex game boards and made strategic decisions, Scrabble players must carefully consider their moves to maximise their score.

Scrabble: A Versatile Wordsmith's Playground

In the realm of language acquisition, only few games have attained the iconic status and educational prowess of Scrabble. This crossword game, with its simple rules and unassuming appearance, has proven to be a linguistic powerhouse by offering a multitude of benefits that extend far beyond mere entertainment. Scrabble was developed in 1938 by Alfred Mosher Butts, an architect from New York, who aimed to provide a diversion during the challenging economic times of the Great Depression. Butts meticulously determined the frequency and distribution of letter tiles by analysing pages from prominent publications like the New York Times, New York Herald Tribune, and The Saturday Evening Post. He devised a 15x15 board for the game. Initially, Butts simply referred to his creation as "it" before transitioning to names like "Lexiko" and "Criss-Cross Words." Despite his efforts, established game manufacturers unanimously rejected his invention. Eventually, James Brunot from Newtown, Connecticut, one of the few owners of the original game, acquired the manufacturing rights by granting Butts a royalty on each unit sold.

Brunot made significant contributions, including introducing the iconic colour scheme (pastel pink, baby blue, indigo, and bright red), implementing the fifty-point bonus for using all seven tiles, and coining the name "Scrabble," which means "to scratch frantically." The Scrabble Brand Crossword Game was trademarked in 1948. Production started in an abandoned schoolhouse in rural Connecticut, where Brunot, alongside friends and family, produced 12 sets per hour. According to

legend, Scrabble's breakthrough came in 1952 when Jack Straus, the president of Macy's, played the game on vacation and loved it. Upon returning, he was surprised that his store did not carry it and placed a large order, leading to widespread popularity within a year.

In the 1960s, Scrabble transitioned from living rooms to smoke-filled game parlours in New York City, like the legendary Flea House on 42nd Street, where competitive play and strategies evolved rapidly. Unscrupulous players developed tactics like "brailling," feeling around the tile bag for blanks due to their lack of grooves. Scrabble became a daytime game show on NBC, running from July 1984 to March 1990, with a second run from January to June 1993. Hosted by Chuck Woolery, the show produced 1,335 episodes and a board game version called TV Scrabble, featuring special weeks and tournaments with substantial prizes. The show's tagline was "Every man dies; not every man truly Scrabbles."

At its core, Scrabble is a vocabulary-building juggernaut. Each round allows players to construct words from a limited set of letters, challenging their lexical knowledge and forcing them to explore the depths of their linguistic repertoire. This constant word formation and recognition exercise reinforces existing vocabulary while also exposing learners to new terms. Scrabble's intricate scoring system encourages players to prioritise high-value words, incentivising the use of less common and more complex terms. This aspect of the game cultivates a deeper understanding of word derivations, prefixes, suffixes, and linguistic patterns, thereby enhancing vocabulary and morphological awareness. Scrabble also serves as a game for developing spelling proficiency. The act of physically arranging letters on the board demands a

keen understanding of orthographic rules and patterns. This process cements the connection between sounds and their written representations. The game's strategic depth and competitive nature strengthen critical thinking and problem-solving skills. Players must analyse the board, weigh their options, and make calculated decisions that maximise their scoring potential. Scrabble's versatility extends to learners of all ages and proficiency levels. By adjusting the complexity of the words used or introducing specialised dictionaries or word lists, the game can be tailored to cater to the specific needs and abilities of learners. Similar to Scrabble, Hangman is a game that aids in vocabulary development.

The Hangman Paradigm

The classic word-guessing game Hangman is another appealing game which facilitates English language acquisition. Tracing its origins to Victorian-era English parlour games, the game's moniker likely stems from the gradual construction of a hangman diagram that illustrates the player's chances of correctly guessing the hidden word. As the game gained widespread popularity throughout the twentieth century, it became a staple in classrooms and households worldwide. Notably, Hangman contributes significantly to vocabulary building, as learners are exposed to new words and their meanings through strategically selecting hidden words, aiding in vocabulary retention and usage.

The game's rules require players to correctly spell the letters in the concealed word, promoting a better understanding of spelling patterns and rules. Concurrently, Hangman encourages players to associate individual sounds with their corresponding letters. The game improves letter recognition and phonemic awareness, skills which are essential components of reading and writing proficiency. Beyond linguistic development, the game cultivates problem-solving and critical thinking abilities, as players must analyse available information, make logical guesses, and devise strategies based on the feedback received from revealed letters. When played in groups, the game facilitates collaboration and social interaction among learners, enabling cooperative learning environments and enhancing language development through peer interactions. The integration of Hangman into language lessons or activities will aid in improving vocabulary, spelling, letter recognition, phonemic awareness, critical thinking skills, motivation, and collaborative learning. Word Bingo, like Hangman, is also a beneficial game for improving vocabulary.

The Bingo Lingua

The timeless game of Word Bingo offers a multisensory and interactive approach that transcends traditional learning methods. In this game, the players mark words on a card as they are called out, with the first player to complete a row or pattern winning. It is a fun and engaging way to learn new vocabulary and improve language skills. Tracing its roots back to the sixteenth century Italian lottery game Le Lotto, Bingo's modern incarnation has captivated audiences across the globe, integrating into educational settings as a dynamic language learning resource.

The game engages learners in active listening and vocabulary reinforcement, as they keenly await the announced words or phrases, meticulously scanning their cards for corresponding matches. This process

not only enhances auditory processing skills but also cements the association between spoken language and written representation, solidifying vocabulary comprehension and retention. Bingo's inherent element of chance cultivates a heightened state of anticipation, cultivating focused attention and concentration. Beyond linguistic development, the game nurtures social interaction and communication, as players engage in discussions, clarifications, and celebrations, creating a lively and immersive environment conducive to language practice. Notably, Word Bingo's versatility allows educators to tailor the content to specific learning objectives, incorporating targeted vocabulary, grammatical structures, or thematic concepts, and offering a personalised and contextual approach to language acquisition. Furthermore, the game's simplicity and accessibility make it an inclusive tool, catering to learners of various ages, abilities, and backgrounds. Ultimately, Bingo's capacity to captivate, engage, and reinforce language skills through its multisensory and interactive nature positions it as an ally in the quest for English language mastery.

Conclusion

Language games and puzzles tap into the innate human desire for problem-solving and friendly competition, offering a playful and engaging avenue for language acquisition. From the classic crossword puzzle, where learners must employ their vocabulary knowledge and deductive reasoning to decipher clues, to word searches that challenge learners to identify vocabulary words hidden within a grid of letters, these activities stimulate critical thinking and linguistic application in a fun and rewarding context. Anagrams, which require learners to rearrange letters to form new words, foster an understanding of spelling patterns and word formation, while riddles encourage learners to think laterally, leveraging their linguistic skills to unravel clever wordplay and metaphors.

The integration of multimedia elements, such as audio or visual clues, can greatly enhance the learning experience. Audio prompts for crossword clues or word searches can reinforce the connection between spoken and written language, improving auditory comprehension and phonemic awareness. Visual clues, such as images or videos accompanying riddles or anagrams, provide contextual cues and activate multiple senses, making the language learning process more engaging and memorable. Collaborative language games take this engagement a step further, fostering teamwork, communication skills, and peer-to-peer learning opportunities. When learners work together to solve puzzles or participate in group word games, they not only practice their language skills but also develop essential collaborative abilities. Learners can share knowledge, offer strategies, and provide constructive feedback, creating a supportive and interactive learning environment. This peer-to-peer interaction allows learners to learn from one another's strengths and perspectives, reinforcing language concepts and fostering a deeper understanding.

By creatively including these engaging language games and puzzles into the curriculum, educators can create a dynamic and motivating learning environment. The element of challenge and the potential for victory or recognition can ignite learners' enthusiasm and drive them to eagerly embrace linguistic obstacles. As they

solve puzzles, unravel riddles, or conquer word games, learners experience a sense of accomplishment and celebrate their linguistic victories, further fuelling their motivation and love for language learning. This playful yet purposeful approach not only enhances language proficiency but also cultivates essential cognitive skills, collaborative abilities, and a lifelong appreciation for the joy of language acquisition.

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EXPLORING THE DETERMINANTS OF JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

Teachers' Job Satisfaction is essential for the success and smooth functioning of educational programmes. Teachers play an important role in the institution of higher learning. The role of teacher is crucial in the educational system. Perhaps there may not be sufficient incentives for better performance, and there may be no scale to measure the teacher's efficiency, but the teacher plays a distinctive role in a student's life. The quality of a student reflects the quality of a teacher. The quality of an institution can be elevated if the teacher is a person of distinction and caliber. This study, Exploring the Determinants of Job Satisfaction Among Secondary School Teachers, investigates the various factors influencing Job Satisfaction levels among Secondary School Teachers. The research aims to identify differences in Job Satisfaction between male and female teachers and teachers in Government, Aided and Unaided schools. The normative survey method is used for this investigation. The level of Job Satisfaction is also measured. This study shows that most Secondary School Teachers have average Job Satisfaction with teaching.

Key terms*: Job Satisfaction, Male Secondary School Teachers, Female Secondary School Teachers, Government Secondary School Teachers, Aided Secondary School Teachers, Unaided Secondary School Teachers.*

Introduction

Education is fundamental to societal progress, with teachers playing a crucial role in shaping the future by imparting knowledge and skills. The educational system's success is closely tied to the Job Satisfaction of its educators, as satisfied and motivated teachers are more likely to foster an engaging and supportive learning environment (Spring, 2014). Recognising this vital connection, this study examines the Job Satisfaction levels of Secondary School Teachers in Kerala, aiming to provide a

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thorough understanding of the factors that influence their professional happiness. As the demands on the education sector continue to evolve, understanding the dynamics of Job Satisfaction among Secondary School Teachers becomes essential. The region's distinct socio-cultural characteristics provide an interesting context to explore how various factors contribute to or detract from educators' satisfaction levels. The teaching profession is known for its inherent challenges, such as classroom management and curriculum adaptation, which can significantly impact teachers' Job Satisfaction. Additionally, teachers' roles extend beyond the classroom, involving interactions with students, colleagues, parents, and educational administrators. The complex nature of teaching requires a detailed investigation into the various elements that collectively shape Job Satisfaction (Sleeter & Carmona, 2017).

The quality of education is inextricably linked to the well-being and motivation of its educators. Central to this equation is Job Satisfaction, a multifaceted construct encompassing an individual's emotional and cognitive responses to their work. Within the educational landscape, Secondary School Teachers are responsible for shaping young minds, preparing them for higher education and the complexities of adult life. Consequently, their Job Satisfaction is a pivotal factor influencing not only their personal fulfilment but also the overall effectiveness of the educational system.

Objectives of the Study

*   To identify the level of Job Satisfaction among Secondary School Teachers

*   To find out whether there is any difference between male and female Secondary School Teachers in their Job Satisfaction

*   To find out whether there is any difference in Job Satisfaction among Secondary School Teachers working in Government, Aided, and Unaided schools

Literature Review

Sophia Anastasiou and Vasiliki Garametsi (2021) designed a study on the Perceived leadership style and Job Satisfaction of teachers in public and private schools. They concluded that private school teachers exhibited higher Job Satisfaction levels than public schools.

Theresa Dicke, Herbert W Marsh, Philip D Parker, Jiesi Guo, Philip Riley, and Julia Waldeyer (2020) studied teachers' Job Satisfaction and their Principals regarding climate and student achievement. The study reveals that results of structural equation modelling using multilevel bi-factor models provide strong evidence for the validity of a model, including both specific (satisfaction with the profession vs. the working environment) and general Job Satisfaction factors.

Neslihan Kurt and Ayse Ottekin Demirbolat (2019) investigated the relationship between psychological capital perception, psychological well-being, and teacher Job Satisfaction. The results obtained from the research determined that teachers' psychological capital perception was good, and their Job Satisfaction and

psychological well-being were high. According to the results of the analysis using structural equality modelling, it was determined that teachers' psychological capital perception affects their Job Satisfaction and psychological well-being levels positively and predicts them significantly, and it was also determined that Job Satisfaction has a partial mediator role in the relationship between teachers' psychological capital perception and their psychological well-being.

Caner Lüleci and Adil Çoruk (2018) designed a study on the Relationship between Morale and Job Satisfaction of Teachers in Elementary and Secondary Schools. The study reveals differences in the morale and Job Satisfaction levels of teachers in elementary (including primary and middle) and Secondary (high) schools in terms of their demographic characteristics (gender, age, branch, marital status, teaching level primary, middle, or high schools–and seniority) and to analyse the relationship between their morale and Job Satisfaction.

Jamalullai Abdul Wahab, Che Fuzlina Mohd Fuad, Hazita Ismail, and Samsidah Majid (2014), in their study, Headmasters' Transformational Leadership and their Relationship with Teachers' Job Satisfaction and Teachers' Commitments, observed four dimensions of transformational Leadership. The study looks at the level of teachers' Job Satisfaction and commitments and the relationship with headmasters' practice of transformational leadership.

Methodology

The investigator decided to choose the Normative Survey Method for the study.

Population

In the present study, the population consists of all Secondary School Teachers in Kerala State.

Sample

In the present investigation, the sample consists of 150 Secondary School Teachers from 29 schools in Pathanamthitta and Alappuzha Districts of Kerala State.

Sampling Technique

A Stratified Sampling Technique was employed to obtain a representative sample for the study.

Tools Used for the Study

The investigator prepared a tool called the Job Satisfaction Scale and finalised it using item analysis. The validity coefficient of the Job Satisfaction Scale was found to be 0.913, and the reliability coefficient of the tool Job Satisfaction Scale was found to be 0.788.

Statistical Techniques

- Descriptive Statistics - Mean and Standard Deviation

- Inferential Statistics - t-test and ANOVA

Results and Discussion

The mean and standard deviation scores on the Job Satisfaction scale for Secondary School Teachers are given in Table 1.

Table 1

Descriptive statistics - mean and standard deviation on the Job Satisfaction scale of Secondary School Teachers

Sl. No.	Sample	N	Mean	SD
1	Total	150	86.67	10.86

Table 1 shows that the mean value for the total sample is 86.67, and the standard deviation for the total sample is 10.86.

The teachers were classified into high, average, and low levels of Job Satisfaction based on their scores on the Job Satisfaction scale. If the total score of a teacher is greater than the score of (mean+SD), then the teacher belongs to the high-level Job Satisfaction group; if the total score of a teacher is less than the score of (mean-SD), then the teacher belongs to the low-level Job Satisfaction group; and if the total score of a teacher is in between the scores of (mean+SD) and (mean-SD), then the teacher belongs to the average level Job Satisfaction group.

The level of Job Satisfaction of Secondary School Teachers is shown in Table 2.

Table 2

Grouping of Secondary School Teachers based on scores on the Job Satisfaction Scale

Level	N	Percentage
High	35	23.34%
Average	90	60%
Low	25	16.66%

From Table 2, most Secondary School Teachers fall under the average group

From the result, we can see that 60% of Secondary School Teachers have average satisfaction towards their job.

The test of significance for the difference between scores is given in Table 3.

Table 3

Data and Result of t test comparing male and female Secondary School Teachers about Job Satisfaction

Sample	N	Mean	SD	t
Male	52	89.46	11.84	
Female	98	85.91	10.22	1.43

From Table 3, no significant difference existed between the male and female teachers in their Job Satisfaction. Here, the t obtained was 1.43. The t was found not to be significant at 0.01 level. The mean value of male teachers was 89.46, whereas in the case of the female teachers, the mean value was 85.91.

From the result, the Job Satisfaction of male and female teachers are more or less the same.

The mean and standard deviation of scores of teachers with respect to Job Satisfaction are shown in Table 4

Table 4
Mean and Standard Deviation of the Scores of Government, Aided, and Unaided Secondary School Teachers in their Job Satisfaction

Sl. No.	Group	N	Mean	SD
1	Government	30	94.24	6.25
2	Aided	75	85.37	10.28
3	Unaided	45	82.53	12.03

Comparison of Government, Aided and Unaided Secondary School Teachers for the variable Job Satisfaction as shown in Table 5

Table 5
Comparison of Government, Aided, and Unaided Secondary School Teachers for the variable Job Satisfaction

Source of Variation	Sum of Squares	df	Mean Squares	F
Between Groups	2020.63	2	1010.31	
Within Groups	9794.60	147	100.97	10.005
Total	11815.24	149		

Data and results in Table 5 indicate that the F ratio obtained was 10.005. This is significant at 0.05 level.

The Job Satisfaction of Government Secondary School Teachers is the highest, followed by Aided and Unaided Secondary School Teachers.

Suggestions and Recommendations

Enhancing Job Satisfaction for Secondary School Teachers is crucial for their well-being and effectiveness. Some suggestions and recommendations:

1. **Professional Development**
* *Continuous Learning*: Encourage teachers to attend workshops,

seminars, and courses to stay updated with the latest teaching methods and technologies.

• *Mentorship programmes*: Pairing new teachers with experienced mentors can provide guidance and support.

2. Work Environment

• *Supportive Administration*: Ensure school leadership is approachable and supportive, addressing teachers' concerns and providing necessary resources.

• *Positive School Culture*: Foster a collaborative and respectful environment where teachers feel valued and appreciated.

3. Work-Life Balance

• *Reasonable Workload*: Avoid overburdening teachers with excessive administrative tasks. Streamline processes to reduce unnecessary paperwork.

• *Flexible Scheduling*: Offer flexible working hours or the option to work from home when possible.

4. Recognition and Rewards

• *Acknowledgement*: Regularly recognise and celebrate teachers' achievements and contributions.

• *Incentives*: Provide financial incentives, bonuses, or other rewards for outstanding performance.

5. Autonomy and Empowerment

• *Decision-Making*: Involve teachers in decision-making processes related to curriculum design and school policies.

• *Classroom Autonomy*: Allow teachers to experiment with different teaching methods and tailor their approaches to meet students' needs.

6. Mental Health and Well-being

• *Counselling Services*: Provide access to mental health resources and counselling services.

• *Stress Management*: Offer workshops on stress management techniques and promote a healthy work-life balance.

7. Community and Parental Involvement

• *Engagement*: Encourage active involvement of parents and the community in school activities and decision-making.

• *Support Networks*: Build strong support networks among teachers, parents, and the community to create a sense of belonging and support.

8. Student Engagement

• *Motivation*: Implement strategies to increase student motivation and engagement, which can positively impact teachers' Job Satisfaction.

• *Classroom Management*: Provide training on effective classroom management techniques to reduce stress and improve the teaching experience.

Conclusion

Job Satisfaction among Secondary School Teachers is a critical component of the overall effectiveness of educational systems and the well-being of educators. This study highlights that satisfied teachers are more motivated, engaged, and effective in their roles, which leads to better student outcomes and a positive

learning environment. Factors such as workload, administrative support, classroom environment, salary, professional development opportunities, interpersonal relationships, and societal respect for the teaching profession significantly influence Job Satisfaction. This study shows that most teachers have average job satisfaction with teaching. There is no significant difference in male and female secondary school teachers' job satisfaction, and there is a significant difference in government, aided, and unaided secondary school teachers' job satisfaction.

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Parental Behaviours Facilitating Goal-Setting Behaviour in their Adolescent Children

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Abstract.

The development of self-regulation during adolescence is a crucial task that is greatly impacted by the actions of parents. Setting goals is one of the essential components that may encourage adolescents to behave in a self-regulatory manner. Parents have a big say in how their children develop these kinds of behaviours. Using the literature survey method of thirteen articles, this paper investigates the possible parental behaviours that may eventually inspire their adolescent children to develop goal-setting behaviours that support their self-regulation and academic success. It focuses specifically on identifying the parental actions that encourage goal-setting behaviour in adolescents. By extracting the information from select sources, the findings of the study conceptualized as a model which is useful for all parents to try out in their adolescents for the parental guidance. The model may aid the parents to help their adolescents for nurturing goal setting behaviours. It furnishes valuable insights for wider stakeholders including policymakers and school counselors. It provides a broader understanding of how parental actions can shape the goal setting behaviours of adolescents, with implications for their future. It further calls for targeted parent education programme aimed at enhancing these practices among parents to facilitate self-regulation, success and well-being in their adolescent wards.

Keywords: *self-regulation, Goal setting, adolescents, parents*

"Setting goals is the first step in turning the invisible into the visible."
— *Tony Robbins*

Background of the Study

Across the world, the adolescent segment of population is found to be more vulnerable to a range of emotional, social, behavioural, educational, and psychological issues as well as poor developmental outcomes (Nourian et al, 2016). Adolescence represents a pivotal transitional period between childhood and adulthood, acknowledged universally

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among experts. It is marked by substantial physical, psychological, and social alterations, serves as a crucial transitional period between childhood and maturity. In this transition phase, they undergo multifaceted changes including physical, psychological and intellectual domains. So, the adolescents should acquire the skills to adapt to these changes, then only they can drive their behaviour in to socially acceptable manner. Then only the adolescents can achieve in their academics as well. These changes bring with them new risks, but they also present opportunities to positively influence the health of young people now and in the future. Focusing on adolescent development is an investment to the progress of the nation. The physical, emotional, and social development of adolescents is supported by the relationship between parents and adolescents. Every parent and adolescent can treasure and develop this unique bond. This interaction lays the groundwork for the adolescent's personality, decisions in life, and overall behaviour. Their emotional, mental, physical, and social well-being could also be affected. Adolescents endowed with self-regulation exhibit appropriate conduct, independent maturation, improved social interaction and enhanced academic performance. Since self-regulation can be used to predict success in a number of domains, such as academics and interpersonal interactions, it is essential for the development of adolescents.

Self-Regulation -A Critical Protective Factor

Self-regulation becomes more important as a protective factor in academics and development. Self-regulation is the process by which people learn the abilities necessary to modify their own behaviour, turn into self-sufficient problem solvers, and take charge of their own lives. While poor self-regulation is linked to engaging in risky behaviour, higher levels of self-regulation are associated with greater social, emotional, and cognitive competence. Gaining improved self-regulation abilities helps people feel more in charge of their lives and more in control of themselves. Thus, self-regulation is also a safeguard in the classroom. The area of interest in this research is how parents can help adolescents develop self-regulation, specifically the goal setting element.

Need and Significance

Numerous factors linked to self-regulation can be found. Self-regulation and goal-setting are positively correlated (Wolters, 2004; Abara & Lokena, 2010; Toro, 2021). Setting goals is essential to a person's success and accomplishments in many spheres of life. Prior to beginning any significant task, a person who sets goals will inevitably perform better since those goals will always focus him and help him stay on course (Bedy, 2020).

In the current technologically advanced world, where there is a strong emphasis on global education standards and 21st century skills, parents need to support their adolescent children's development of a healthy personality in addition to their academic pursuits (Roy & Garcia, 2018).

Studying how parental behaviour affects adolescent goal-setting behaviours is crucial because it provides insights into a critical developmental stage that paves the way for success in a variety of future endeavours. It is a period of preparation for undertaking greater responsibilities. This

research is important because it clarifies how goal-setting, supported by parental guidance, can improve self-regulation, a critical success factor. Setting goals is the plan of action that a person creates to drive themselves towards a goal (Grant ,2012). According to research, goal-setting is positively correlated with academic achievement (Edwins, 1995; Giota & Bergh, 2020). Goal-setting is essential to academic success. A crucial socio cognitive developmental activity that improves human functioning throughout life is setting goals (Bandura, 1997).

Goal setting behaviour can lead to positive developmental outcomes like independence, social competence, and academic diligence. The conclusions of the study indicate certain parenting behaviours that help school counsellors, teachers, and legislators better educate parents on how to improve their parenting techniques by helping their adolescent children to develop their goal-setting behaviour. This study fills a research gap by concentrating on the adolescent goal-setting behaviour. It also offers a model of practical parenting techniques, which can be implemented at home. All of these findings contribute to our understanding of adolescent development and how it affects the success and well-being of adolescents in the future. It's a stage of getting ready to take on more responsibility. Parental support and communication can help adolescents develop and become more resilient by giving them a sense of self-worth and better equipping them to handle conflict (Faruggia & Germo, 2015). Thus, parenting techniques ought to be such that they can encourage their adolescents to exercise self -regulation.

While raising adolescents, parents may face some challenges. Some parents don't know what kind of parenting techniques help their adolescents grow up to be self-regulated individuals. Occasionally, their parents' actions in a way that increases their dependence. Only a small percentage of parents are encouraging their adolescents to develop self-regulation. These flaws in parental procedures are making it difficult for adolescents to transform into self-regulatory adults. For them, it presents a challenge. This paper, therefore, focuses on how parents can support their adolescent's self-regulation and goal-setting behaviour that favouring their academic achievement. The purpose of the paper is to persuade readers of the goal-setting behaviours that parents can instil in their adolescent children by supporting their self-regulation and promoting academic success.

Consequently, by illuminating the significant influence that parental practices have on the formation of goal-setting behaviours in adolescents, this research offers crucial insights for a wide range of stakeholders, including policy makers, educators, and school counsellors.The results of this study highlight how crucial parents are in helping their adolescents develop goal-setting and pursuit skills, which are directly related to improved self-regulation, scholastic success, and general life success. This study underscores the need for focused parental education programmes by showing the benefits of having parents provide guidance when setting goals. The goal of these programmes is to give parents the skills and knowledge they need to encourage goal-setting in their children, creating a nurturing atmosphere that supports adolescent's success, self-regulation, and general well-being.

Objective

- To find the parental factors enhancing goal setting behaviour promoting self-regulation and academic success in their adolescents.

- To develop a plan for parents to promote goal setting behaviour in their adolescents.

Methodology

The methodology used in this paper is a literature survey. The literature discussed here is the result of a detailed search in the databases Google Scholar, Research gate, Eric, Shodhganga, Cognosys to search key terms "factors promoting adolescents academic performance" , "factors associated with self-regulated adolescence" , "what the parents have to do to facilitate goal setting behaviour in their adolescents" , " what is the role of parents to facilitate goal setting behaviour in adolescents" and "role of parents enhancing adolescents goal setting" and from that selected thirteen articles for the paper by inclusion criteria as which suggests some parental behaviours to enhance the goal setting behaviour of their adolescents. The present paper can help parents to strengthen their adolescents' academic achievement by enhancing their goal-setting a promoting factor of self-regulation.

Findings from the prior studies to facilitate the goal-setting behaviour in adolecents

Adolescents goal-setting and the personal involvement component of their parental involvement are significantly positively correlated (Bedi, 2020) which implies that adolescents are more likely to set goals for themselves when their parents have a more supportive and hands-on role in their lives. In other words, adolescents are more likely to set goals if their parents are involved. The adolescents and their parents must have an open communication between them to involve the parents in their adolescent lives (Laursen & Collins, 2009). For there to be a strong parental involvement, there must be open communication between parents and adolescents. This, in turn, promotes the development of a strong positive attachment within the dyad. Adolescents need to think of their parents as good listeners when they are having a conversation. It's critical that parents prioritise their adolescent's convenience over their own when choosing appropriate times for communication. Positive language should be used in these exchanges rather than commands like "must" or "should" in order to promote a non-coercive conversation. The attachment between parents and their adolescents is a prerequisite for promoting the goal setting behaviour in them.

- When the adolescents setting their goal parents have to encourage them to design the goal. In this stage the parents can help them to design the goal. At the time of designing, the parents can say to write down the goal. In the time of setting the goal, the parents can encourage their adolescents and express their interest towards it. Parents should convey their career expectations clearly and should be ensured that these expectations are supportive rather than pressuring. Supportive expectations can motivate adolescents to engage in career planning and goal-setting (Zhou, 2024).

- Action planning is a useful tool for helping people achieve their goals

(Bailey, 2019). Making an action plan is a suggestable assistance when targeting a goal. After establishing a goal, parents ought to help their adolescents create an action plan to get there. Parents can provide guidance to clarify the goal during the action planning process. It is preferable to schedule the action along with a timeline. It can be more advantageous and resolute in their deeds. Never assess the abilities of the adolescents in an unfavourable way while carrying out the action plan

• During the execution of action plan the adolescents are passing through the goal attainment process. The parents should instruct their adolescents to pass through the procedures with an intrinsic motivation. Even though the parents should support them to go through the process and scaffold them if needed. Parental scaffolding is crucial through the process of executing the action plan for promoting the goal setting behaviour. (Joussemet et al., 2008). However, the parents need to make sure that the scaffolding doesn't put them under pressure.

• In this stage the process of goal setting is to be transformed into a simple to complex approach. The Adolescents have the option to employ the process in a hierarchical methodology. By helping their adolescents to break down the goal, parents can support them in putting this strategy into practice. Encourage them to set smaller initial goals before working towards bigger ones.

Summary of the findings

Parents have an imperative role in adolescents' life. The parents can practice the above said behaviours to promote their adolescent's goal setting behaviour. Table 1 shows that the steps have to follow by the parents to facilitate the goal setting behaviour in their adolescents. The first step as the attachment between the parents and their adolescents is a prerequisite for implementing the goal setting behaviours in them. In that stage the parental goal is open communication. In this stage parents have to ensure that not using the negative words throughout the communication. if there is only an attachment between parents and adolescents then only the next stage can be executed. The parents can help their adolescents to design their goal. Here the goal of parents is giving an encouragement to their children and never feel them as it an overload. After designing the goal, parents can assist their adolescents to make an action plan to reach the goal. While making the action plan never judge the adolescents whether they can do it or not. When they are preparing it, parents should give assistance to them. After making the action plan, should ensure that the action plan must be tracked for the smooth implementation of the plan. The parents have to monitor them while they are going through the process. Parents can give healthy instructions while going through the process. In this stage the precaution that has to be taken by the parents is the instructions not a push for them. The last step of goal setting behaviour is when going through the process, transform the goal into a simple to complex manner, then only it is more achievable by the adolescents. The breaking down of the goal is make the task easier. Parental goal in this stage is transform that goal in a simple to complex approach. The steps of goal setting, parental goal and the parental precaution is summarized in the table (Table 1) below.

Summarized findings presented in the table

Steps of promoting Goal Setting behaviour among Adolescents

Steps of Goal setting	Parental goal	Parental Precaution
Attachment between parents& adolescents	Communication	Negative words
Help to Design their goal	Encourage	Overload
Make an Action plan	Assist	Judge
Track through the Process	Instruct	Push
Transform the goal	Simple to Complex	Criticising

Conclusion

Being a parent is an art. To some extent, it is necessary for the parents receive appropriate guidance or awareness regarding their parenting techniques. Parenting the adolescents is somewhat challenging to some of the parents. As children grow into adolescence, parenting relationships alter, and parents have to accept and approve the changes in their transition period. The parents have to equip developmentally appropriate skills to meet the needs of their children. Educating the parents about their Parenting behaviours results in positive outcomes to both parents and adolescents. Programmes for adolescent parenting are designed to meet these outcomes as well as the distinct priorities and preferences of both parents and adolescents. Parents can play their parenting process as an art without any frustration, which results in a supportive parent and a better adolescent. The present paper suggests such parental behaviours can be practiced by the parents to facilitate the goal setting behaviour in them as a promoting factor of self-regulation.

Limitation

This model is a simple one and can be adopted by the parents of adolescents for promoting the goal setting behaviour of their adolescents. From my experience as a consultant psychologist many parents are sharing their worries and concerns about their adolescents. The needs of each parent are different from others. This paper is not tailored to the unique needs. This approach may not adequately address the self-regulated adolescents, they may require less support and encouragement when compared to low self-regulated adolescents. So, the model fails to address the different requirements of different adolescents.

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LOCALISATION SUSTAINABLE DEVELOPMENT THROUGH LIFE SKILLS OF TRIBAL STUDENTS IN ATTAPPADI

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Abstract

The best teacher is life, but we need abilities to learn from it. regardless of where we are or what we plan to do, skills remain a fundamental component of the system of education. According to Jeevan Kaushal, life talents are abilities we acquire and hone over the span of our lives. These skills are harnessed for and from life. To present Life Skills as a curricular design is to situate, systematise, consolidate, and stimulate the process of teaching, learning, and absorbing the most fundamental skills at the higher education level. In India, higher education usually appears to alienate learners, as they experience a lack of confidence in communication, leadership, and management, and in making both professional and personal decisions Many students find it difficult to relate their academic pursuits to their social and professional life. They could be able to handle some of the most difficult circumstances with the aid of life skills. The researcher tries to explain the academic performance of the Attappady tribal students. For this study, a sample of 251 primary, upper primary and high school students from various Attappady schools was used. The study reveals no significant difference in life skills among Attappadi children, but significant differences based on the level. It emphasises the need for considering levels of the dynamics in enhancing life skills and suggests further research and targeted interventions for equitable educational outcomes. Life skills are essential for personal and societal development, enabling adaptability, critical thinking, and collaboration. They align with human rights, conflict resolution, and sustainable development.

***Key words:** life skills, primary students, upper primary students, secondary schools, tribes, Sustainable Development goals*

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Introduction

The development of life skills constitutes a continuous process that facilitates personal growth and maturation, enhances decision-making confidence through informed reasoning, and identifies internal and external sources of strength. Every culture and community have made an investment in teaching and equipping the next generation to live happy, responsible lives from the beginning of time. Given the background information provided above, the curriculum and criteria for teaching undergraduate students life skills have been created so that faculty members can organize "A doubtful or difficult matter requiring a solution" and "something hard to understand or accomplish or deal with" are the meanings for issues given by the Concise Oxford Dictionary (1995). In life, we are continually presented with possibilities. However, sometimes we miss opportunities or do not take full advantage of them. Often, we are unsure of how to take advantage of an opportunity and we create barriers, or reasons why we can't take advantage.

Figure 1
Life Skill Conceptual Framework
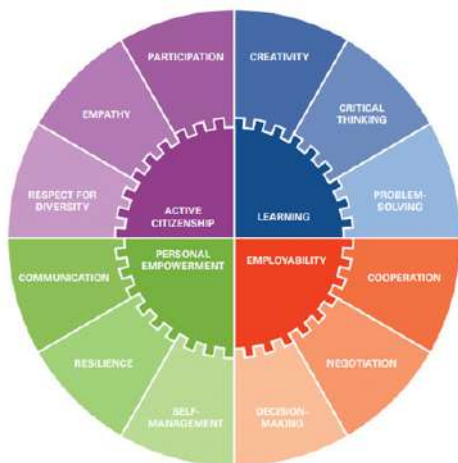
Note. The image is retrieved from https://www.unicef.org/mena/reports/measuring-life-skills.

Life skills, in the words of the World Health Organization (WHO), are defined as "the skills for adaptive and productive behavior that enable individuals to deal effectively with the demands and obstacles of everyday life." The UNICEF has defined life skills as "A behaviour change or behaviour development approach designed to address a balance of three areas: Knowledge, Attitudes, and Skills". Psychosocial competencies and interpersonal skills are examples of life skills that support rational decision-making, problem-solving, critical and creative thinking, effective communication, the development of positive interpersonal relationships, empathy, and the efficient and healthy handling of our lives. Three fundamental categories are used to classify life skills, and they reinforce, enhance, and enrich one another:

- Emotional Skills (controlling feelings and stress and avoiding peer pressure);
- Social or Interpersonal Skills (communication, assertiveness, cooperation, and empathy);
- Innovative/Thinking Skills (problem-solving, critical thinking, creative thinking, decision-making, and self-awareness).

Review of Literature:

Self-awareness, empathy, critical and creative thinking, decision-making, problem-solving, interpersonal skills, effective communication, tension management, and emotional regulation are among the 10 essential life skills that the WHO has recognized (WHO, 1997). In

order to promote a more comprehensive and multidisciplinary educational system, the National Education Policy of 2020 (NEP 2020) suggested that all students participate in flexible and creative credit-based programs and projects.

Academicians, writers, researchers and theorists have shown a great deal of interest in this topic, and numerous studies have been conducted to highlight the value and efficiency of life skills among teachers and learners to develop their cognitive, social and emotional abilities as well as addressing their psychological and sociological issues.

Training in life skills improves one's capacity for critical thought, which further influences one to live an active life, take responsibility for one's work, and prepare forward for the future (Albertyn Et al., 2004).

A study named "Effectiveness of life skills training on reducing aggression without support concluded that life skills training may effectively address issues raised by aggressive youths and has a good overall influence on the number of violent teens (Moshtarak, 2011).

Life skills training has been shown to be beneficial in reducing a variety of issues, including drug misuse, adolescent pregnancy, aggression, bullying, and the development of teenagers' self-confidence and self-esteem (Pushpakumarag, 2013).

"Education" is vital, but what's more vital is education that supports and improves quality of life. Life skills education is thought to close the gap between fundamental functioning and capacities. It increases a person's capacity to fulfil the needs and expectations of the modern world and aids in resolving the aforementioned

problems in a way that makes the intended behaviour feasible.

Youth can overcome such obstacles in life by receiving life skill training through instilling life skill education (Prajapati Et al., 2017). The effect of life skills education on knowledge, attitude, and ability of school children to choose healthy lifestyles that result from research showed a positive educational effect (Zollinger Et al., 2006).

Statement of the Problem:

Localisation Sustainable development through life skills of tribal students in Attappadi

Objective of the study:

1. To find the level of life skills associated with sustainable development goals of tribal students in Attappadi

2. Evaluate the effectiveness of life skills across High School, Primary, and Upper Primary students in Attappadi.

Hypotheses of the Study:

1. There is no significant difference in Localisation Sustainable development through life skills between

- Students of high school and upper primary classes of Attappadi

- Students of high school and primary classes of Attappadi

- Students of upper primary and primary classes of Attappadi

2. There is no significant difference in life skills between

- Male and female students in upper primary classes of Attappadi

- Male and female students in primary classes of Attappadi

- Male and female students in high school classes of Attappadi

Methodology of the study

The normative survey method was employed by the researcher for this investigation. Life skills can be imparted to children and teachers at different phases. Since teachers have the first-hand role, they must be provided and imparted with life skills at the training phase itself. Every new age teacher needs to upskill themselves and be future ready to train the learners. The researcher tried to explain about the academic performance of the Attappady tribal students. For this study, a sample of 251 primary, upper primary and high school students from various Attappady schools was used. The study reveals no significant difference in life skills among Attappadi children, but significant differences based on the level.

Variable of the study

Life Skill and sustainable development goals are considered as the variable for undertaking this study.

Population and sample of the study:

The tribal students of Attappady constitute the population of the present study, with a sample of 251 primary, upper primary and high school students from various Attappady schools being used.

Statistical technique used for the study:

Multivariate Analysis and Independent sample t test were employed to analyse the obtained data.

Results and discussions:

The obtained data were coded and tabulated and were subjected to various statistics to test whether the stipulated hypothesis is right or wrong.

Preliminary Analysis of the Data Distribution of the Life Skills of Tribal Students from Localisation Sustainable development through Life skills in students of Attappadi based on their academic achievement

Preliminary analysis was performed on the collected data to see whether the distribution was normal. The outcome of the preliminary analysis is summarized in Table 1.

Table 1
Data for Life skills of Tribal Students at different levels

Levels of the students	Upper Primary School Students	Primary School Students	High School Students
Low	96 (61.2%)	15 (55.6%)	51 (76.1%)
Medium	9 (5.7%)	11 (40.7%)	16 (23.8%)
High	52 (33.1%)	1 (3.7%)	0

The table 1 indicate variations in localisation of sustainable development goals through life skill levels among students across three different categories of classes: Upper Primary, Primary, and High School.

Figure 1 shows that the level of the life skills of the students in Attappadi
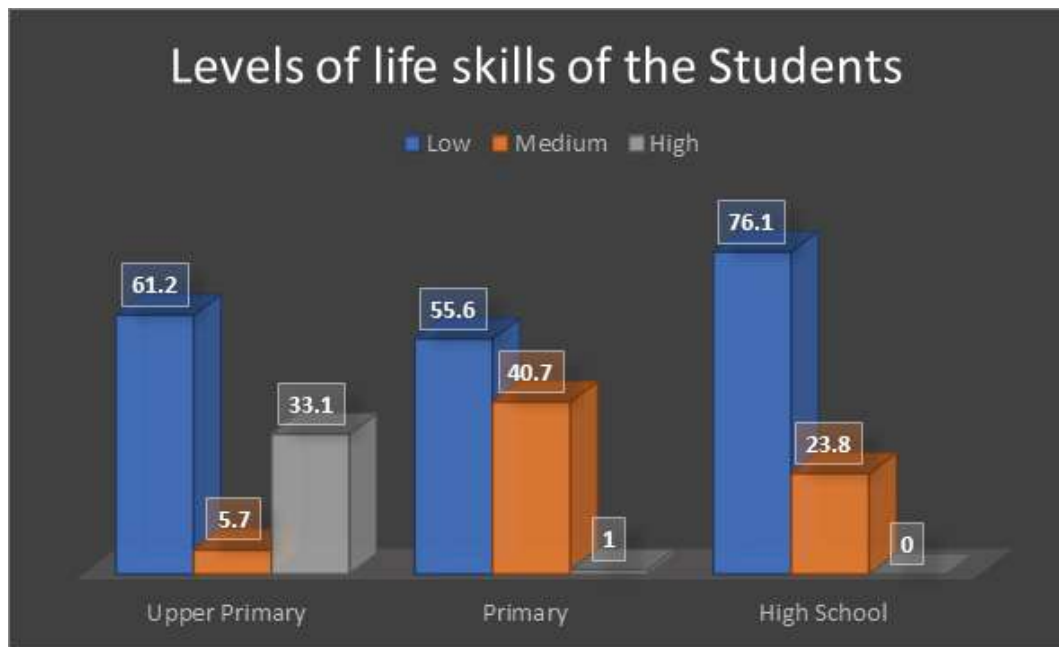
In the Upper Primary category, the majority of students, constituting 61 percent, demonstrated low proficiency in life skills, while 6 percent exhibited medium proficiency, and 33 percent showed high proficiency. Among Primary-level students, 55.6 percent displayed low life skills, 40.7 percent exhibited medium proficiency, and only 3.7 percent demonstrated high proficiency. In the High School section, roughly 24 percent of students showed a moderate level of proficiency, 76 percent of students showed low life skills and none of the students showed high proficiency.

Effectiveness of the localisation of sustainable development goals through life skill in students of Attappadi based on their academic achievement

Table 2

Table 2 shows that the Effectiveness of the localisation of sustainable development goals through life skill in students of Attappadi based on their academic achievement

Variable	N	M	Mdn	Mo	SD	Sk	Ku
Upper primary students	157	9.33	6.8	20	6.498	0.41	-1.45
Primary school students	27	9.33	9.4	11.4	3.148	-0.45	-0.06
High school students	67	8.22	7.9	7.4	2.184	0.24	-0.05

Figure:2

Figure 2 shows that the effectiveness of the localisation of the sustainable development goals through life skills
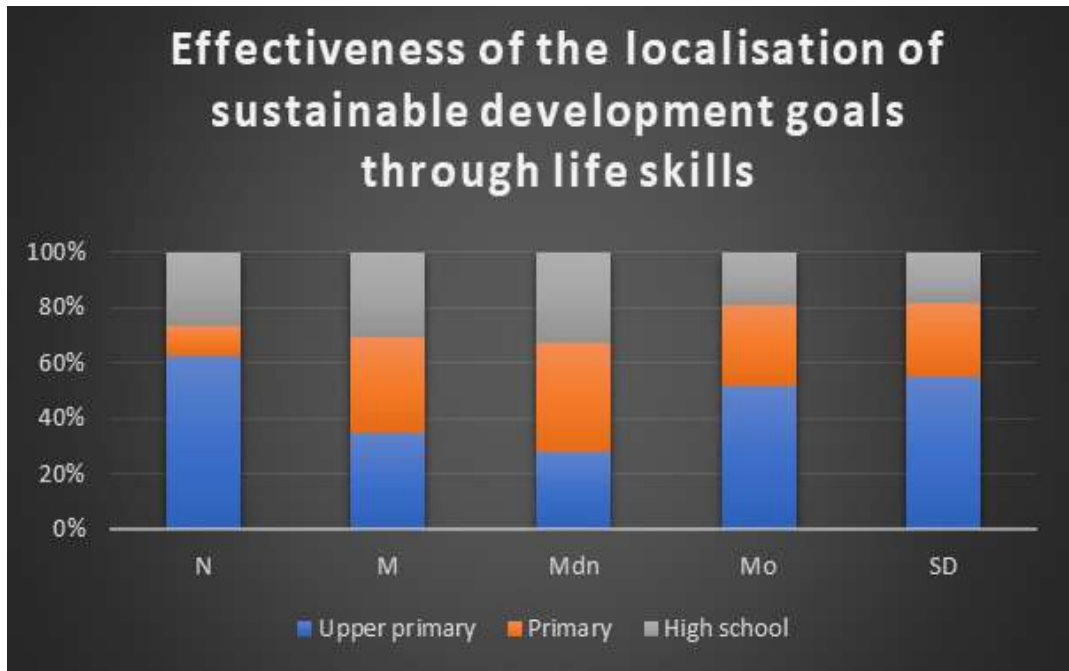
The effectiveness of localisation of the sustainable development goals through life skills across Upper Primary, Primary, and High School levels reveals nuanced findings. The mean problem-solving skills scores are quite similar for Upper Primary and Primary levels (both 9.33), indicating comparable average performance in this aspect. The average score at the high school level is 8.22, which is marginally lower than the primary levels and may indicate a decline in life skill abilities.

H_0: There is no significant difference in localisation of the sustainable development goals through Life skills between students of high school and upper primary

Table 3

Variables	N	M	SD	t	
High School	67	8.22	2.184	0.17	$p < 0.05$
Upper Primary	157	9.33	6.498		

Figure:3: Effectiveness of the High school and upper primary students
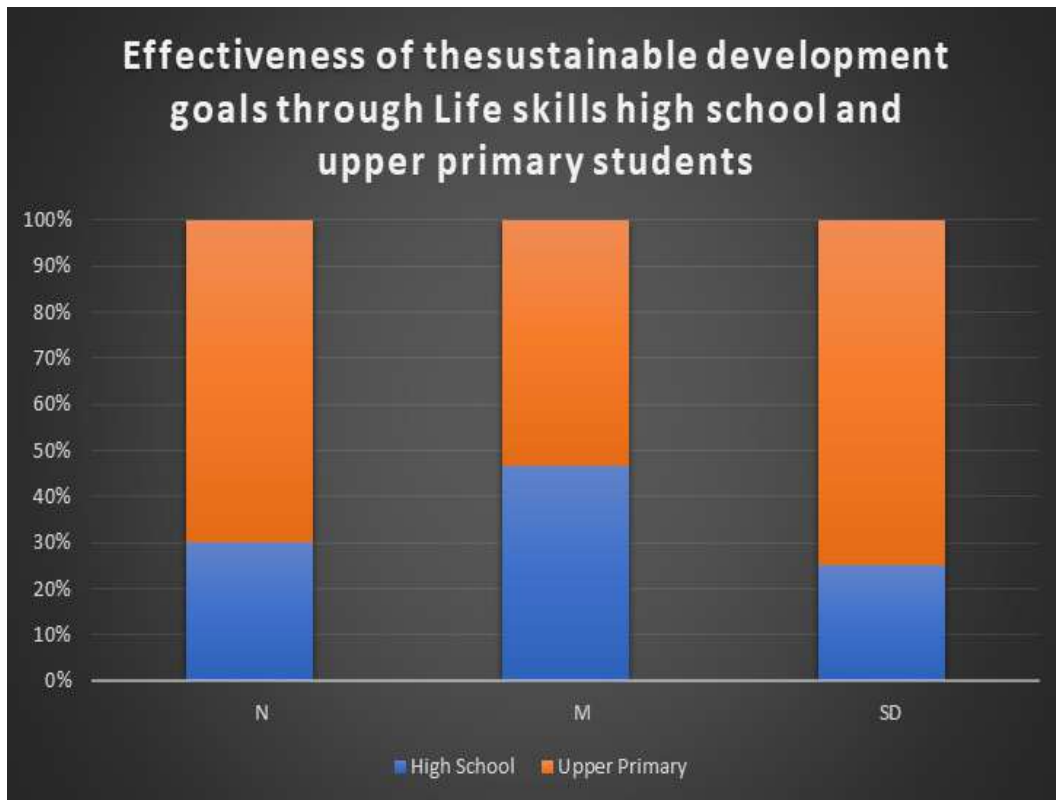
p>0.05, so we failed to reject the null hypotheses and conclude that there is no significant difference in Life skills between students of high school and upper primary in Attappadi.

H_0: There is no significant difference in localisation of the sustainable development goals through life skills between students of upper primary and primary

Table 5

Variables	N	M	SD	t	
Upper Primary	157	9.33	6.498		*p<0.05*
Primary	27	9.33	3.148	0.99	

Figure:4

The figure shows the effectiveness of the upper primary and primary students of the Attappadi

Effectveness of the upper primary and primary students

p>0.05, so we failed to reject the null hypotheses and conclude that there is no significant difference in life skills between students of upper primary and primary in Attappadi.

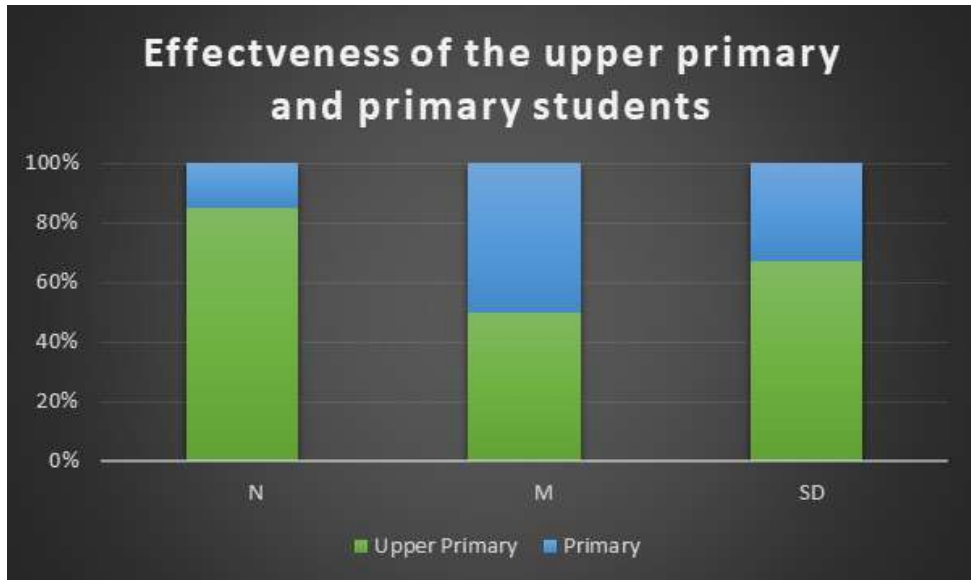Therefore, we conclude that there is no substantial difference in the problem-solving skills of Attappadi students in high school and upper primary, high school and primary, or both.

Findings

The study reveals significant gaps in life skills proficiency among tribal students in Attappady. In the Upper Primary category, 61 percent show low proficiency, while only 33 percent display high proficiency. At the Primary level, 55.6 percent exhibit low skills, with just 3.7 percent showing high proficiency. In the High School group, 76 percent demonstrate low proficiency, and none show high proficiency. These findings highlight the need for targeted interventions to enhance life skills, crucial for achieving sustainable development goals.

In order to enable students to practice and acquire life skills without fear of failure or judgement, teachers must create a safe and supportive learning environment in the classroom. This involves encouraging children to collaborate, show empathy, and communicate in a polite manner thus leading to good communication and interpersonal skills.

The tribal students studying in the various secondary schools of Attapady have moderate level of life skills.

Conclusion

Life experience are priceless wealth that can help youngish grown-ups navigate

the challenges of diurnal living, so seminaries should deliver their scholars with practical readings in diurnal living, similar as decision- timber, managing feelings, and problem- solving – chops that will prepare them to enter the real world and live singly. Learning all or some of the most important life chops can have lasting impacts that could alter their entire lives and have an effect that ripples out to our world's future. Too numerous children struggle with transitioning out of the comfort of academy into the real world due to having difficulties dealing with its pressures or being without the introductory chops necessary for success. Some seminaries believe it's over to parents to educate their children on life chops; still, this may not always be achievable; thus, the educational system must play a larger part in educating essential survival approaches that will equip children for living outdoors.

One of the most talked-about words in recent years has been "life skill." This study attempted to determine the current level of life skills among the secondary school students from indigenous communities. Hence the researcher found it important to know the level of life skills of the upcoming generation among the tribes. life skills are crucial for personal and societal development, enabling individuals to navigate challenges with adaptability, critical thinking, and collaboration. They align with human rights principles, aid in conflict resolution, and address challenges related to sustainable development and the environment. As we navigate the complexities of our world, honing these skills is essential for a sustainable future.

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ISSUES IN STUDENTS' PARTICIPATION: INSIGHTS INTO CLASSROOM PRACTICES AND SCHOOL ACTIVITIES

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Abstract

The study focuses on issues and challenges in students' participation in classroom practices and school activities from school participants' perspectives. There are many challenges in ensuring student participation in curricular and co-curricular activities conducted in school. For collecting data, a Focus Group Discussion with students and a semi-structured interview with selected teachers having a minimum of five years of experience in the field from Malappuram and Kozhikode districts of Kerala were used. From the findings after the thematic analysis of the responses, the study observed many student-related and teacher-related issues with students' participation. To create an active and engaged school setting and class atmosphere, the teacher and students have to work hand in hand.

Keywords: *Students' participation, Classroom practices and school activities, Issues and challenges*

Introduction

Education is a complex process of creating a better future society with the skills and abilities required. Fostering the personality traits and skills required to prepare students to lead productive and meaningful lives is considered the major aim of education and this aim is challenging to execute. Tetzner (2023) observed that 'schools are one of the most important developmental contexts and play an important role in the development of major personality traits. Studies show that student participation and active involvement in educational activities are necessary ingredients to fulfill the aim of education. Calderon (2018) observed in a Gallup study that "those students who are actively participating in school programmes and activities are 2.5 times more excellent and do well in school, and they are 4.5 times

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more hopeful about the future than their actively disengaged peers." Harun (2010) observed that "student participation and active involvement in curricular and co-curricular activities positively affect student growth and development."

Student participation refers to the degree of attention, involvement, curiosity, interest, optimism, and passion students show when taught (Barkley 2020). The more students are engaged, the more they will be motivated to learn and to grow in their education. The concept of student engagement typically arises when educators discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioral, physical, and social factors that either enhance or undermine learning for students.

This paper focuses on the issues and challenges of students' participation in school activities and classroom practices. It includes students' participation in the whole school and classroom, incorporating curricular and co-curricular activities. The paper discusses these issues and challenges from participants' perspectives, which include teachers and students. The issues and challenges of student participation may be student- or teacher-related. It will happen in curricular and co-curricular situations. So, the paper discusses the issues and challenges of students' participation in curricular activities and co-curricular activities, both from teachers' and students' perspectives.

Background

Student participation and active involvement in school practices have a greater effect on students' development and perception (Juneja, 2010). Education is not a passive experience but an active catalyst in the intricate process of personality development in children (Salamudin, 2010). Active involvement in a social context will help the learner to enhance their perception, build leadership qualities, increase their confidence level, and adjust to difficult situations (Tharagan, 2008). As Mahatma Gandhi observed, the main aim of education is character formation. This aim of character formation is possible only through students' active participation and involvement in school and classroom practices.

The school is a microcosm of society where children learn to interact with their peers and meet life complexities and challenges (Mahmood 2012). Students acquire crucial social skills like communication, cooperation, and conflict resolution from the climate that schools set for students as part of curricular and co-curricular activities. Moreover, students' active participation in education helps children develop empathy towards others, their beliefs, and cultures. This empathy forms the foundation of harmonious and inclusive societies.

Furlong (2008) has indicated that the school environment and students' opportunities to engage in school activities have a great role in students' perceptions and personalities. Mehmood (2012) insisted on the impact of co-curricular activities on the personality development of secondary school students. Harun (2010) stressed the importance of students' participation in cocurricular activities in ensuring personality development. Graham (2018) observed that student participation in different programmes and practices during

school life is essential for developing a mature, well-adjusted personality. Similarly, many other studies have highlighted the significance of student participation and active engagement in developing students' social skills, perceptions, and adjustment. The issues and challenges of student participation in school programmes and practices were also noted in some studies. This paper focuses on the real issues and challenges in ensuring student participation in school programmes and practices.

Objective

To identify issues and challenges in students' participation in classroom activities practices and school programmes.

Methodology

For the study, the researcher used a literature survey, focus group discussions (FGD), and a semi-structured interview for data gathering. The literature discussed was based on a detailed search using key terms such as school environment and student development, student participation and engagement, school practices, student participation, and 'the role of school in character formation'. In light of the literature review, a Focus Group Discussion (FGD) with 100 upper primary students and a semi-structured interview with 15 upper primary school teachers were conducted. Focus group discussion and semi-structured interview are two methods used for data collection from the sample. For this purpose, the researcher used a focus group discussion schedule and a semi-structured interview schedule as tools for collecting data. In FGD, students were asked about factors hindering them from participating in curricular and co-curricular activities conducted at the school. Teachers with five

years of experience in the field are selected from the Malappuram and Kozhikode districts of Kerala and interviewed using a predetermined open-ended, semi-structured interview schedule focusing on student participation in school programs and classroom activities, issues and challenges, and ways to ensure maximum students' participation in school programs and class activities.

Analysis and Interpretation

The data is collected through semi-structured interviews with selected school teachers, and the responses are recorded and analyzed using thematic analysis techniques. The findings reached based on the themes and transcripts from the interview are presented here. Even though there are many programs and practices to ensure students' participation and engagement in school practices and classroom activities, based on the results obtained from the interview with teachers, the actual level of students' participation is far from our expectations. There are many hindering factors for students' involvement and active participation in activities and programmes, as the result of the study indicates. Major issues that hinder student participation are discussed in the following:

From the result obtained, the issues and challenges for the participation of students in classroom and school activities are due to many reasons. The result obtained from the analysis of the data from FGD indicates that there are many teacher-related issues in student participation, and the result obtained from the analysis of data from semi-structured interviews with teachers indicates that there are many student-related issues as well. Also, issues of student participation can be found in the

curricular as well as co-curricular activities of the school.

1. Issues and Challenges of Student Participation in Curricular Activities:

The classroom is the fundamental workplace for students, where they are molded into a better version of themselves. Student participation in classroom activities is vital for the effectiveness of the learning process. The lack of student participation can be due to teacher-related or student-related factors.

• **Teacher- related Issues in Curricular Activities:** Based on the results obtained from focus group discussions with students, there are many hindering factors from the side of the teachers for student participation in curricular activities. It includes teachers' dominance in the classroom process, improper methods of teaching, teacher language and communication issues, absence of motivation and enthusiasm and the inability of teachers to evoke interest in students.

• **Student-related Issues in curricular activities:** As per the result obtained from the analysis of data from interviews with teachers; many student-related and situation-related factors that demotivate students from participating in curricular activities are identified. Lack of confidence, low self-esteem, lack of interest, psychological and developmental issues, lack of interactive classes, lack of student-centered learning opportunities, and social, familial, and cultural issues are the major issues that affect students' participation in school programmes and class activities.

2. Issues and Challenges of Student Participation in Co-curricular Activities:

Most of the skills and abilities of students are identified and developed through co-curricular activities conducted in school. So, engaging in co-curricular activities is most important in a student's academic life. Different curriculum frameworks and educational committees insisted on the need and importance of co-curricular activities in school setting. The current evaluation technique of CCE covers different aspects of curricular and co-curricular activities as part of student evaluation. So, ensuring active participation of the students in co-curricular activities is as important as in curricular activities. Results of the study indicate that there are many issues and challenges in student participation in co-curricular activities in the school that can be due to student-related and teacher-related issues.

• **Teacher-related Issues in Co-Curricular Activities:** The result of the focus group discussion (FGD) with students indicates that there are many issues from the side of teachers regarding student participation in co-curricular activities, such as lack of teacher motivation, hesitation towards programme initiation, negative views on co-curricular activities, absence of role models among teachers, and lack of necessities of different co-curricular activities such as facilities, time allocation, and interested teachers.

• **Student-related Issues in Co-Curricular Activities**: From the analysis of data from interviews with teachers, many student-related issues in participating in co-curricular activities

are noted. The important issues identified are lack of students' self-motivation, lack of interest, financial issues, and hesitation to express themselves and negative outlook on co-curricular programs.

As per the findings of the study, the above-mentioned are the major issues and challenges faced by students in schools and classroom activities. For the creation of an active and engaged school setting and class atmosphere, the teacher and students have to work hand in hand. Teachers have to realise that teaching is neither a one-man show for the teacher nor a workshop for the students. Both students and teachers have to realize that the best in a teacher and student will be brought out through the active participation of both parties in curricular and co-curricular activities conducted in the school setting.

Conclusion

According to Sigmond Freud (1961) "Early life experiences have more value and effect on a person's future life and personality formation'. Schools are best set up to provide positive and mind-touching experiences for their students. Curriculum and co-curricular activities are planned and implemented with the aim of providing the best experiences for our younger generation. So, students' participation and active engagement in the curricular and co-curricular activities of a school are necessary for a better early life experience. Students' participation should be monitored and made sure of by the teachers. So, the issues and challenges in students' participation in school's curricular and co-curricular activities can be due to teacher-related issues, student-related issues, or both. This paper analyzes and sheds light on

the major issues and challenges of students' participation in curricular and co-curricular activities conducted in school. It may help practicing teachers to solve the prevailing issues and hindering factors for students' active participation and involvement in classroom practices and school activities.

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KNOWLEDGE AT THE FINGERTIPS: DECIPHERING CHILDREN'S FINE MOTOR SKILL DEFICIENCIES IN EDUCATION

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Alex George**

Abstract

Fine Motor Skill deficiencies in children refer to difficulties in coordinating small muscle movements, typically involving the hands and fingers. These deficiencies can manifest in various ways, such as struggles with tasks like writing, drawing, using scissors, buttoning clothes, or manipulating small objects. The underlying causes may include neurological factors, developmental delays, or environmental influences. Children with Fine Motor Skill deficiencies often face challenges in academic settings, affecting their ability to participate fully in classroom activities and hindering their overall educational progress. This study examines the impact of Fine Motor Skill deficiencies on children's educational outcomes and overall skill efficiency. Using a systematic analysis of 30 peer-reviewed articles, the study explores the role of Fine Motor Skills in learning and evaluates strategies that can support children facing these challenges. Early identification and targeted interventions are crucial to addressing these issues and supporting children in developing the necessary skills for academic success and daily functioning. Fine Motor Skills are essential for various aspects of children's development, including academic success and daily functioning. This theme paper explores the prevalence of Fine Motor Skill deficiencies in educational settings and their impact on children's learning experiences. The findings aim to provide insights for educators and parents to better address and support the development of Fine Motor Skills in educational settings.

Keywords: *Fine motor skills, neurological factors, developmental delays, Hand-eye coordination.*

Introduction

Development of a human being is a lifelong process of changes in the physical, cognitive, and psychosocial realms. During the early stages of a child's life, rapid

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changes and transitions characterise their developmental journey. Particularly, the period from age one to three emerges as a pivotal phase in a child's development. Recognised by the World Health Organization (WHO) as a critical window, these years witnessed accelerated brain development, establishing crucial neural pathways and setting the stage for future advancements and achievements. Fine Motor Skills play a pivotal role in children's overall development, influencing their academic success and daily functioning. From grasping a pencil to tying shoelaces, these abilities are essential for tasks both in and out of the classroom. However, not all children develop these skills at the same pace, and some may experience deficiencies that can impact their educational journey. This theme paper aims to search for the significance of Deciphering Children's Fine Motor Skill Deficiencies in Education.

Understanding children's Fine Motor Skill deficiencies requires a multifaceted approach. It involves recognising the mutual influence between sensory processing, muscular strength, hand-eye coordination, and cognitive abilities. For some children, difficulties may arise due to neurodevelopmental disorders such as autism spectrum disorder or attention deficit hyperactivity disorder. Others may struggle as a result of environmental factors, limited exposure to activities that promote Fine Motor Skill development, or lack of appropriate support and guidance. By understanding the underlying factors, employing appropriate assessment techniques, and implementing tailored intervention strategies, educators and professionals can empower children to overcome challenges and thrive in their educational journey. Through collaborative efforts and a commitment to individualised support, we can pave the way for a future where every child has the opportunity to reach their full potential.

Objectives

*   To identify the children with Fine Motor Skill deficiencies
*   To examine the causes of Fine Motor Skill deficiencies
*   To know different Strategies to enhance children's Fine Motor Skills

Fine Motor Skill deficiencies in children

Fine Motor Skills involve the small muscles of the body that provide movements in areas such as the hands, fingers, and eyes. These skills are also responsible for the coordination between these areas i.e. hand and eye coordination. Fine Motor Skills enable activities such as eating, writing, grasping objects, typing, and dressing. These skills are also known as fine motor dexterity. Fine Motor Skill deficiency refers to difficulties or weakness in the ability to hold and manipulate objects using the small muscles of the hands and fingers.

Causes of Fine Motor Skill deficiencies

These deficiencies can stem from a variety of factors, including neurological conditions like Cerebral Palsy, developmental delays, genetic disorders like Down syndrome, injuries to the brain or spinal cord, premature birth, sensory processing disorders, hereditary factors like dwarfism, clubfoot, webbed fingers, congenital causes like missing bones and malformed bones present at the time of

birth, acquired causes like birth injury, accidents, or environmental factors such as lack of opportunities for Fine Motor Skill development.

Identification of children with Fine Motor Skill deficiencies

Assessment plays a crucial role in identifying children with Fine Motor Skill deficiencies. Observation, standardised tests, and teacher evaluations provide valuable insights into a child's abilities and challenges. By closely observing handwriting, drawing, cutting, and manipulation of objects, educators and professionals can pinpoint specific areas of weakness.

Identifying children with Fine Motor Skill deficiencies can involve various methods:

*   ***Observation***: Teachers, parents, or specialists can observe a child's activities to detect difficulties in tasks like holding a pencil, tying shoelaces, or buttoning clothes.

*   ***Standardised Assessments****:* include tests designed to assess Fine Motor Skills, such as the Bruininks-Oseretsky Test of Motor Proficiency (BOT-2) or the Peabody Developmental Motor Scales (PDMS-2).

*   ***Checklists and Inventories***: These tools can help to track developmental milestones and identify areas of concern. Examples include the Denver Developmental Screening Test (DDST) or the Ages and Stages Questionnaires (ASQ).

*   ***Parent and Teacher Reports***: Gathering information from caregivers and educators about a child's performance in daily activities can provide valuable insights.

*   ***Occupational Therapy Evaluation***: A comprehensive assessment by an occupational therapist can pinpoint individual needs and challenges to effectively address Fine Motor Skill Deficiencies.

Strategies to Enhance Children's Fine Motor Skills

Developing strategies to enhance children's Fine Motor Skills requires a comprehensive approach that addresses both individual needs and classroom dynamics. Incorporating activities that promote finger dexterity, hand strength, and hand-eye coordination into the curriculum can foster skill development naturally and engagingly. Utilising adaptive tools and technologies, providing structured practice sessions, and offering supportive feedback can further facilitate progress. There are several strategies to help develop Fine Motor Skills in children:

*   ***Playdough and clay play***: Engage children in modelling and shaping activities using playdough or clay, which requires Fine Motor Skills to manipulate and form different shapes and structures. Rolling, squishing, and shaping these materials can strengthen hand muscles and improve coordination.

*   ***Use building blocks***: Encourage children to build structures using blocks or Legos, which requires precise manipulation and coordination of small objects. Playing with blocks helps children practice grasping, stacking, and building, which enhances hand-eye coordination and fine motor control.

- *Practice with puzzles*: Completing puzzles, especially ones with small pieces, can improve hand-eye coordination, spatial awareness, and finger dexterity.

- *Drawing and colouring*: Encourage hand control and precision. Provide children with crayons, markers, and pencils to practice gripping and controlling writing utensils. Colouring books with intricate designs can be particularly beneficial.

- *Involvement in arts and crafts*: Encourage children to engage in arts and crafts activities that require fine motor Control, such as cutting with scissors, stringing beads, and pasting, which can enhance Fine Motor Skills while fostering creativity. Provide child-safe scissors and paper for cutting and tearing exercises, which help strengthen hand muscles and improve hand-eye coordination.

- *Pincer Grasp Practice*: Offer activities that involve picking up small objects like cheerios (a multi-grain) or beads using their thumb and index finger, promoting the development of the pincer grasp.

- *Buttoning and Zipping*: Provide clothing items with buttons and zippers for children to practice buttoning and zipping, which helps develop finger strength and coordination.

- *Cooking and Baking*: Involve children in simple cooking or baking tasks that require stirring, pouring, and rolling dough, promoting the use of Fine Motor Skills in a practical context.

- *Scissor Skills Worksheets*: Use worksheets with dotted lines for cutting practice, encouraging children to follow lines and improve their cutting skills.

- *Fine motor toys and tools*: Provide toys and tools specifically designed to develop Fine Motor Skills, such as lacing cards, pegboards, tweezers for picking up small objects, and instruments like drums or xylophones.

- *Musical instruments*: Playing musical instruments like keyboards, xylophones, or even simple percussion instruments can strengthen hand-eye coordination and finger dexterity.

- *Outdoor activities*: Engaging in outdoor activities like gardening can help children to develop Fine Motor Skills. Tasks such as planting seeds, watering plants, and handling gardening tools require precise hand-eye coordination and manipulation of small objects, which can greatly improve their pace and coordination over time. Spending time outdoors has numerous other benefits like children's physical and mental well-being.

- These activities can be incorporated into daily routines and playtime to support the development of children's Fine Motor Skills in a fun and engaging way. Numerous alternative clinical approaches are available, but for the scope of this discussion, we'll focus solely on techniques aimed at improving Fine Motor Skills in young schoolchildren who may be deficient in this area.

Discussion

It is necessary to delve into the multifaceted nature of Fine Motor Skill deficiencies in children and their impact on educational outcomes. Addressing

the root causes, such as developmental delays, neurological conditions, or environmental factors, is crucial for devising effective intervention strategies. Additionally, exploring the role of technology and modern sedentary lifestyles in exacerbating these deficiencies can provide insights into preventive measures. Furthermore, discussing the importance of early detection and intervention through collaborative efforts between educators, healthcare professionals, and parents can facilitate timely support for children at risk. Emphasising the need for holistic approaches that integrate sensory, motor, and cognitive development can foster comprehensive solutions to address Fine Motor Skill deficiencies in educational settings.

Conclusion

The paper underscores the significance of a proactive approach to addressing Fine Motor Skill deficiencies in children within educational contexts. By understanding the underlying causes, implementing targeted identification methods, and employing evidence-based strategies, educators can empower children to overcome these challenges and reach their full potential. Moreover, advocating for inclusive practices and resource allocation to support diverse learning needs is essential for fostering an environment where every child can thrive. Ultimately, by prioritising the enhancement of Fine Motor Skills, educators contribute to the holistic development of children and lay the foundation for lifelong learning and success. Furthermore, collaboration between educators, parents, and healthcare professionals is essential for implementing effective intervention strategies. By sharing insights, exchanging resources, and

coordinating efforts, stakeholders can create a supportive environment that maximises children's potential and fosters holistic development. Deciphering children's Fine Motor Skill Deficiencies in Education ensures equitable opportunities and fosters academic success.

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JON FOSSE
THE LITERARY "VOICE TO THE UNSAYABLE"

A Study into the introspective and philosophical delving into the inner workings of the human mind and the complexities of human relationships.

Dr. Joseph Olikkakoonal *

Abstract

Jon Fosse is a Norwegian author, translator, and playwright who was awarded Nobel Prize in Literature for the year 2023 for his "innovative plays and prose which give voice to the unsayable." Fosse has his own philosophical outlook on literature and its transcendent power. He also uses the psychological visions and innovations in his writings. His minimalist style and his profound exploration of human nature have significantly influenced contemporary literature. His literary styles are beyond the worldly boundaries. In short, he becomes the voice of the unsayable through his writings.

Key Words: *Nynorsk, Henrik Ibsen, Quakers, Pietists, Bjørnstjerne Bjørnson, Knut Hamsun, Sigrid Undset, Minimalism, Realism, Psychological Intimacy, Repetition, Loneliness, Isolation, Rural Settings, Symbolism etc.*

Introduction

"I am overwhelmed, deeply happy and grateful; I choose to view this award as recognition for the literature that seeks to be literature above all, without any secondary considerations. Moreover, I see this award as an honor for Nynorsk and its revival. Whether I like it or not, I must truthfully thank Nynorsk for this prize." This was the first response of Jon Fosse when he received the news about the Nobel Prize on October fifth when the Swedish Academy announced that this year's Nobel Prize in Literature is awarded to the Norwegian author and playwright, Jon Fosse.

Jon Olav Fosse, popularly known as Jon Fosse (29. 09. 1959 -), is a Norwegian author, translator, and playwright who was awarded the prestigious Nobel Prize in Literature for the year 2023 for his "innovative plays and prose which give voice to the unsayable." He is a versatile

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writer and to his credit there are more than seventy novels, poems, children's books, essays, and theatre plays, which have been translated into over fifty languages. He is also acclaimed to be the most performed Norwegian playwright after Henrik Ibsen and currently Fosse is one of the most performed contemporary playwrights in the world.

Jon Fosse - Life and Early Days of Establishment

Jon Fosse was born in 1959 in Haugesund, Norway, and spent his childhood in Strandebarm. He grew up in a family of Quakers and Pietists, which he believes significantly influenced his spiritual beliefs. An accident he experienced at the age of seven, which nearly cost him his life, left a lasting impact on his later writing. Fosse began writing around the age of twelve, despite his earlier indifference toward literature. During his teenage years, he aspired to be a rock guitarist but shifted his focus to writing after abandoning his musical dreams. He also played the fiddle, often using his teenage writing to craft lyrics for his musical compositions. He has been influenced by Communism and anarchism. Fosse has been married three times and he has three children. Formerly, he was a member of the Church of Norway, but later he joined the Catholic Church.

Jon Fosse - University Studies and Early Writings

Fosse attended the University of Bergen, where he studied Comparative Literature and began writing in Nynorsk. He earned his Master's degree in the same field from the same University in 1987. His first novel, *Raudt, Svart* (Red, Black), was released in 1983 and stood out from the prevalent Social Realist Fiction in Norway by prioritizing linguistic expression over narratives. He followed this with his second novel, *Stengd Gitar* (Closed Guitar), in 1985, and a collection of poems titled *Engel Med Vatn i Augene* (Angel with Water in Its Eyes) in 1986. Fosse's third novel, *Blod. Steinen er* (Blood. The Stone Is), came out in 1989, along with his first essay collection. Throughout the early 1990s, he continued to publish novels and collaborated with his second wife, Grethe Fatima Syed, on various translations.

His inaugural play, *Og Aldri Skal Vi Skiljast* (And We'll Never Be Parted), premiered and was published in 1994. Fosse's body of work encompasses novels, short stories, poetry, children's literature, essays, and plays, with translations available in over forty languages. In addition to writing his own works, he also translates the texts by other authors.

Inspirations and Models in Writing

Fosse is the one of the most performed Norwegian playwright after Henrik Ibsen. His works are considered a modern extension of the tradition that Ibsen established in the 19th century. Fosse himself cites Samuel Beckett, Georg Trakl, and Thomas Bernhard as his literary influences. He very often mentioned that he has been greatly influenced by the Holy Bible. Other authors and books that have influenced his life and work include Olav H. Hauge, Franz Kaska, William faulkner and Virgina Wooolf.

Domestic and International Recognition

Jon Fosse has been widely accepted nationally in Norway and also internationally all over the world. In 2003, Fosse was honoured as a chevalier of the Ordre National du Mérite in France. He was also ranked 83rd on The Daily Telegraph's

list of the Top 100 living geniuses. Since 2011, he has been awarded the Grotten, a permanent residence granted by the King of Norway in recognition of his contributions to Norwegian arts and culture. Fosse served as one of the literary consultants for the 2011 Norwegian translation of the Bible, known as *Bibel 2011*. In 2015, he received the Nordic Council's Literature Prize for his trilogy, which includes *Andvake* (Wakefulness), *Olavs Draumar* (Olav's Dreams), and *Kveldsvævd* (Weariness).

Fosse's works, most of them, have been translated into Persian by Mohammad Hamed, and his plays have been staged in prominent theatres across Iran. Six of his plays have also been translated into American English by interdisciplinary artist Sarah Cameron Sunde, who directed their American premieres in New York City and Pittsburgh. Fosse's works have seen international translations, and he has been nominated for the International Booker Prize among other prestigious accolades. He has received over twenty national and international awards, including the Nobel Prize in Literature in October 2023, making him the first writer in Nynorsk to earn this distinction and the fourth Norwegian laureate.

Norwegian Nobel Laureates

Norway is enriched with a lot of talented contributors in different fields among whom the Nobel Laureates in literature are to be mentioned specially. There are altogether four Nobel lauretaes in literature in Norway namely, Bjørnstjerne Bjørnson, Knut Hamsun, Sigrid Undset and Jon Fosse. Some analysts and critics add Odysseas Elytis also among the Norwegian writers who was awarded the Nobel Prize in Literature in 1979. He is included here because he has

connections to Norway, where he lived for a period. Elytis was a renowned Greek poet, known for his modernist and nationalistic poetry. His work often celebrated Greek history, culture, and nature

1. Bjornstjerne Martinius

Bjornson (1832-1910) was a Norwegian writer who was awarded the 1903 Nobel Prize in Literature "in recognition of his noble, magnificent, and versatile poetry, which has consistently been marked by both the freshness of its inspiration and the rare purity of its spirit." As the first Norwegian to receive the Nobel Prize, he was a prolific polemicist and played a significant role in Norwegian public life and Scandinavian cultural discourse. Bjornson is regarded as one of the four greatest Norwegian writers. His work often dealt with themes of national identity, freedom, and social issues. Bjørnson's most famous work is the play "Peer Gynt," and his writings played a significant role in shaping Norwegian cultural identity in the late 19th century. He is also celebrated for his lyrics to the Norwegian national anthem, "Ja, vi elsker dette landet. He is the prominent Norwegian author and playwright who made significant contributions to Norwegian literature and culture during the 19th century. His works are known for their nationalistic themes, vivid characterizations, and their role in shaping Norwegian identity.

2. Knut Hamsun

Knut Hamsun (1859 - 1952) was a Norwegian author who was awarded the Nobel Prize in Literature in 1920. He is best known for his novel "Hunger," a pioneering work of psychological fiction. His writing style was characterized by its exploration of the inner thoughts and emotions of his characters and his work

spans more than 70 years and shows variation with regard to consciousness, subject, perspective and environment. He published more than 23 novels, a collection of poetry, some short stories and plays, a travelogue, works of non-fiction and some essays. He was considered to be the "leader of the Neo-Romantic revolt at the turn of the 20th century". Hamsun's career was notable, but he faced controversy later in life due to his support for Nazi Germany during World War II. He was charged with treason, but was not convicted, due to what was deemed psychological problems and issues with old age.

3. Sigrid Undset

Sigrid Undset (1882-1949) was a Danish-born Norwegian novelist and essayist, renowned for her historical fiction. She was awarded the Nobel Prize in Literature in 1928. Due to her family's financial difficulties, Undset was unable to pursue a university education. Instead, after completing a one-year secretarial course, she began working as a secretary at an engineering firm in Kristiania (now Oslo) at the age of 16, a position she held for a decade. Undset published her first historical novels in 1907, but she is best known for her celebrated trilogy *Kristin Lavransdatter*, which depicts the life of a woman in medieval Norway. Undset's writings often delved into the complexities of human relationships and the historical and cultural aspects of Norway. She joined the Norwegian Author's Union in 1907 and from 1933 through 1935 headed its Literary Council, eventually serving as the union's chairwoman from 1936 until 1940. She fled Norway for the United States in 1940 because of her opposition to Nazi Germany and the German invasion and occupation of Norway, but returned after World War II ended in 1945.

Literacy Style of Jon Fosse and his Contributions

Jon Fosse is well known all over the world, regarding his literary works. He is a playwright, novelist, and poet known for his distinctive literary style. To his credit there are forty plays, thirty four collections of Prose works, fourteen collections of Poems, three collections of essays etc. As I have mentioned earlier, Jon Fosse is well known as a dramatist or playwright and his works are characterized by several key elements. Let us try to see some of the special features of his writings.

1. Minimalism: Fosse's writing is often described as minimalistic. He uses simple and spare language, focusing on the essentials to convey deep emotions and complex themes. This minimalism allows readers to engage with the subtext and psychological depth of his characters. His play *Nightsongs* (*Nynork*) follows a young couple who have just had their first child. The man aspires to be a writer but faces continuous rejection from publishers, while the woman grows increasingly weary of their circumstances. Hans Rossin of *Dagbladet* compared the play to Henrik Ibsen's *A Doll's House*, noting, "But in terms of form, this is unmistakably Fosse." He went on to say that Fosse continues to refine his trademark linguistic minimalism, where surface-level simplicity masks deeper emotional currents and intense, charged situations.

2. Realism: Realism is another characteristic of Jon Fosse's writings. It is a literary devise that attempts to represent subject-matter that would truthfully, avoid speculative fiction and supernatural elements. It originated with the realist art movement that began with mid-nineteenth-

century French literature (Stendhal) and Russian literature (Alexander Pushkin). Literary realism attempts to represent familiar things as they are. Realist authors chose to depict every day and banal activities and experiences. Once again, *Nightsongs* can be interpreted in multiple ways. The realism in the play might be seen as a straight forward portrayal of a town, where exaggerated tough-guy characters take center stage. Alternatively, it can be viewed as a series of abrupt, anti-realist allegories that explore human conditions in our contemporary world.

3. Psychological Intimacy: Fosse's works delve into the inner lives and psychological states of his characters. He explores their thoughts, emotions, and fears, often in a highly introspective and contemplative manner. His characters' internal monologues and self-reflection are central to his storytelling. Psychological intimacy was defined as the sense that one could be open and honest in talking with a partner about personal thoughts and feelings nor usually expressed in other relationships. In Fosse's works, Psychological intimacy refers to the deep emotional and psychological connections between characters and how their thoughts and feelings are revealed to the audience or reader. Fosse's works are known for delving into the complexities of human relationships, and he achieves psychological intimacy through several key techniques. For example, in Fosse's play *Nightsongs*, the two central characters, John and Sonja, find themselves in a remote cabin during a snowstorm. Through sparse dialogue and internal monologues, Fosse explores their past and present, revealing the complexities of their relationship and the psychological intimacy they share. The play's isolation

and the characters' introspection make it a powerful exploration of human connections and the emotional intricacies of their bond. Overall, Jon Fosse's writings are characterized by a profound exploration of psychological intimacy, drawing readers and viewers into the inner lives of his characters and highlighting the complexities of human relationships and emotions.

4. Repetition: Fosse frequently uses repetition in his prose and dialogue. This technique emphasizes key ideas, feelings, or situations, contributing to the overall atmosphere and tone of his works. It can create a sense of the cyclical nature of life or the inescapable patterns in human existence. It is a key element in Fosse's work, and it serves various purposes, including emphasizing the interior lives of his characters, creating a sense of timelessness, and evoking a particular mood. Here's an example of how repetition is used in his writing, particularly in his play *I Am The Wind*. In *I Am The Wind*, two characters, simply named "The Man" and "The Other," are sailing in a boat. The play consists of repetitive dialogue and actions that reflect the monotony and futility of their journey. The characters frequently exchange the same phrases and questions;

The Man: (pointing) There!

The Other: There.

The Man: What's there?

The Other: What do you see?

The Man: I don't know. Do you see anything?

The Other: I'm asking you.

The Man: (silent)

This repetition serves to highlight the characters' isolation and the limits of their communication. It conveys a sense

of existential despair and the futility of their journey. Fosse's use of repetition is not limited to dialogue but also extends to his descriptions and actions. By repeating certain words, phrases, and movements, he creates a poetic and meditative atmosphere in his works, allowing readers and audiences to immerse themselves in the characters' inner worlds and emotions. Overall, Jon Fosse's use of repetition in his writing is a stylistic choice that conveys a profound sense of introspection, existentialism, and the human condition. His minimalist and repetitive style often elicits deep emotional responses from the audience or readers as they engage with the characters' struggles and thoughts.

5. Isolation and Loneliness: Many of Fosse's characters grapple with isolation and a sense of being disconnected from the world around them. His works often explore the loneliness of human existence and the difficulty of forming meaningful connections with others

6. Rural Settings: Fosse's works are often set in small, remote, and rural Norwegian villages. These settings contribute to the sense of isolation and create a unique backdrop for his narratives. In the Novel, *Morning and Evening*, Fosse explores the life of a rural village in Norway. The story revolves around an aging painter, Johannes, who is contemplating his past and impending death. The village setting is a central element of the story, and Fosse's lyrical prose describes the landscapes, the people, and the passage of time in the village. The village symbolizes the cycle of life and death and the connection between its inhabitants. *A Summer's Day* also takes place in a village setting, where the central character, an unnamed man, reflects on his past and the memories of a summer day long

ago. The village serves as a backdrop to his reflections, and the narrative weaves in and out of time, showcasing the influence of the village on his life and the lives of the people he encountered. Several of Fosse's plays also use village settings, such as "Someone Is Going to Come" and "The Girl on the Sofa". In these plays, the village becomes a microcosm of human relationships and interactions, often reflecting the complexities and tensions within a small community. In Fosse's writings, village settings are often used to explore the interconnectedness of people, the passage of time, and the impact of memories and history on individuals. These settings also serve as a backdrop for Fosse's introspective and minimalist style, emphasizing the inner lives of his characters and the unique atmosphere of rural life

7. Existential Themes: Fosse's writing frequently touches on existential themes, such as the meaning of life, the passage of time, and the inevitability of mortality. His characters often confront existential dilemmas and questions about the human conditions

8. Symbolism: Fosse uses symbolism and allegory to convey deeper meanings in his stories. Objects, places, and events often carry symbolic weight, inviting readers to interpret and contemplate the significance behind them. Some of the common symbols found in Fosse's writings and their interpretations are given below. Water symbolizes the passage of time, the flow of memories and thoughts, or the unknown depths of the human psyche. In some of his plays, water serves as a boundary or a barrier, reflecting emotional and psychological obstacles that characters must navigate. The interplay of light and darkness often serves as a symbol of hope and despair, clarity and

confusion, or enlightenment and ignorance in Fosse's writing. Characters may grapple with their inner darkness or search for the light of understanding and connection. The settings of Fosse's works, often remote or isolated, symbolize the characters' emotional and psychological isolation. The physical distance between characters can mirror the emotional distance they feel from each other, emphasizing the difficulty of genuine human connection. Dreams and visions are employed as symbols for the characters' subconscious desires, fears, and conflicts. They provide insight into the characters' psychological landscapes. Fosse often plays with the concept of time, using it as a symbol for the fleeting nature of existence or the persistence of memory.

Jon Fosse's literary style has earned him acclaim and recognition in the literary world. His works are often introspective and philosophical delving into the inner workings of the human mind and the complexities of human relationships. His writing invites readers to engage with the characters' internal struggles and existential concerns, making his works both thought-provoking and emotionally resonant. The aim of Jon Fosse's infuriating piece is presumably to make the audience experience the same emotions as the characters on stage - depression, desperation, a terrible lassitude of spirit. It certainly succeeds, but what a perverse and pointless exercise.

Conclusion

Unni Langås, Professor of Scandinavian literature, Faculty of Humanities and Education, University of Agder, and one of Norway's experts on Jon Fosse. Hearing the awards remarked about Jon Fosse that "It was extremely delightful and thoroughly deserved. She noted that people recognized

the quality of his work, with much of his admiration stemming from his exceptional originality. He didn't just tell stories; he used a language that was both highly effective and consistently reinforced the central themes. His writing was notably musical, and when reading his works aloud, one could clearly hear a distinct rhythm in the text. As she put it, "Fosse's literature is marked by rhythmic repetitions and thematic recurrences." Jørgen Magnus Sejersted, Professor of Scandinavian Literature at the University of Bergen, remarked upon hearing of Fosse's Nobel Prize, "The award is richly deserved and honors an extraordinary body of work." Jon Fosse is a distinguished literary figure, celebrated both in Norway and internationally.

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