

# **RESEARCH JOURNAL**

## **An Annual Journal of Educational Research**



**Editor in Chief Prof. Vibha Asthana**

**Editor: Ms.Lubna Aly Khan**

**GHULAM AHMED COLLEGE OF EDUCATION**

**(Established by Sultan Ul Uloom Education Society)**

**Accredited by NAAC, Affiliated to Osmania University**



*“The measure of greatness in a scientific idea is the extent to which it stimulates thought and opens up new lines of research.”*

*— Paul Dirac*



## EDITORIAL

On behalf of the Ghulam Ahmed College of Education, and my co editor I am pleased to present this issue of The GACE Research Journal.

This Journal of Research showcases the research endeavors of the students and in the process aims to enhance the student's potential to carry out research in their field of study and subsequently develop skills of critical thinking, logical reasoning and to develop the art of collating information and analyzing it.

The articles published in this Journal cover topics that are relevant in the field of education, from issues of gender to anxiety faced by students, the research is qualitative and will have far reaching effects in improving the quality of education if the implications are put into practice.

These research articles also reflect the support extended to the students by the faculty and the path they have put them on by igniting the spark of curiosity and instilled in them the desire to benefit students and the community at large.

Above all, we are grateful beyond measure for the support and guidance of our Director, Mrs. Vibha Asthana, who is the reason we aspire to be better educators

Lubna Aly Khan



## CONTENTS

S.NO	TOPIC	PAGE NO.
1	<b>‘Impact of Internet Usage on Study Habits of Secondary School Students’ Hajera Begum</b>	<b>1</b>
2	<b>‘A study on the issue of early girl child marriage that effects their education’ F\aria Naaz</b>	<b>22</b>
3	<b>‘To Study the Life Skills among Student Teachers’ By Musferah</b>	<b>35</b>
4	<b>A comparative study on the implementation of Innovative Strategies between the Government Schools and Residential Schools. -Sobia Fatima</b>	<b>44</b>
5	<b>A comparative study of mathematical anxiety among secondary school students of SSC and CBSE syllabus- Mohammad Azgar Ali Baba</b>	<b>52</b>
6	<b>Relationship between emotional intelligence and academic anxiety among secondary school students -Sana Fatima</b>	<b>60</b>
7	<b>A study of occupational stress and coping styles among teachers in the colleges of Telangana state with special reference to the city of Hyderabad-Aisha Abood Abdullah</b>	<b>72</b>
8	<b>“To Study Oral Communication Skills in English Language among Secondary School Students in relation to their Parental Education”.- Shameem Sultana</b>	<b>95</b>
9	<b>A study of personal values among secondary school students-V Sandhya Rani</b>	<b>123</b>
10	<b>“Effectiveness of differentiation in teaching learning process” Prarthana Thakur</b>	<b>133</b>

## **“Impact of Internet Usage on Study Habits of Secondary School Students”**

### **Introduction**

In this fast pace life, every student must keep his knowledge upgraded. The use of internet is essential for all students to exceed in his life. The usage can be for academic as well as non-academic purpose. With the increase in internet use, its consequences have grabbed much attention in past few years. On one hand it facilitates a modern man and on the other hand, man can become addicted to it. The internet provides an opportunity to students to enhance their learning by exploring the enormous sources of information.

Internet is cost effective and rapid way of getting and sharing ideas, knowledge and information. But, with so many pros of internet, there are inevitable cons too. The internet is phenomenon that covers a wide range of users distinguished by their purpose of use. Some of them use internet for educational and professional purposes but many use it in leisure time without any proper time limit and get captivated or addicted to use it.

The whole world has become a small village. Students are preferring to play online games like Hearthstone: Heroes Of War craft, World Of Tanks, World of War craft (WoW) ,Fortnite, PUBGI etc. in place of playing outdoor games. Internet is an ocean of knowledge which provides significant information. Students surf the various websites for making school projects, presentations and completion of home assignments. Apart from that they spend time on YouTube for watching useful programme as well as entertainment, porn sites, gambling and others. The social websites and applications like Face book, Twitter, Instagram, WhatsApp, etc. are famous among the adolescents. They like to interact and text through online mode instead of face to face interaction and are always thrilled to experiment something new. Gradually they start spending more time on online activities for non-academic purpose and they fall in the category of internet addicts. They even neglect their daily household core and school work. They like to use short-

cuts for studying. It has been observed that there is a change in the study habits pattern. They are giving less time for reading, writing, note making, discussion with friends and teachers.

### **Meaning of Internet Addiction**

Internet addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviors regarding computer use and internet access that lead to impairment or distress.

### **Background of The Study**

Empirical studies suggest that Internet Addiction , like other well researched addictive behaviors, has an effect on many facets of a person's life, including academic or work performance, relationships, and physical and mental health (Goldberg et.al,1996).

Internet addiction means when an individual is not able to control his or her use of internet for non-academic or non-essential purpose, which eventually causes some physical, social, psychological and work related problems in one's life.

### **The significance of the study**

Internet addictions usually occur during teenage years or young adulthood . Secondary School students, are especially susceptible to internet addiction. In the name of school projects and assignments they are busy with online games, WhatsApp, face book and chat rooms. The present research will be useful for all the students, parents, teachers, head masters and to the community to find the students who are hooked to the internet and are spoiling their study habits.

Thus the results of this research would guide them to do their work efficiently, systematically and in perfect manner.

With the help of the results of the study teachers can guide students to use internet in a correct way and help them to control and channelize their energy in a proper way.

Proper study habits help persons to better their future, to develop proper attitude towards study and avoid wasting time or energy unnecessarily. Many students have the urge to study and gain better achievement but they are not well aware of the techniques to study effectively. Students can be benefitted if an effective study habits programme is developed and implemented in the schools with the results of this research

It is in this context that the present study is taken up by the researcher to study to what extent do the Secondary school students of Hyderabad use Internet and how their study habits are getting affected. This is analyzed with respect to gender level and class level.

### **Objectives of the study**

- To Study the extent of Internet Usage among Secondary School Students
- To Study the pattern of Study habits among Secondary School students
- To study the difference between the Internet usage of High school boys and girls
- To study the difference in Study habits of High school boys and girls
- To study the relationship between Internet usage on study habits

### **Hypotheses of the study**

- There is no significant difference between the Internet Usage of Secondary School boys and girls.
- There is no significant difference between the Study Habits of Secondary School boys and girls.

- There is no significant relationship between Internet usage and Study Habits of Secondary school students

### **Scope of the study**

Due to pandemic the present study is restricted to only secondary school students of Hyderabad city. Also the researcher couldn't cover overall all the schools of the city. The data was collected from three schools of Golconda and Tolichowki only. The research was also confined to the urban area. For the research can be done on the broader aspects considering almost all secondary schools of Hyderabad. A comparative study can be done on secondary schools of other parts of the city with respect to gender including different boards up comparative study can also be carried out on the Suburban students of the city.

### **Statement of the problem**

**‘Impact of Internet usage on study habits of secondary school students’**

### **Operational definition**

- **Internet Addiction**

Internet addiction means when an individual is not able to control his or her use of internet for non-academic or non-essential purpose, which eventually causes some physical, social, psychological and work related problems in one's life.

- **Addiction**

When engagement in a certain activity negatively impacts one's wellbeing and takes priority over important areas of life—such as work, school, and the individual's relationships—this [activity can be classified as an addiction](#)

- **Secondary school students**

Secondary school students are students studying in 9<sup>th</sup> and 10<sup>th</sup> classes with age group range from 14-16 years.

- **Study Habits**

Acheaw, (2004) defines study habits as well-planned and deliberate patterns of study which has attained a form of consistency on the part of students towards understanding academic subjects and passing examinations.

- **Gender**

Gender refers to the attitudes, feelings and behaviours that a given culture associates with the person's biological sex. The behaviour that is compatible with the cultural expectations is referred to as gender-normative behaviour ( American psychological Association).

- **State Board of Education**

The State Board of Education is for public and private schools under the government of Telangana State, India. The board controls and maintains all the necessary secondary education in the state.

### **Variables**

- **Independent variables:** Internet Usage
- **Dependent variable:** Study Habits, 9<sup>th</sup> and 10<sup>th</sup> Class (Boys & Girls)

### **Literature Review**

**Barthakur , M. (2012).** A study was conducted to find out the connection between internet use and mental health problems. In the total 268 respondents, 24.6% were tested with frequent

problems due to use of internet. The researchers found several negative effects of internet addiction. A large population from the sample accepted that excessive use of internet effected their work, social life and anticipation. Heavy users of internet felt loneliness, depressive, anxious and other disorders. The researchers recommended that internet users at the college and workplace should be screened and interventions should be planned to prevent mental health problems.

### **Lajwanti et.al,(2012). The Impact of Internet use on Study Habits of Higher Secondary Students**

#### **Findings:**

This study was conducted on 480 students studying in various secondary schools of Agra city in India were selected by using purposive sampling method. It was concluded that use of internet for academic purpose by internet users and non-users have no significant relationship with study habits.

### **Evaluation of Internet Addiction among Students of Medical College in Ahmedabad**

#### **Research Methodology**

The present work aims to compare the Internet Usage and Study habits of secondary school students with respect to gender. It also aims to analyze the relationship between Internet usage and Study Habits of Secondary School Students.

Internet Addiction test developed by Dr. Kimberly Young and Study Habits Inventory developed by Dr.M.N Palsane and Sadhana Sharma was used.

#### **Population and Sample**

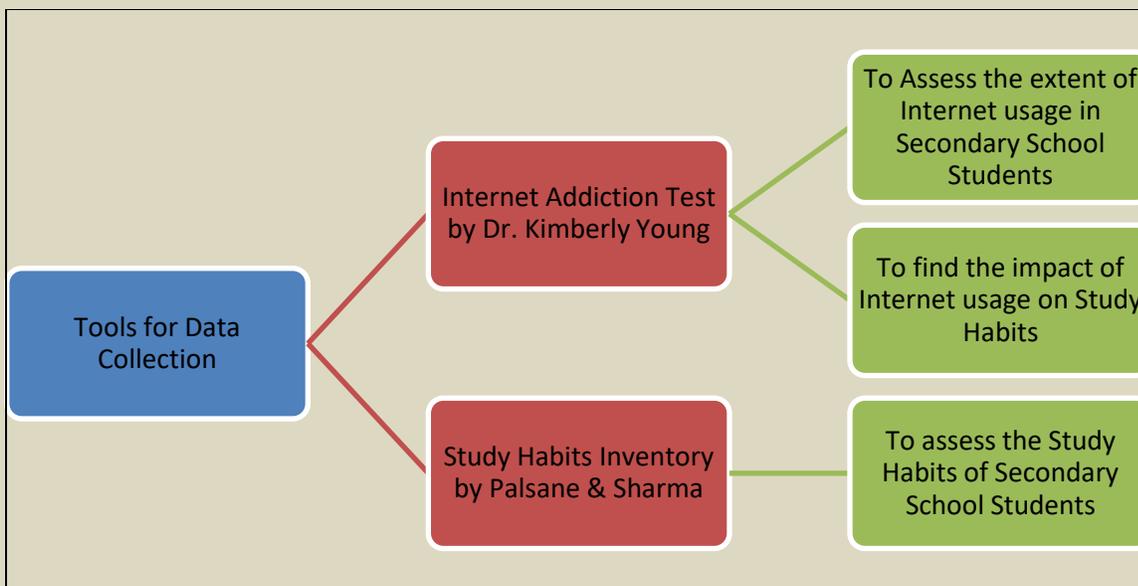
## Population

The population of this study comprises of secondary school students of Hyderabad.

## Sample

The sample of the present study is IX and X students of Little Paradise High School Golconda, Rising Star National High School and Neo Rosary High School, Tolichowki, Hyderabad, Telangana

## Tools for Measurement



## Data Collection

Prior permission was obtained by the researcher from the principals of the schools. On the given dates the investigator gathered the data by administering two tools IAT and PSSHI on IX and X grade students of Little Paradise High School Golconda, and Rising Star National High School, Hyderabad, Telangana

## Internet Addiction Test

To collect the information related to the internet usage for non-academic purpose, Internet Addiction test developed by Dr. Kimberly Young was used. She adapted the DSM IV criteria to relate to internet use in the Internet addiction Test. The split half reliability of this tool is 0.859

and Cronbach's Alpha is 0.902. The questionnaire comprises 20 questions. Each item is rated on a 5-point Likert scale ranging from 0 to 5.

0 = Not Applicable

1 = Rarely

2 = Occasionally

3 = Frequently

4 = Often

5 = Always

Scoring of IAT:

0 to 30 – Normal users

31 to 49 – Mild Users

50 to 79 – Moderate Users

80 to 100 – Severe Dependence

Study Habits Inventory

To measure the Study Habits of Students Standard inventory of Study Habits by Dr. M.N.Palsane and Sadhana Sharma was used which comprises 45 questions. Based on the Palsane and Sharma questionnaire instructions for responding, score 2 was given to the response "always or most often", score 1 to "sometimes" and score 0 to "seldom or never". However, the scoring weight was reversed for a number of questions, and a higher score indicated better study habits generally. The reliability of the questionnaire had been reported to be 0.88 in previous studies .

Scoring of PSSHI:

80 to 90 – Excellent Study Habits

67 to 79 – Good Study Habits

38 to 66 – Average Study Habits

19 to 37 – Unsatisfactory Study Habits

0 to 18 – Very Unsatisfactory Study Habits

Statistical Treatment

## t-Test

The t test (also called Student's T Test) compares two averages (means) and indicates if they are different from each other or not. The t test also tells you how significant the differences are; In other words it lets you know if those differences could have happened by chance.

The t score is a ratio between the difference between two groups and the difference within the groups. The larger the t score, the more difference there is between groups. The smaller the t score, the more similarity there is between groups. A t score of 3 means that the groups are three times as different from each other as they are within each other. When you run a t test, the bigger the t-value, the more likely it is that the results are repeatable.

A large t-score tells you that the groups are different.

A small t-score tells you that the groups are similar.

t-value and p-value:

Every t-value has a p-value to go with it. A p-value is the probability that the results from your sample data occurred by chance. P-values are from 0% to 100%. They are usually written as a decimal. For example, a p value of 5% is 0.05. Low p-values are good; they indicate your data did not occur by chance. For example, a p-value of .01 means there is only a 1% probability that the results from an experiment happened by chance. In most cases, a p-value of 0.05 (5%) is accepted to mean the data is valid.

Types of 't' test:

There are three main types of t- test:

An Independent sample t-test compares the means for two groups.

A paired sample t-test compares means from the same group at different times (say, one year apart).

A one sample t-test tests the mean of a single group against a known mean.

The data collected in the study was interpreted by using 'Independent sample t -test' and Karl Pearson correlation coefficient and analyzed with the help of SPSS 21 software.

Independent Sample t-test:

The independent sample t-test (also called the unpaired sample t-test) is the most common form of t-test. It helps you to compare the means of two sets of data.

An independent sample t-test is used to compare two population means where one has two samples in which observations in one sample can be paired with observation in the other sample.

In this study Independent sample t-test is used.

Formula for Independent sample t-test:

Formula 1:

$$\sigma = \sqrt{\frac{\Sigma x_1^2 + \Sigma x_2^2}{(N_1 - 1) + (N_2 - 1)}}$$

$$x_1 = X_1 - M_1$$

$$x_2 = X_2 - M_2$$

Formula 2:

$$\sigma_D = \sigma \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}$$

Where

$N_1$  = no. of students/subjects in group one

$N_2$  = no. of students/subjects in group two

Formula 3:

$$t = \frac{M_1 - M_2}{\sigma_D}$$

Where as

$M_1$  = Mean of group 1

$M_2$  = Mean of group 2

$\sigma_D$  = Standard error of difference between the means of 2 samples (small sample)

Data Analysis

**Hypothesis 1: There is no significant difference between the Internet Addiction of Secondary School Boys and Girls**

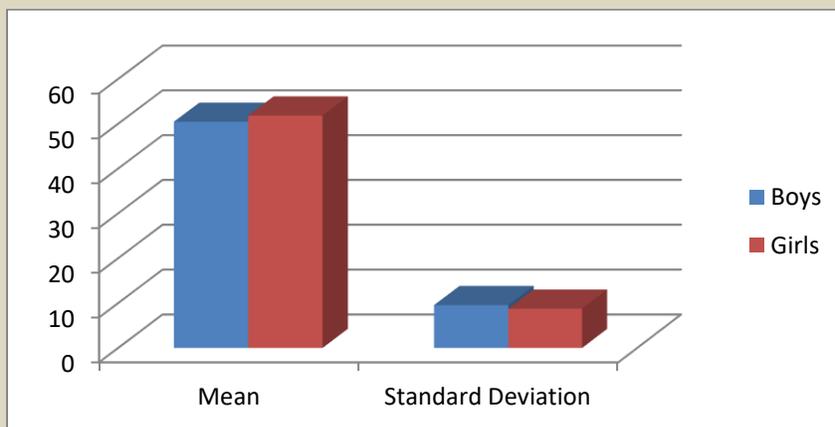
**Table 1**

<b>Gender</b>	<b>No of Samples</b>	<b>Means</b>	<b>Standard Deviation</b>
<b>Boys</b>	<b>50</b>	<b>50.44</b>	<b>9.54936</b>
<b>Girls</b>	<b>50</b>	<b>51.84</b>	<b>8.75601</b>

**Table 1.**

<b>N</b>	<b>df</b>	<b><math>\alpha</math></b>	<b>t-Calculated</b>	<b>t-Critical</b>	<b>Significance</b>
<b>100</b>	<b>98</b>	<b>0.05</b>	<b>-0.764</b>	<b>1.96</b>	<b>Ho Accepted</b>

**Graph-1**



**Interpretation:** There is no significant difference between the Internet Addiction of Girls and Boys of 9<sup>th</sup> and 10<sup>th</sup> students, as the calculated t value is less than the critical value for n = 100, df = 98 and  $\alpha = 0.05$

**Hypothesis 2:** There is no significant difference between the Study Habits of Secondary School boys and girls.

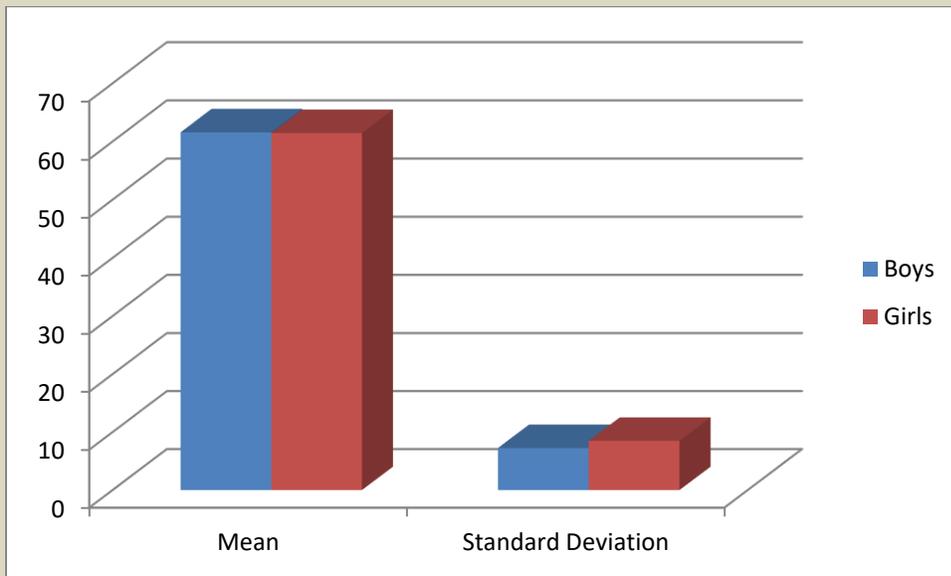
**Table 2**

<b>GENDER</b>	<b>No of Samples</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>BOYS</b>	<b>50</b>	<b>61.5800</b>	<b>7.25931</b>
<b>GIRLS</b>	<b>50</b>	<b>61.4600</b>	<b>8.49540</b>

<b>N</b>	<b>df</b>	<b><math>\alpha</math></b>	<b>t-Calculated</b>	<b>t-Critical</b>	<b>Significance</b>
<b>100</b>	<b>98</b>	<b>0.05</b>	<b>0.076</b>	<b>1.96</b>	<b>H<sub>0</sub> Accepted</b>

**Table 2.1**

**Graph-2**



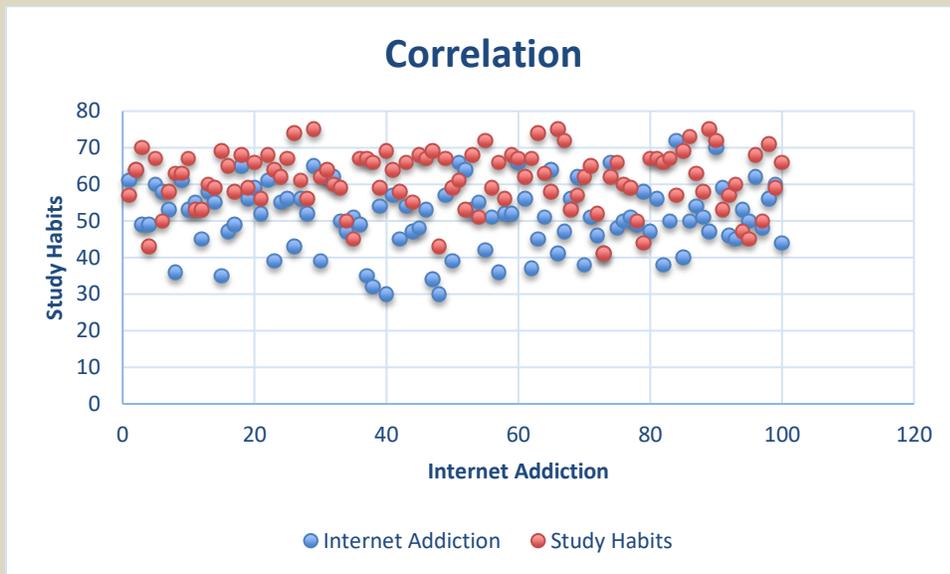
**Interpretation:** There is no significant difference between the Study Habits of Secondary School Boys and Girls, as the calculated t value is less than the critical value for  $n = 100$ ,  $df = 98$  and  $\alpha = 0.05$

- **Hypothesis 3:** There is no significant relationship between Internet usage on study habits of high school students

**Table 3:**

Variables	r value
Internet Addiction	-0.057
Study Habits	

**Graph 3**



**Interpretation:** There is a weak negative correlation between Internet Addiction and Study Habits of Boys and Girls

**Inferential statistics**

Inferential statistics a random sample of data taken from a population to describe and make inferences about the population. Inferential statistics are valuable when examination of each member of an entire population is not convenient or possible. Inferential statistics makes inferences and predictions about a population based on a sample of data taken from the population in question.

**Overview of the Study**

The purpose of the present study was to examine the Impact of Internet Usage on Study habits of secondary school students’ . In order to do this, the researcher has gone through a number of research articles of foreign and Indian publication. The studies have been mixed: the results in few articles showed no difference in the Internet Usage and Study Habits of Girls and Boys’ at

University level and College level, but contrary to this, some of the articles concluded that there are significant differences between the Internet Usage and Study Habits of girls and boys towards mathematics. It is seen that in few studies there is a negative correlation between Internet Usage and Study Habits. However, the researcher didn't find articles that analyse the Internet Usage and Study Habits with respect to class level and the board.

The data was collected administering the inventory of Internet Addiction Test and Study Habits on 100 students of class IX and class X students where 50 were boys and 50 were girls from Little's Paradise High School Golconda and Rising Star National School, Hyderabad, Telangana. The present study has not only tried to analyse the Internet usage and Study Habits of Secondary School students towards mathematics with respect to class level, Gender and also with respect to the board.

With the help of descriptive statistics, it became apparent that students of class IX and X boys as well as girls of the secondary school of SSC boards have similar Internet Usage and Study habits

### **Summary of the Findings**

#### **Major Findings**

The study of "Internet Usage and Study Habits" with respect to gender and class is found to be non-significant, in both the cases. The first two null hypotheses were accepted by the researcher at Alpha equal to 0.05 levels. This means that students of class IX and X have similar Internet Usage and Study Habits.

The third hypothesis got rejected as there is a weak negative correlation between Study Habits and Internet Usage. This means as the Internet Usage is increasing there is a slight decline in Study Habits of High School Students

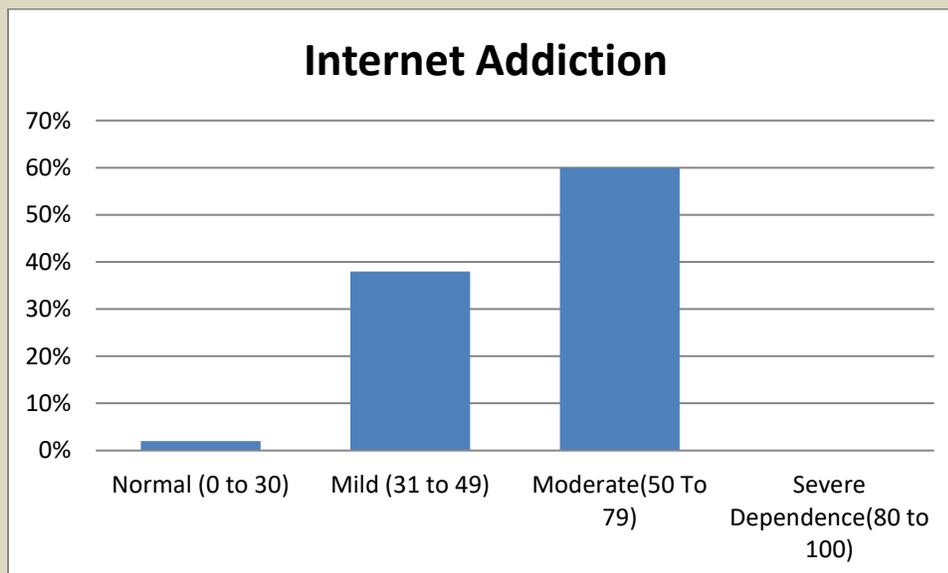
## Minor Findings

**Table 4**

### **Depicting the percentage of Internet Addiction**

Type of Internet Usage	Percentage of Internet Addiction
Normal	2%
Mild	38%
Moderate	60%
Severe Dependence	0%

**Graph 4:**

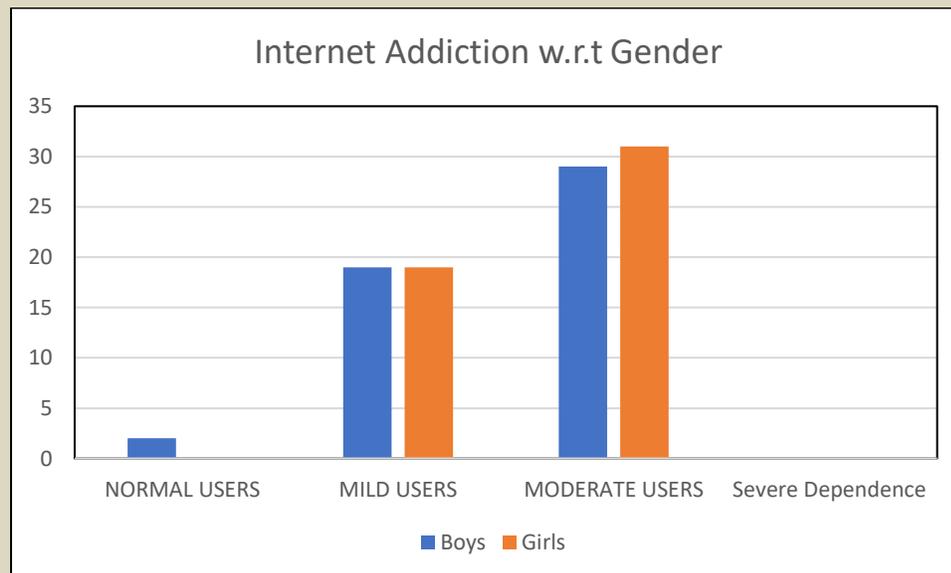


As per the findings, out of 100 students taken as a sample for the study, 2% are the normal users of internet. It means that they are using the internet for non-academic purpose in controlled manner. 38% students are mild users of internet, sometimes they exceed the usage of internet but still they have good monitoring over their activities. 60% students are the moderate users of internet, who occasionally face problems due to excessive usage and it also influences their daily life activities.

**Table 4.1:**

		Internet Addiction Test			Total
		NORMAL USERS	MILD USERS	MODERATE USERS	
Gender	Boys	2	19	29	50
	Girls	0	19	31	50
Total		2	38	60	100

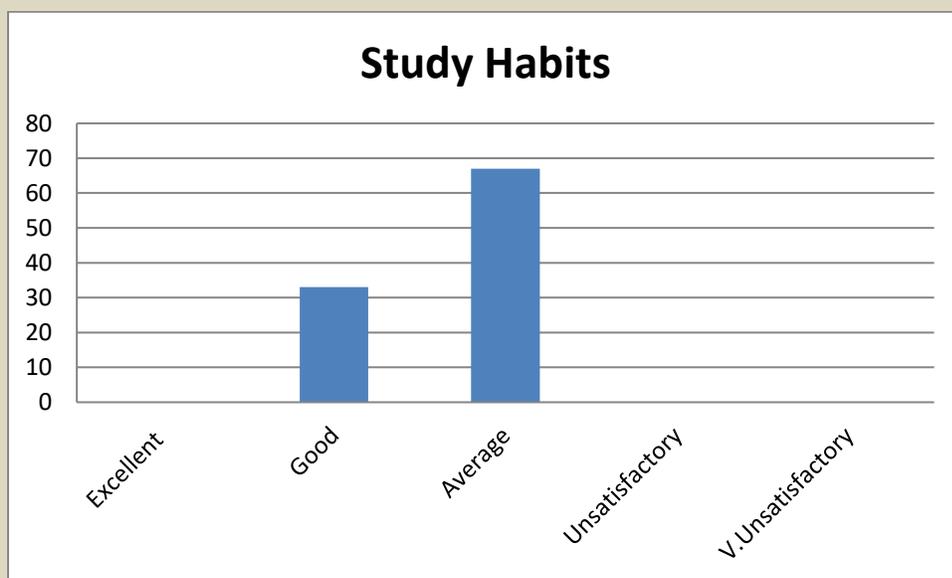
**Graph 4.1**



**Table 5:** Showing the pattern of Study Habits among students

Study Habits Status	Pattern of Study Habits among Students
Excellent	0%
Good	33%
Average	67%
Unsatisfactory	0%
Very Unsatisfactory	0%

**Graph5:**



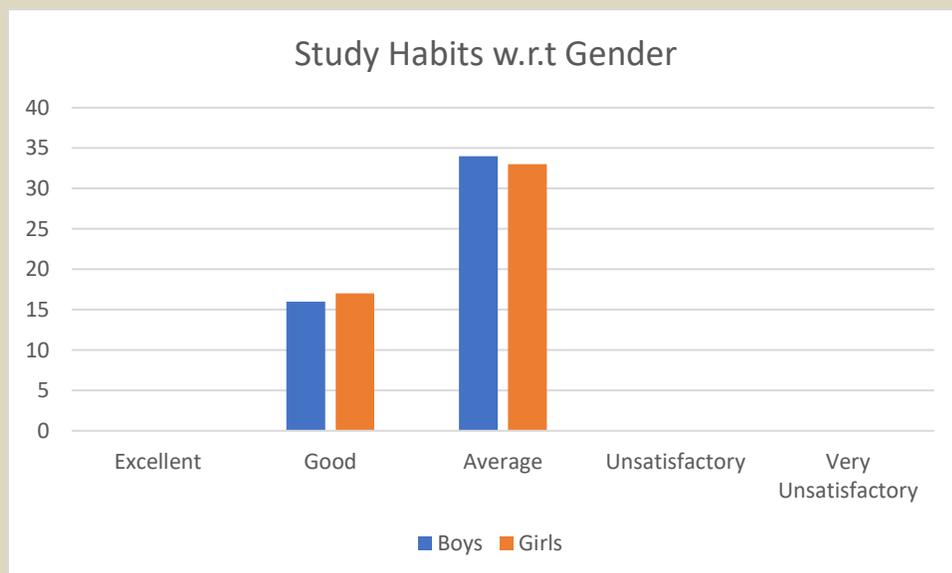
As per the above table 5, it is easy to understand the pattern of study habits among Secondary School students. These students are boys and girls of 9<sup>th</sup> and 10<sup>th</sup> class. 33% students are having Good study habits. 67% students have average study habits.

**Table 5.1:**

Studyhabitsw.r.t Gender		
	Gender	Total

		Boys		Female			
		N	%	N	%	N	%
Studyhabits	Good	16	32.0%	17	34.0%	33	33.0%
	Average	34	68.0%	33	66.0%	67	67.0%
Total		50	100.0%	50	100.0%	100	100.0%

Graph 5.1:



### **Educational Implication**

- Depending on the severity of internet usage the students can be guided in right time in right way.
- Teachers should show the correct the student's way of using Internet.

- Make the children familiar with different educational websites, educational games and apps that will help them to perform better in their academics.
- The scores of study habits will help the teachers know in which areas the students need guidance and counseling.
- Teachers should work on all the eight areas of study habits i.e. budgeting time, physical condition for study, reading ability, taking notes, motivation, memory, holding examination, and health so that the students excel in studies.
- Appropriate guidance and counseling programs can be conducted for the students according to their need.
- A Study Habits intervention program should be conducted in every school.

#### **Recommendation for further Research**

- The present study finds the internet usage only for non academic purpose. Further the study can be done to find the internet usage of academic purpose.
- This study helps only to find the negative impact of Internet Usage, Researchers can find the positive impacts of internet on study habits.
- Impact of Internet Usage on academics was found further the impact of internet usage on psychological behaviour and mental
- What is the correct age at which the techniques to develop Study Habits among students should be introduce?
- The present study is limited to the urban secondary school students only. Further the study can be done on rural secondary school students
- This study can be carried out for middle school students also
- The study can be carried out in government schools as well

- Different boards like ICSE and IGCSE.
- The same study could be carried over at the college level in general or in professional level.

## **CONCLUSION**

The results have indicated that the adolescents are slightly effected by the charm of internet . As a result, they are becoming addict to the internet for entertainment. Thereby, they are unable to practice the right study habits to study various subjects. There is a weak negative relationship between excessive internet usage and study habits. It is the responsibility of the teachers, parents and administrators to guide the students . The diagnostic test for Internet Addiction should be taken to know the actual position of internet usage. Timely measures will help to direct the students in the right path . Human beings should rule on the technology but not in any case human beings should get ruined by the technology.

The positive use of internet for academic purpose and getting new information is highly valuable; it is the unnecessary prolonged use of internet which creates problems in the academic life of secondary school students. With the help of guidance and counseling of students this social problem can be solved

## **A STUDY ON THE ISSUE OF EARLY GIRL CHILD MARRIAGE THAT EFFECTS THEIR EDUCATION**

### **INTRODUCTION**

Education is the deliberate and systematic influence, exerted by a mature person upon the immature, through instruction or supporting the harmonious development of physical, intellectual, aesthetic, social and other abilities of human beings by providing appropriate stimulation and environment. According to Dewey (1916) education is the process through a continuous reconstruction of experience. It is the development of all those capacities in the individual which enable him to control his environment and fulfill his responsibilities in more effective manner. In a broader sense "education" is for bringing –up of the young child in best of the way the child is capable of and in the way the society needs it. The education must also encompass the acquisition of good habits, values and attitudes.

### **IMPORTANCE OF GIRLS EDUCATION:**

The progress of any country or any nation depends on the progress of the women. There is no meaning in progress of the country without the women's progress. A woman plays an important role for the welfare of the family. The family cannot progress without a woman's progress. So it is very much necessary for women to be educated.

According to Pundit Jawaharlal Nehru "The working of any nation can be understood by the progress of country it is necessary for women to be educated".

After independence government has tried to solve the problems of women education. In 1947 published a report named towards equality which has given the correct picture of women's education. According to that report in spite of framing the rules to give equal status of women in society, women suffered a lot for their rights. To improve the condition of women in the society

the consideration was first given to women. In many countries the birth of a boy is considered as something good. If the sex ratio is studied one can easily know the position of a woman in the society.

Women should be made aware about the role and position in society, women apart from giving birth to a child has also the responsibility of her house and society so she could be aware about the economic problems, religious independence, and decision making ability, health education etc, before all this the thinking of the women should be changed, she should be made to socialize. It does not mean that there is a competition with man but it means that she would have a happy and peaceful life.

The women empowerment means that no woman should be illiterate.

Education plays a particular important role as foundation for girl's development towards adult life. It should be an intrinsic part of any strategy to address the gender based discrimination against women and girls that remains prevalent in societies.

- ❖ **Education is a right**
- ❖ **Cultural changes**
- ❖ **Better health and awareness**
- ❖ **Poverty reduction**

### **EDUCATION IS A RIGHT**

Everybody has the right to education, which has been recognized since the Universal Declaration Of Human Rights (UDHR) in 1948. The right to free compulsory primary education , without discrimination and of good quality, has been reaffirmed in all major international human rights conventions.

### **CULTURAL CHANGES**

Cultural and traditional values stand between girls and their prospects for education. The achievement of girls right to education can address some of society's deeply rooted inequalities, which condemn millions of girls to a life without quality

education.

### **BETTER HEALTH**

Basic education provides girls a better understanding of basic health, nutrition and family planning giving the choices and the power to decide over their own lives and bodies, education leads directly to improved family health, economic growth, it is also a key in the fight against the spread of HIV and AIDS.

### **POVERTY REDUCTION**

Education of girls is an important step in overcoming poverty. Inequality and poverty are not inevitable.” The focus on poverty reduction enables the right to education to be a powerful tool in making a change in the lives of girls. Poverty has been universally affirmed as a key obstacle to the enjoyment of human rights, and it has a visible gender profile. The main reason for this is the fact that poverty results from violations of human rights, including the right to education, which disproportionately affect girls.

### **BENEFITS OF GIRL’S EDUCATION**

Not only does education benefits the person learning, but also the community in which they live. Education contributes to the economic stability of any given nation by increasing the income of the poor, research has shown that no country has sustained consistent economic growth without a significant nationwide literacy rate.

In addition to economic stability, education promotes civil and international peace, as well as cultural tolerance and understanding.

## **2. NEED AND IMPORTANCE OF THE STUDY:**

Every child has a right to learn and get a good quality education, regardless of gender, where they live or their circumstances. Educating girls saves lives and builds stronger families, communities and economies. With an education, girls will understand their rights, have a greater sense what is needed to support health and wellbeing, and they will have greater opportunities to be employed in a fulfilling way and achieve their full potential. Educating girls today will also help future populations. According to UNESCO data, if all females in developing countries completed primary education. child mortality would drop by a sixth, saving nearly one million lives annually. “Girls are the future mothers of any society. Every girl that receives an education is more likely to make education a priority for her children. It’s a ripple effect of positive change in the community and country.”

Child marriage not only puts a stop to girls' hopes and dreams. It also hampers efforts to end poverty and achieve economic growth and equity. Ending this practice is not only the morally right thing to do but also the economically smart thing to do. The main aim of this study is to bring awareness in the parents about the value of education then only they will send their daughters to school. To bring awareness in the parents the government has introduced many educational programs, like AksharaJyothi, tuition free education free books and uniform, mid-day meal, residential facility, scholarship, free transportation facility etc. In addition, to bring awareness about the early girl child marriage that has worse effect on the education of girls because education is one of the most critical areas of empowerment for women. An educated women has the skills, information and self-confidence that she needs to be a better parent, worker, and citizen. If you educate a man, you educate a person, but if you educate women, you educate the whole family and a nation.

#### **TITLE OF THE STUDY:**

**“A STUDY ON THE ISSUE OF EARLY GIRL CHILD MARRIAGE THAT EFFECTS THEIR EDUCATION”.**

#### **OPERATIONAL DEFINITIONS:**

**EDUCATION**-Education is defined as the process of gaining knowledge.

**CHILD MARRIAGE**-Child marriage is a marriage in which one or both spouses are under 18 years old.

**ISSUE**- a subject or problem that people are thinking and talking about.

#### **OBJECTIVES OF THE STUDY:**

- 1) To know the opinion of parents regarding early girl child marriage.
- 2) To know the opinion of teachers regarding early girl child marriage.
- 3) To compare the opinion of parents and teachers regarding early girl child marriage.

## **HYPOTHESIS:**

- 1: Ho – There will be no significant difference in the opinion of male and female teachers regarding early girl child marriage.
- 2: Ho – There will be no significant difference in the opinion of educated and uneducated parents regarding early girl child marriage.
- 3: Ho – There will be no significant difference between the opinion of parents and teachers regarding early girl child marriage.

## **DELIMITATIONS:**

Study is confined to private, English and Urdu medium girls school and colleges of old city.

## **REVIEW OF LITERATURE:**

I .Pande, K.S (2005)

A study influence of Education of Gender Differences in perception of parental Behavior of Girls Education.

## **OBJECTIVES:**

To study the perceived behavior dimension such as loving, dominating rejecting, protecting, punishing and disciplining.

To study the difference in the perception of parental behavior regarding girls and boys education.

## **FINDINGS:**

Parental behavior changes with respect to the gender of a child boys perceived their parents as more dominating in comparison to girls, while perception loving variable is nearly the same and both boys and girls perceived their father as more disciplining than mothers.

2 . On the other hand girls perceived mothers as more loving and less dominating.

## **II. MohanaSundaram .K and Kanna.R (2001)**

### **Socio- Economic status and Attitude of Education**

## **OBJECTIVES:**

A ) To study the attitude of women education.

B) To find out the correlation , if any problem the attitude of parents towards women education and their economic and social status.

### **FINDINGS:**

All categories of parents in the sample hand favorable attitude towards

### **METHODOLOGY**

A survey method is adopted for the study of the opinion of the teachers and the parents of colleges and schools of old city Telangana

#### **Subject:**

“School and intermediate parents and teachers.”

#### **Population:**

The population of study comprises of class VII to class XII , parents and teachers of private and government school and junior colleges of Telangana.

#### **Sample:**

The sample of present study is taken from class VII to class XII of private girls colleges and Schools of Dabeerpura, Yakutpura and Santoshnagar.

#### **Description of sample:**

25 educated parents from the colleges and schools.

25 uneducated parents from the colleges and schools.

Total number of parents from the schools and colleges=50

25 male teachers from the schools and colleges.

25 female teachers from the schools and colleges.

Total number of teachers from schools and colleges =50

Overall the numbers of parents and teachers of schools and colleges =100

#### **Collection of sample:**

Simple random sample technique is used by the investor while collecting a sample of 100 (Parents and teachers) of schools and colleges.

**Sample design:**

It is a comparative study between the parents and the teachers of schools and colleges. To know the opinion of parents and teachers regarding early girl child marriage that effects their education.

**Construction of tool:**

The non-standardized, close ended questionnaire was constructed to administer to the sample of parents and teachers. The questions designed were simple and easy to administer.

**Procedure for Data Collection:**

Prior permission and cooperation was shot from the principal of schools and colleges for securing data, the parents were motivated to answer the questions carefully and restfully. For collecting the data researcher has used the non-standardized tool questionnaire which was passed to different schools teachers and parents of the schools and colleges personally

**DATA ANALYSIS:**

Analysis of the data means studding the tabulated method in order to determined inherent facts meaning. The data is studied from as many angles as possible to explore the new facts, analysis requires an alert, flexible open-minded. In the present chapter the research has presented the results obtained from the analysis of the data that was collected. From participants through questionnaire arranged in tables.

**Table 1:** shows that the result of mean and standard deviation of male and female teachers regarding early girl child marriage. It reveals that the mean value of male and female teachers are 28.24 and 28.52 respectively. The standard deviation of value is 1.42, t – critical value is 2.02 but t – calculated value is -0.704 which is less than the critical value. Null hypothesis (Ho) is accepted.

**Table 2:** shows that the result of mean and standard deviation of educated and uneducated parents regarding early girl child marriage. It reveals that mean value of educated and uneducated uneducated parents are 28.68 and 26 respectively. The standard deviation value is 1.41, t – critical value is 2.02 but t - calculated value is 6.87 which is greater than the critical value. Null hypothesis (Ho) is rejected.

**Table 3:** shows the result of mean and standard deviation of teachers and parents regarding early girl child marriage. It reveals that mean value of parents and teachers are 27.34 and 28.38 respectively. The standard deviation value is 1.7, t – critical value is 1.984 however t – calculated value is 3.06 which is greater than the critical value. Null hypothesis (Ho) is rejected.

## **Results :**

### **Interpretation of the results and findings**

The result as per the data collected in the study was analyzed by using non-standardized tool. It has shown the difference between the opinion of teachers and parents regarding early girl child marriage.

**Hypothesis 1:** there is no significant difference in the opinion of male and female teachers regarding early girl child marriage.

It shows that the result of the mean value of male and female teachers are 28.24 and 28.52 respectively. Standard deviation value is 1.42, t – critical value is 2.02, however t – calculated value is -0.704 which is less than the critical value .Hence Null hypothesis is accepted.

**Hypothesis 2:** There is no significant difference in the opinion of educated and uneducated parents regarding early girl child marriage.

It shows that the result of the mean value of educated and uneducated parents are 28.68 and 26 respectively. Standard deviation is 1.41 , t – critical value is 2.02, but t – calculated value is 6.87 which is greater than the critical value . Hence Null hypothesis is rejected.

**Hypothesis 3:** There is no significant difference in the opinion of teachers and parents regarding early girl child marriage.It shows that the result of the mean value of teachers and parents are 28.8 and 27.34 respectively . Standard deviation is 1.7 , t – critical value is 1.984 ,however t – calculated value is 3.06 which is greater than the critical value. Hence Null hypothesis is rejected.

**Discussion:**

- **Statistical representation , tables and figures:**

**Table 1:** shows the results of Mean ,Standard deviation of male and female teachers.

Dimensions	N	Mean	Standard deviation
Male teachers	25	28.24	1.42

Female teachers	25	28.52	1.42
-----------------	----	-------	------

Null hypothesis (Ho):

To test there is no significance difference in the opinion of male and female teachers regarding early girl child marriage.

n	df	$\alpha$	t-cal	t-cri	significance
50	48	0.05	-0.704	2.02	Ho is accepted

**Interpretation:**

There is no significance difference in the opinion of male and female teachers regarding early girl child marriage, as t – calculated value is less than t – critical value(-0.704 < 2.02).

**Table 2:**

Shows the result of Mean, Standard deviation of educated and uneducated parents.

Dimensions	n	mean	Standard deviation
Educated parents	25	28.68	1.41
Uneducated parents	25	26	1.41

**Null hypothesis (Ho):**

To test there is no significance difference in the opinion of educated and uneducated parents regarding early girl child marriage.

n	df	$\alpha$	t-cri	t-cal	significance
50	48	0.05	2.02	6.87	Ho is rejected

**Interpretations:**

There is a significant difference in the opinion of educated and uneducated parents regarding early girl child marriage, as t –calculated value is greater than the t – critical value ( 6.87 >2.02).

**Table 3:**

Shows the result of mean and standard deviation of teachers and parents.

Dimensions	n	Mean	Standard deviation
Teachers	50	28.38	1.7
parents	50	27.34	1.7

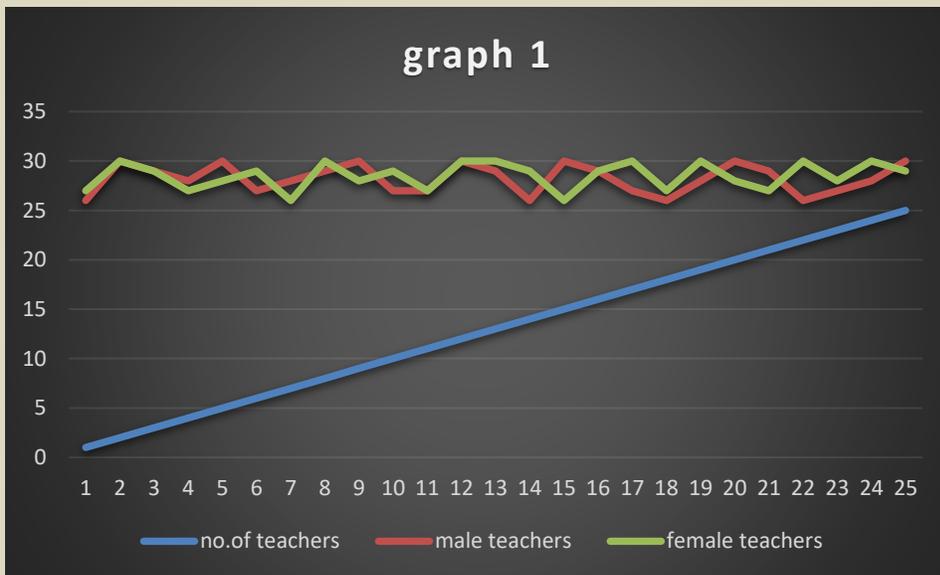
**Null hypothesis:**

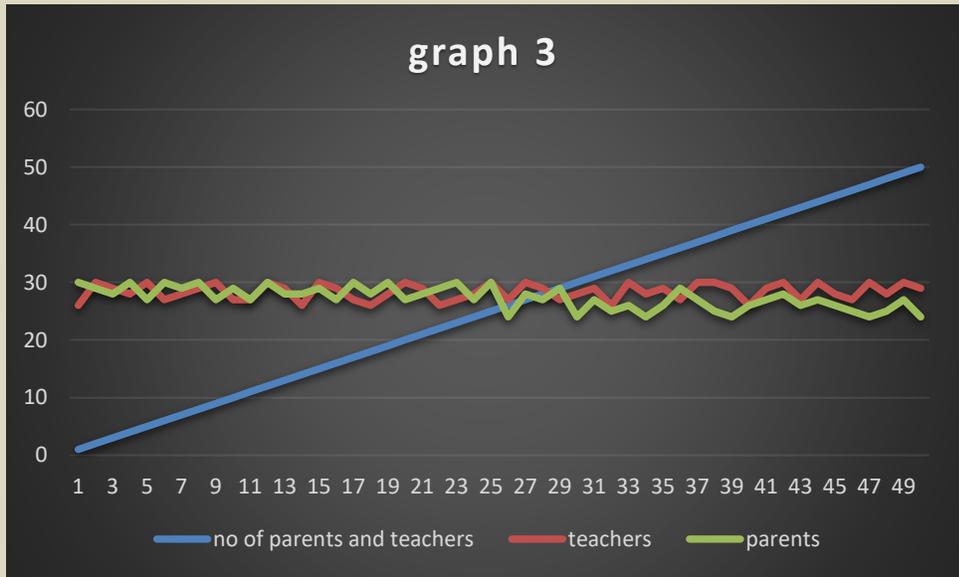
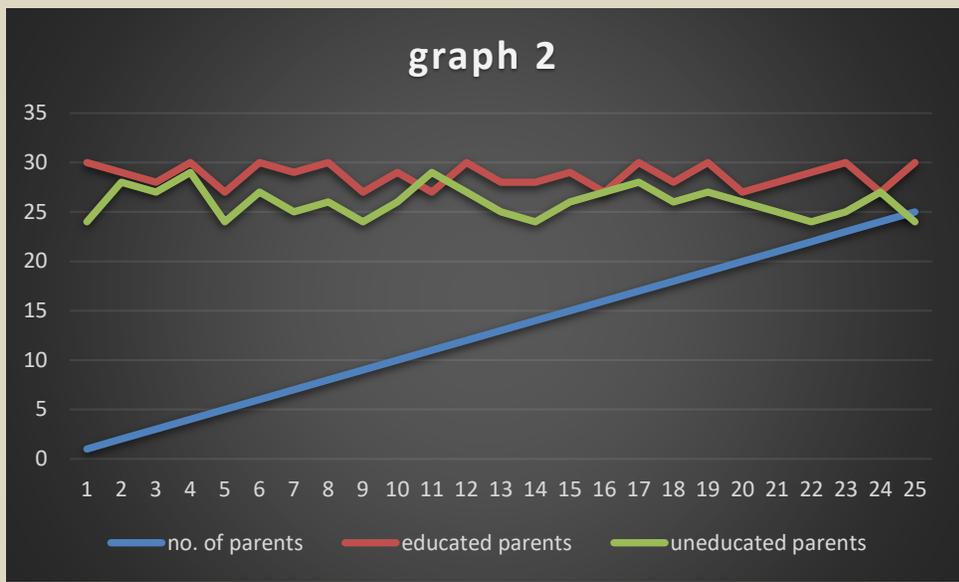
To test there is no significance difference in the opinion of teachers and parents regarding early girl child marriage.

n	df	$\alpha$	t-cri	t-cal	significance
100	98	0.05	1.984	3.06	Ho is rejected

**Interpretations:**

There is a significance difference between the opinion of teachers and parents regarding early girl child marriage, as t-calculated value is greater than the t – critical value ( $3.06 > 1.98$ ).





**Conclusion:**

The main focus of the study is to find the opinion of teachers and parents regarding early girl child marriage that effects their education. The present research reveal that there is a significant difference between the opinion of teachers and parents. Education is an essential part of a living beings. Whether it is a boy or a girl. Education plays one of the most important roles in women Empowerment. It also helps to put a stop to discrimination based on gender. Girls have the right

to education as boys.

Educating girls saves lives and builds stronger families, communities and economies. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. Men and Women are like two side of the coin and need identical opportunity to contribute to the country's development. One cannot survive without the other.

As a whole, the improvement of a nation depends on girl's learning. So girl's education should be encouraged.

### **RECOMMENDATIONS FOR THE STUDY:**

1. Issues of early girl child marriage that effect their academics.
2. A study on the present status of girl education in both rural and urban areas.

### **To Study the Life Skills among Student Teachers**

#### **INTRODUCTION**

Introduction Education is a process of human enlightenment and empowerment for a better quality of life. It is true that educations is a necessity for better life. The world in which we live has witnessed rapid changes at a mind-boggling speed. These rapid changes have far-reaching consequences on child development and education too. The youth of today is exposed to more information and cultural alternatives than in earlier periods. This provides them with culturally diverse choices which cannot be easily exercised due to economic dependence. Rapidly changing social, moral, ethical and religious values have ushered in certain lifestyles in the present society especially among the youth; and the most affected are adolescents. Each and every individual staying on this earth wants to lead a very happy life.

. Life skill is a positive behavior and an ability to adjust very efficiently with the needs and LIFE SKILLS AMONG STUDENT TEACHERS 13 challenges of everyday life. The strength of the positive behavior depends on the depth of skill acquired by the individual. In fact, the total reflection of one's behavior is the sum total of appropriate combination of different skills. Scientifically, it is the psychological competency and consistency of the concerned individual. It is not what you do for your children, but what you have taught them to do for themselves that will make them successful human beings. Ann Landers Leading success by an individual in any field or occupation depends not only upon the knowledge, intellect or talent but it is also affected by certain skills or abilities like communication power, problem solving and decision- making abilities, team-work and leadership skills, empathy, management skills, self-awareness, interpersonal skills, negotiation skills, assertiveness, ability to coping skills to deal with stress

and emotions, and many more. The group of such skills together is known as life skills as they contribute most to live a quality, healthy and happy life. They are those soft skills that basically rest in the individual. Once mastered, life skills help a person in every facet and every sphere of his life. For example, a person who is assertive will be a better and effective communicator and enjoy better inter-personal relationships at workplace, in family, and with friends. Unfortunately, training of life skills hardly finds any place in regular school curriculum and class setting than subject knowledge. Moreover, even the learner as individual is inclined towards developing competency and knowledge in prime subjects of education with paying less or no attention towards developing other skills/life skills. Therefore, “training of life skills” or at least awareness about importance of life skills is required to be interwoven into the tapestry of curriculum or syllabus design in some or the other form. Of course, much of the dissemination of the life skills theory and training at the end level is accountable to be in the hands of teacher at classroom level. Teacher’s philosophy, methods, knowledge of contents, aptitude and attitude for teaching, command over language, mental abilities, social skills, ability to manage with stress and emotions, general knowledge etc. are the back bone of the future progress of the person and largely of the society and nation. Her inefficiency can result in the downfall of the nation. The nation and society will attain more and more achievements and success in every field of national life and the key role for that is of teacher; and that’s why teacher preparation is very important, which is also reflected in the statements of various educational agencies:

(NCFTE: 2009) has advocated to instruct prospective teachers with life skills education. The NCF provides the following guidelines, which reflects the importance of life skills education: The document sketched out four aspects of education in India. 1. The first of these, “context and concerns” included a clause about “linking education with life skills and the world of work and value education” (NCERT, p. 12). 2. True education is a process of developing the human personality in all its dimensions – intellectual, physical, emotional, social, moral and spiritual (NCFTE, 2009, p.32). 3. Every person has ability of thinking and making ethical decisions independently or in a group. It is essential to sensitize student regarding emotions then only they can survive in the world of satisfaction. 4. To understand others, cooperation, social responsibility and good interpersonal relations are essential for prospective teachers. (NCFTE, 2009)

According to UNICEF, Life Skills are a behavior change or behavior development approach designed to address balance of three areas: • Knowledge • Attitude • Skills. The world bodies such as UNICEF, UNESCO, and WHO list the ten core Life Skills as: 1. Self-awareness  
2. Critical thinking 3. Creative thinking 4. Decision making 5. Problem Solving 6. Effective communication 7. Interpersonal relationship 8. Empathy 9. Coping with stress 10. Coping with emotion

Life skill has been classified into three broad categories: • Thinking skills: Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities. •

Social skills: Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc. • Emotional skills: Emotional skills, involves, knowing and being comfortable with oneself. Thus, self-management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure. On the basis of the historical development of 21st Century Skills, it can be stated that 21st century skills broadly consist of three main skill sets or 3 Ls - namely, Learning Skills, Life Skills and Literacy Skills.

Life Skills Education The World Health Organization's Department of Mental Health state that "Life Skills Education is designed to facilitate the practice and reinforcement of psycho-social skills in a culturally and developmentally appropriate way. It contributes to the promotion of personal and social development (WHO, 1999)". "Life-skills based education is behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude, and skills (UNICEF)". This definition of life skills education focuses on social, individual and reflective skills along with vocational skills. Life-skills based education has now become a regular and important component of the school and college curriculum in many parts of the world. This advancement has proved beneficiary to the deprived group of youth and adults. According to UNICEF "it is ultimately the interrelations between the skills that produce powerful behavior outcomes, especially where this approach is supported by other strategies such as media, policies and health service".

UNICEF recognized the following criteria to guarantee an effective life skills based education: Life School Based Education should not focus on behavior change rather than • knowledge and attitude change;

Traditional „information based“ approaches are not sufficient to bring • changes in attitudes and behaviors. Therefore, the lecture should be substantiated with exercise and situations through which participants can experience and practice life skills and abilities in class-room setting; It will work best when reinforced. Hence, there needs to „r4“ i.e. repeat, • recap, reinforce and review such practices.

Importance of Life Skills Education Life Skills Education helps building a society that is equipped with a creative spark, problem solving attitude, horned with critical thinking ability, rationalistic individual, decision making potentialities, high level of sociability, effective communication and skills of interpersonal and empathy for tuning in the society.

All these skills are the basis of good quality life and therefore students/youth need to be given training in life skills right from the primary education, along with textbook knowledge, academics skills and social skills. Life Skills training creates an opportunity for the inculcation of fundamental life skills for operating successfully in the world of work, as well as fulfilling the demands of a changing society

#### **OBJECTIVES OF THE RESEARCH:**

To study the life skills of student teachers

To study the life skills of B.Ed. students with respect to their Educational qualification.

To study the life skills of B.Ed. students with respect to their methodology.

#### **HYPOTHESIS OF THE RESEARCH:**

1. There is no significant difference of life skills of B.Ed. students with respect to their Educational qualification.
2. There is no significant difference of life skills of B.Ed. students with respect to their methodology.
3. To find out the life skills of student teachers.

#### **STATEMENT OF THE PROBLEM:**

To Study the Life Skills among Student Teachers

#### **OPERATIONAL DEFINITION:**

Life Skills: “A skill is a learned ability to do something well “Life skills are the abilities for adaptive and passive behavior that enables individual to deal effectively with the demands and challenges of everyday life”.

Student teachers (pre-service) Pre service teachers are the teacher trainees who undergo B.Ed. Course before getting into the profession of teaching. Pre-Service Teachers in the present study included teacher trainees (here termed as pre-service teachers) of Colleges of Education (B.Ed.) of Hyderabad.

#### **Literature Review**

1. Sohani (1992) carried out a study to develop a training programme for the student-teachers to develop their problem solving skills.

The major objectives of the study were to design and develop a programme, to implement and to evaluate the programme for problem solving skills. Marathi medium students were selected as a sample of SNDT College of Education of Pune. Raven’s standard progressive matrices, Torrance test of creative thinking and Problem Solving Skills Test were constructed by the researcher.

Data analysis techniques such as ANOVA and ANCOVA were used for data analysis.

The study revealed that the experimental group was found having higher problem solving skills as compared to the control group.

2. Paul et al. (1995) conducted a study of teacher preparation programme to assess the extent to which these programmes repair conditions for teaching credentials to teach critical thinking and problem solving in elementary and secondary schools.

The investigator took assistance from Sonoma State University to design interview protocols for telephone interviews. A Sample for the study was consisted of 38 public colleges & universities and 28 private universities.

The major objectives of the study were

- (1) to assess the current teaching practices
- (2) to identify exemplary teaching practice that enhances critical thinking skill; and
- (3) to develop policy recommendations based on the findings of the study. The results of the study disclosed that teachers needed to develop clear understanding of the basic concepts of critical thinking as very few have a comprehensive sense of how to promote critical thinking while teaching the content subjects of discipline.

Recommendations made by the researcher that students should be given assistance to define problems, develop certain specialized concepts. At the same time they need to be trained in giving reasons for conclusions to arrive at, in data interpretation, think in the terms of others“ points of view and so on.

### **Research Design**

The researcher adopted the survey method to study the life skills among Student teachers. The researcher used simple random sampling technique to collect the data.

### **Population**

The population of the present study comprises of B.Ed. student of private and Government, College of Education in Hyderabad, G.H.M.C. Limits.

### **Sample**

A sample of 100 student teachers from Private and Government College of Education of Hyderabad city were selected randomly for the purpose of the study.

### **Research Instruments and tools:**

. For the present study the researcher used “Life Skills Assessment Scale” developed by Shipra Srivastava, M.Sc. (Botany), M.Phil. M.Ed. UGC- NET (JRF) (University of Lucknow, 2019). It is a Standardized research tool in form of Five-point Likert type rating scale to assess the level of life skills of Student teachers. Total four life skills from the ten core life skills identified by WHO, were selected as the dimensions of Life Skills by the researcher which were

1. Effective Communication Skills
2. Collaboration Skills

### 3. Creative thinking Skills

#### 4. Critical Thinking

Skills Scoring: It was a five-point Likert scale with options of Never, Rarely, Sometimes, Frequently and Always. The scoring of items was done by providing a score of 1, 2, 3, 4 and 5 to the options Never, Rarely, Sometimes, Frequently and always respectively. The sum of scores on all statements of the scale is considered as respondent's total score for life skill. The total life skill score on the scale varies from 54 to 270 showing lowest life skills to highest life skills respectively

Reliability and Validity- Life Skills Assessment scale was found highly reliable. Cronbach alpha and Split half methods followed by Spearman Brown prophecy Formula were employed to calculate the reliability of the scale and it was found to be 0.89 and 0.91 respectively. Content validity of the Life Skills Assessment scale was found to be very high as per the opinion of the experts

#### Data Collection

Data was collected through online mode. The research has used "Google Form" to create an online survey for the collection of data through online mode and mail it to the respective faculty members.

#### Data Analysis

Table 1 Table 1 show the result of Mean, Standard Deviation and Standard Errors of Student teachers with respect to their Education qualification.

Mean, Standard Deviation and Standard Errors

Dimensions	N	Mean	Standard Deviations	Standard Errors
UG	50	199.32	11.20	1.58
PG	50	204.40	10.58	1.49

Interpretations: Table 1 shows the result of Mean and Standard deviation of Student teachers with respect to their Education qualification. It reveals that mean value of students who are UG and PG are 199.32 and 204.40. The Standard deviation values are 1.58 and 1.49.

Table 2

Hypothesis Testing 1: To test the difference of life skills among student teachers with respect to their education qualification.

N	df	$\alpha$	t-cal	t-cri	Sig
100	98	0.05	-2.348	2.000	H <sub>0</sub> rejected

Interpretations: There is a significant difference of life skills among Student teachers with respect to Education qualification ,as t-calculated value is beyond the region of t-critical value ( $-2.34 \geq 2.000$ ). Thus, Null Hypothesis ( $H_0$ ) is rejected

Table 3 show the result of Mean, Standard Deviation and Standard Errors of Student teachers with respect to their Methodology

Mean, Standard Deviation and Standard Errors Dimensions

Dimensions	N	Mean	Standard Deviation	Standard errors
Math	50	190.46	2.30	2.30
Social Sciences	50	196.56	14.94	2.11

Interpretations: Table 3 shows the result of Mean and Standard deviation of Student teachers with respect to their Methodology. It reveals that mean value of students who are Math and Social Sciences are 190.46 and 196.56. The Standard deviation values are 2.30 and 14.94

Table 4 Hypothesis Testing 2:

To test the difference of life skills among student teachers with respect to their Methodology.

n	df	$\alpha$	t-cal	t-cri	Sig
100	98	0.05	-1.952	2.000	$H_0$ accepted

Interpretations: There is a no significant difference of life skills among Student teachers with respect to their Methodology, as t-calculated value is less than t-c

ritical value ( $-1.952 \leq 2.000$ ). Thus, Null Hypothesis ( $H_0$ ) is accepted.

Table 5:

Hypothesis testing 3: To find out the life skills of student Teachers

S No	No of Students	Life skills score	Interpretation
1	0	157 & Below	Low Level
2	58	158 to 201	Moderate Level
3	42	202 to Above	High Level

Interpretation: More number of students are in 158-201 class interval, it implies that students has moderately developed life skills

Major Findings

Major Findings: On the basis of analysis and interpretation of the data the following conclusions are drawn.

1. The Mean, Standard Deviation and Standard Errors of Student teachers with respect to their Education qualification. It reveals that mean value of students who are UG and PG are 199.32 and 204.40. The Standard deviation values are 1.58 and 1.49.
2. There is a significant difference of life skills among Student teachers with respect to Education qualification, as t-calculated value is beyond the accepted region of t-critical value ( $-2.34 \geq 2.000$ ). Thus, Null Hypothesis ( $H_0$ ) is rejected.
3. The Mean and Standard deviation of Student teachers with respect to their Methodology. It reveals that mean value of students who are Math and Social Sciences are 190.46 and 196.56. The Standard deviation values are 2.30 and 14.94.
4. There is a no significant difference of life skills among Student teachers with respect to their Methodology, as t-calculated value is less than t-critical value ( $-1.952 \leq 2.000$ ). Thus, Null Hypothesis ( $H_0$ ) is accepted.
5. There are more number of students in the class interval 158-201, it implies that students have moderately developed life skills.

### **Summary of the Findings:**

To study the life skills of student teachers with reference to the dimensions of life skills was the objective of the study. The dimensions of life skills are effective communication skills, collaboration skills, creative thinking skills and critical thinking skills. Data was analyzed for each dimension with the help of descriptive statistics in the form of mean score and standard deviation. The analysis of data revealed that the mean value of life skills of Student teachers is 204.40 which reflects that most of the respondents of the study have high level of life skills with respect to their Education Qualification.

Independent sample t-test was conducted to compare the mean scores of life skills of student teachers with respect to Education qualification. The t-calculated value obtained is -2.348 which is significant at p value of 0.05 and  $df = 98$ . The t-calculated value is beyond the accepted value of the t-critical value (2.0000) at 0.05 level of significance. It clearly indicates that there exist a significant difference of life skills among student teachers with respect to their Education qualification. The analysis of data revealed that the mean value of life skills of Student teachers is 196.56 which reflects that most of the respondents of the study have high level of life skills with respect to their methodology.

Independent sample t-test was conducted to compare the mean scores of life skills of student teachers with respect to Methodology. The t-calculated value obtained is -1.952 which is significant at p value of 0.05 and  $df = 98$ . The t-calculated value is less than the t-critical value (2.0000) at 0.05 level of significance. It clearly indicates that there is no significant difference of

life skills among student teachers with respect to their Methodology. It has been revealed that more number of students are in the class interval of 158- 201, which implies that students have moderately developed Life Skills.

### **Education Implications:**

1. Life skills makes the teachers to self-aware and to choose best option for themselves according to their strength and weakness.
2. Comprehension of life skills will provide an opportunity for individuals to act wisely in their daily life and deal easily and optimistically with other people in the social environment.
3. Making good interpersonal relations is very important part of a profession. Life skills training program has interpersonal relationship session which will help the teachers in learning the ways of developing good relations with others.
4. Life skills improve the adjustment related problem of the teachers at their work place, family, society etc.
5. Life skills help individuals to enhance their level of adaptability and psychological capacity.
6. Life skills made teachers to learn the process of problem solving for their betterment.
7. Life skills are necessary for a productive life and should be promoted throughout the life time.

### **Conclusion**

Life skills emphasize character development and all necessary Skills to academic and work field. Life skills have its importance and significance in all round development of B.Ed. Teacher trainees. Professionals agree that life skills are generally useful in the context of health and social events. Life skills empower young B.Ed. Teacher trainees to take positive action to protect and promote health and positive social relationships. Self-awareness, self-esteem and self-confidence are important tools for understanding one's strengths and weaknesses. Life skills help B.Ed. Teacher trainees, to make decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life. Life skills enhance Communication skills, Personal /Social Life Skills, Leadership Life Skills, Critical Thinking Life Skills and Decision Making / Problem Solving Life Skills, and help the 21st-century youngsters to achieve their goals, by strengthening their abilities to meet the needs and demands of the present society and be Sustain and Successful in their work field and life.

## **‘A comparative study on the implementation of Innovative Strategies between the Government Schools and Residential Schools’.**

### **INTRODUCTION**

The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done ; men and women who are creative , innovative and discoverers, who can be critical and verify , and not accept , everything they offered. „“ ( Jean Piaget , 1967).

Education is a light which shows the right direction to mankind to surge. The purpose of education is not just making a student literate but also adds rationale thinking, knowledgeable and self sufficiency (Ruban A, 2014).

A teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. on the part of the teacher But all methods are not emerging & innovative teaching methods. (Nwankwola, 2016).

Innovation is typically understood as the introduction of something new and useful, for example, introducing new strategies or modified methods, techniques, practices, products and services. At the beginning of the 21st century, new instructional technologies created a need for effective and efficient implementation strategies. Education is the foundation of our economy. What (and how) we learn in school determines who we become as individuals and our success throughout our lives. In today’s increasingly globalised world, it is important to make learning and education a holistic experience beyond classroom academics. Keeping this in mind, Indian schools are introducing various innovations in classrooms to give students all-round development and growth. The classroom is the original cultivator of true learning and the green house that nurtures talent and creativity. Innovative teaching is a proactive approach to integrate new teaching strategies and methods into a classroom. Innovative teaching also involves creativity. The use of innovative methods in institutions has the potential not only to improve education but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country (Jayalaxmi, 2016).

According to Mary SS (2014), Innovation is the act of constructive thinking, grouping knowledge, skills, and attitude into new, original & rational ideas. There are various Instruction strategies for classroom & clinical are Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role- play (socio drama), clinical teaching methods, case based learning, clinical simulation, programmed instruction, self-directed learning(SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning (CAL), blackboard learning (Web based learning), Mind mapping/Concept mapping, Storytelling, Field trips, Games, Use of good Sense of humour etc. Well-designed innovation strategies in education could leverage the potential of new technology and, with the right kind of policy mix, can contribute to both more efficiency and

better outcomes for quality and equity. While innovation in education is not synonymous with the introduction of digital technology, innovation strategies should include the smart implementation and use of technology in a way that leverages their potential for better teaching and learning practices. Innovation in education requires strong evaluation.

According to Nwafor (2007), it is necessary to adopt innovations because the needs and problems of the society changes from time to time. Education therefore should change to meet the changes of the society. The adoption of innovations in education offers the educational institutions the opportunity of making changes or improvement in the educational sector. This is because it is when innovations are widely adopted that the reforms that have always been desired in the educational sector will be achieved. Lack of functional education however leads to unemployment which by extension leads to underdevelopment of any nation saddled with this problem.

In an attempt to address the problem of unemployment, this study looks into the strategies for improving the teaching and learning of Basic Technology in Junior Secondary Schools. Education and learning that encourages and sustains different opinions enables greater innovation thinking. Innovation is achieved through openness, trust, and partnership and valuing diversity. The more that schools and workplaces use these skills, the more that innovation will be seen and recognized as a valued skill in its own right. Offering education and learning opportunities for innovation provides valuable knowledge and experience that can be taken forward as organizations move away from dependence on established practices for a quick-fix solution. Innovation starts with a vision, followed by the collection of evidence relating to the possibilities and potential benefits of the concept. This is achieved through the exchange of learning with many people from various education backgrounds. This knowledge exchange reduces ambiguity, improving the chances of success. Innovative

Strategies found in Hyderabad's Government and Residential Schools are :

The Activity Based Learning with a principle of „Learning through doing“ develops a love for reading and understanding the subject among students. It provides an optimum learning environment where the learning becomes joyful and long-lasting. TMREIS lesson plan divides the structure of the lesson, and allows the teacher to evaluate the student's understanding at each level of teaching process. It is thoroughly followed in all the TMR schools. Activity-based learning comes in a wide range of subjects like physics, chemistry, biology, astronomy, art & craft, science, geography, electronics, robotics, etc. The TMREIS have developed „Experiential Programmes“, where children can actually perform activities in the form of science experiments and robotics workshops which the students enjoy to the core. The students are provided with quality learning materials and workbooks to ensure creative and engaging practice opportunities for each student and reduce learning gap.

The Karadi Path Methodology The Karadi Path methodology is an award-winning innovation in education that creates an immersive English language environment in classrooms. Its non-linear

and non-instructional approach allows children to learn English by discovery, by intuition, and by sensory engagement. Children derive English the same way they pick up their mother tongue or any other language from the environment. For this to happen, stimulating story-based and functional contexts are created in the classroom. The Karadi Path method can be described as: 1 Intuitive: Uses intuitive intelligence (right-brain oriented) over logical intelligence (left-brain oriented) – the intelligence with which we learn to walk, learn our mother tongue and learn to sing. 2 Immersive: Creates a rich immersive language environment in the classroom through various modes.

Non-linear: Provides multiple paths to the goal of language learning allowing every individual learner to use his or her preferred way of learning. 4 Non-instructional: All learning is delivered experientially without any instructions and without explaining meanings of words or phrases.

Multi-sensorial: Learning language through listening, seeing and doing with a high focus on listening.

Multi-modal: Learning language through multiple modes such as physical activity, music and stories. The Karadi Path methodology comprises of four modules, Action, Music, Reading and Story and integrates features of theatre to capture the elements of natural language acquisition Action Path Learn English grammar using body movements Action Path is a kinesthetic module where body movements and expressions are used to acquire language patterns. It helps: • Build phraseology and elementary vocabulary. • Lay the foundation for speech and writing. • Internalise sentence constructions without any formal introduction to grammar. Music Path Make language patterns stick in your head with music memory

Course Bridge course is designed especially for students who have never gone to school or who are below average in studies. These courses offer more attention to grammar and translation. These sessions will be conducted for one hour every day for subjects English & Maths. Audio & Video/Projector based teaching-learning Nowadays classrooms have changed intensely with the advent of new technology. All the new technology equipments are used to improve the teaching and learning process more prolonged and interactive. Today, most of the teachers and learners desire to use multimedia projectors in their classrooms.

. Project-Based Learning Research confirms that project-based learning (PBL) is an effective and enjoyable way to learn. PBL also develops deeper learning competencies required for success in college, career, and civic life. Project-based learning uses real-world scenarios, challenges, and problems to engage students in critical thinking, problem solving, teamwork, and self-management. classroom. As much as it is loved by students, this technique facilitates their understanding and appreciation of the characters that they read about. From pre-schools to Senior Secondary level, schools are implementing this method as it's a great source to instill in children values and ideals as they play the roles of historical stalwarts like Mahatma Gandhi, Pandit Nehru, Nelson Mandela, and Martin Luther King, or legendary characters like Caesar, Mark

Anthony, and Charlie Chaplin, to name a few. Students are encouraged to have their own version of the characters they are portraying, and enact them with the context of the present times.

**Peer teaching** It is one of the most effective strategies to even up the learning curve of a class. Usually, teachers pair students who are high performers with those students who might be struggling in a subject area. Students are also encouraged to volunteer, or are randomly chosen to take over as the subject teacher. It offers a platform of knowledge sharing among students, besides harbouring healthy competition. The interesting aspect of peer teaching is that students tend to respond more actively when one of them dons the mantle of the teacher. The class becomes attentive and interactive in a bid to challenge each other in a constructive manner. With regular peer teaching sessions, students start to develop better grasp of the concepts, display maturity, tend to be more disciplined, and also develop better communication skills.

**Teaching Outside the Classroom/ Field Trips** Teaching and learning experiences that take place outside of the confines of the classroom walls have a range of benefits for both students and instructors. When students are asked to put into practice “in the real world” what they have theorized about from behind a desk, the result is a student-centric learning experience that enhances learning and fosters personal and social development (Larsen, Walsh, Almond, & Myers, 2017).

Further, students that engage in learning experiences outside of the classroom report having higher levels of motivation, recall the course material more vividly, and have improved academic performance in the class (Takeuchi et al., 2016; Ryan and Deci, 2017). Moreover, field experiences early in a student’s career can be formative and can inspire students to continue in a field (e.g., Hutson, Cooper, & Talbert, 2011). Field trips may be defined as “any journey taken under the auspices of the school for educational purposes” (Sorrentino & Bell, 1970, p. 223)..

### **Statement of the problem**

“A comparative study on the implementation of Innovative Strategies between the normal government schools and residential schools.

### **Operational Definitions of the Keywords**

**Implementation** - Implementation is generally defined as a specified set of planned and intentional activities designed to integrate evidence-based practices into real-world settings.

**Innovative** –

Educational Innovation is therefore defined as all forms of innovations that may occur in the structure, administration, curriculum planning, strategies an actual implementation in education that are aimed towards the improvement and development of the entire education sector.

**Strategies** – Strategies refer to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies. Actions and operations used by students in order to optimize the processes of obtaining and storing information, extracting it from memory and its use. Strategy implementation is the process by which an organisation

translates its chosen strategy into action plans and activities, which will steer the organisation in the direction set out in the strategy and enable the organisation to achieve its strategic objectives.

Secondary school students – Student in government and residential schools at secondary level of education including VIII th to X th classes are considered as secondary school students for the purpose of the study.

Variables Independent Variables – Government School, Residential School,

### **Objectives of the study**

1. To find out the different innovative strategies implemented in normal government schools and residential schools.
2. To compare the implementation of Innovative Strategies on male and female students of secondary schools.
3. To find out the effectiveness of the Innovative Strategies in normal government and residential schools.

### **Hypothesis of the study**

1. There is no significant relationship between the innovative strategies implemented in the normal government schools and residential schools.
2. There is no significant relationship of innovative strategies implemented between the male and female students of secondary schools.
3. There is no significant relationship of effectiveness of the Innovative Strategies in normal government and residential schools

### **Literature Review**

Innovation in education: what works, what doesn't, and what to do about it? Peter Serdyukov  
Journal of Research in Innovative Teaching & Learning ISSN: 2397-7604 Publication date: 3 April 2017 US education badly needs effective innovations of scale that can help produce the needed highquality learning outcomes across the system. The primary focus of educational innovations should be on teaching and learning theory and practice, as well as on the learner, parents, community, society, and its culture. Technology applications need a solid theoretical foundation based on purposeful, systemic research, and a sound pedagogy. One of the critical areas of research and innovation can be cost and time efficiency of the learning.

FINDINGS: Predominant teaching strategies in schools: Implications for curriculum implementation in mathematics, science and technology Keziah Akuoma ACHUONYE  
Received 17 March, 2015; Accepted 6 July, 2015 The findings of this study indicate that our MST-teachers at all levels are still much attached to traditional teaching methods, particularly the

lecture format. This is not a good sign, as it implies that our educational system is still wallowing in passivity and shallow learning which are not relevant in this era of Mathematics, Science and Technology (MST). To make progress in this field, particularly in this era of unprecedented progress in ICT, requires men and women who are skilled in higher cognitive thinking, deep learning, and self-directed, lifelong learning must be utilized. Researches, over time, have continued to buttress the efficacy of innovative methods in stimulating learners in this direction. Ironically, those innovative methods are being successfully applied at all levels of education in developed and developing countries, but Nigeria is yet to imbibe them and as long as this sole dependence on lecture-based methods continue, our institutions and their graduates shall remain irrelevant in the global trends for many years to come. This study is a distress call for a quick shift from telling methods to innovative strategies in all MST classrooms to stimulate creativity and innovations for technological development. secondary school science in Benue State, Nigeri

### **Research Design**

This study adopted a descriptive research design as it focused on the objectives of the study and the resources available (Kothari, 2004) and used a census survey.

### **Population**

The population of this study comprises of secondary school students of government and residential school

### **Sample**

The sample of the present study is secondary school students of government and residential school. , Hyderabad.

### **Sampling Method**

Sampling design in this research is followed by 20 items on the sample size comprises of 100 **Secondary School Students of Government and Residential Schools of Hyderabad**

### **Research Tool**

For the present study the researcher had opted the innovative learning strategies developed by Asmaa Abdel Rahman Abdel Rahman\*, Asmaa Hamdi Mohamed researchers questionnaire and the data was collected by visiting the schools and the researcher herself administered the tool to the respondents.

Data analysis

t- test

Hypothesis 1: There is no significant relationship between the innovative strategies implemented in the government schools and residential schools. Table 1 shows the rating scale opinion on the implementation of innovative strategies in government and residential schools.

Management	N	Mean diff	Standard deviation	Standard deviation diff	Standard error	T value	Mean	Significance
Government schools	100	-20.8	7.45	0.92	0.99065	20.9962	67.13	
Residential schools	100		6.53				87.93	0.05 level

Interpretation : From the above table it can be observed that from the rating scale of the students of government and residential schools on the basis of implementation of innovative strategies using a t-score -20.9962 which is significant at 0.05 levels. Hence, it can be concluded that there is no significant relationship between the innovative strategies implemented in the government schools and residential schools. The hypothesis is rejected.

Hypothesis 2 : There is a significant relationship of innovative strategies implemented between the boys and girls students of secondary schools.

Gender	N	mean	Mean difference	Standard deviation	Standard Deviation difference	Standard error	T significance	Significance
Boys	100	77.46	-0.14	12.72	-9.72	1.779	-0.07866	Not significant at 0.05 level
Girls	100	77.6		12.44				

Interpretation : From the above table it can be observed that from the rating scale of the students on the basis of gender the t- score is -0.07866 which is not significant at 0.05 level.

Hence, can be concluded that there is a significant relationship of innovative strategies implemented between the boys and girls students of secondary schools. The hypothesis is accepted

Hypothesis 3 : There is no significant relationship of effectiveness of the innovative strategies in government schools and residential schools.

management	N	mean	Mean diff	Standard deviation	Standard deviation diff	Standard error	T value	Significance
Government	100	67.13	-20.8	7.45	0.92	0.990656	-20.9962	Significant at 0.05 level
Residential	100	87.93		6.53				

Interpretation : From the above table it can be observed that from the rating scale of the students of government and residential schools on the basis of implementation of innovative strategies using a t-score -20.9962 which is significant at 0.05 levels. Hence, it can be concluded that there is no significant relationship of effectiveness of the innovative strategies in government schools and residential schools. The hypothesis is rejected.

Educational Implication In an increasingly knowledge-based economy, nations need well-educated STEM teachers who can raise the current generation with a capacity to innovate. Integrated teacher education programs prepare future teachers equipped with the knowledge, skills, and beliefs to effectively implement STEM education that increases the innovation capacities of students (Cuadra & Moreno,2005). As a system, education would benefit from having a well-designed innovation strategy. Contrary to common belief, education is not innovation averse: the amount of change in education is comparable to similar public sectors, and education professionals consider their workplaces to be as innovative as the economy at large. Despite this, education has not managed to harness technology to raise productivity, improve efficiency, increase quality and foster equity in the way other public sectors have. Innovation policies in education have often focused on fragmented issues or on the wrong goals, sometimes driven by a concern for quick wins, but without sustainable gains in the long run

Recommendation for Further Research According to the results of the current study, it is recommended to use the rating scale as a tool for students, in addition to conducting other researches to evaluate the effectiveness of innovative strategies as a learning tool and its effect on students' critical thinking and problem solving skills. Proprietors of schools should sponsor workshops and seminars for Science teachers to update their knowledge/skills in the application of innovative teaching strategies that will enhance learning and achievement. Students should be encouraged to actively participate in the teaching and learning environment through innovative strategies so as to enhance their achievement in academics

## **‘A comparative study of mathematical anxiety among secondary school students of SSC and CBSE syllabuses**

### **Introduction**

Education is fundamental to all round development of human potential-material and spiritual. It refines sensibility and perceptions that contribute to national cohesion, a scientific temperament and independence of mind and spirit. Thus, furthering goal of socialism, secularism and democracy enshrined in our constitution. Education develops manpower for different levels of economy and empowers the poor masses to become self-reliant enough to participate in the process of national development. Education is thus an instrument for developing an economically prosperous society and for ensuring equity and social justice through enriching the knowledge. In India, an attempt to take a holistic view was made in 1986. The NPE-1986 (Govt. of India, 1986) is a landmark in the history of Indian education. The NPE-1986 visualized education as a dynamic, cumulative, life long process providing diversity of learning opportunities to all segments of the society. It envisaged improvement and expansion of education in all sectors, elimination of disparities in access and stresses on improvement in the quality and relevance of education at all levels. The NPE-1986 also emphasized that education must play a positive and interventionist role in correcting social and regional imbalances in empowering women.

Subjects like science and mathematics have found a significant place in the curricula of primary and secondary school education. Mathematics has become a substantial and integral part of an organized society. In today's world no one can live without mathematics for a single day. The learning of mathematics is indispensable because of its wide ranging applications in our life. The present society requires the use of the skills such as estimating, problem solving, interpreting data, measuring, predicting and applying mathematics in everyday life situations. The National Policy on Education (NPE) 1986 has rightly visualized mathematics as the vehicle to train a child to think, reason, analyse and articulate logically. Moreover, the national Curriculum Framework for School Education (NCFSE) 2000 has reiterated that the study of mathematics contributes to the development of precision, rational and analytical thinking, reasoning and positive attitude and aesthetic sense.

Mathematics is a creative discipline; the language of mathematics is international. The subject transcends cultural boundaries and its importance is universally recognized. Mathematics has developed over time as a means of solving problems and also for its own sake.

Mathematics has played a decisive role in building up our civilization. But in doing so, it has also made itself essential for the existence and progress of modern world. In modern world we have to be more and more exact, we make larger use of quantitative terms. We have to be accurate to a split of second. All this requires large calculation and minute mathematical understanding.

Mathematical thinking is important for all members of a modern society as a habit of mind for its use in the work place, business and finance; and for personal decisions making. Mathematics is an important component of school education in the modern world. It is used in almost every phase of human life. A strong background in mathematics is crucial for many career and job opportunities in today's increasingly technological society. There can be no true schooling without mathematics.

One of the aims of teaching mathematics in schools is to inculcate the skills of quantification of experiences around the learners towards this carrying out experiments with numbers and forms of geometry, framing hypotheses, verifying these with further observations from inherent part of mathematics learning. Mathematics helps in the process of decision making through its application to real life situations in familiar as well as non familiar situations. It contributes in the development of precision, rational and analytical thinking, reasoning, positive attitudes and aesthetic sense. Apart from being a distinct area of learning, it helps enormously in the development of other disciplines which involves analysis, reasoning and quantification of ideas.

Mathematics anxiety is an intense emotional feeling of anxiety that people have about their ability to understand and do mathematics. People who suffer from mathematics anxiety feel that they are incapable of doing activities and classes that involve mathematics. Some mathematics anxious people even have a fear of mathematics; it's called mathematics phobia. The incidence of mathematics anxiety among college students has risen significantly over the last decay. Many students have even chosen their college major in the basis of how little mathematics is required for the degree.

Mathematics anxiety has become so prevalent on college campus that many schools have designed special counselling programs to help mathematics anxious students. Mathematics anxiety is an emotional, rather than intellectual problem. However, mathematics anxiety interferes with a persons ability to learn mathematics and therefore results in an intellectual problem. Mathematics anxiety is a feeling of tension and anxiety that interfere with the manipulation of mathematical problem in varied situations in ordinary as well as academic life (Richardson & Suinn, 1972). It can also be explained as a sense of discomfort observed while working on mathematical problems (Hadfield & Trujillo, 1999; Ma, 2003) and is associated with fear and apprehension to specific mathematics related situation

### **Statement of the Problem:**

“A comparative study of Mathematical Anxiety among secondary school students of SSC and CBSE syllabus”

### **Independent and Dependent Variables**

The independent variables are student & gender, mathematics achievement and school type. The dependent variable is mathematical anxiety.

### **Objectives of the Study**

1. To study on mathematical anxiety among the students of SSC and CBSE at secondary school level.
2. To study how the gender effects the mathematical anxiety of the SSC students at secondary school level.
3. To study how the gender effects the mathematical anxiety of the CBSE students at secondary school level.

### **Hypotheses of the Study**

1. There is no significant difference between CBSE and SSC secondary school students with respect to mathematical anxiety.
2. There is no significant difference between boys and girls of SSC secondary school students with respect to mathematical anxiety.
3. There is no significant difference between boys and girls of CBSE secondary school students with respect to mathematical anxiety.

### **Definition of the Key Terms**

**Mathematics:** Mathematics the science of structure, order and relation that has evolved from elemental practices of counting, measuring, and describing the shapes of objects.

**Anxiety:** Anxiety refers to anticipation of a future concern and is more associated with muscle tension and avoidance behaviour.

**Mathematical anxiety:** It is defined as feeling of anxiety that one cannot perform efficiently in situations that involve the use of mathematics. The term mathematics anxiety here refers the feeling of fear, worry and dislike of the students towards mathematics as measured by specially designed scale. Mathematics anxiety for the present study shall mean the total score obtained by the sample groups on the mathematics anxiety scale.

**Gender:** Gender Difference Any significant difference in mental, physical, social and emotional traits that depends only on the sex of individuals is called the gender difference.

## **Literature review**

Escarez, Y.D. & Ching, Delon A. (2022) conducted a study on “Math Anxiety and Mathematical Representations of Grade 7 Students”. This study utilizes the descriptive-correlational research design to test how the math anxiety and mathematics are connected to each other. Forty-two (42) Grade 7 students participated in the study during the school year 2020-2021. It used a researcher-made survey questionnaire on math anxiety and an examination on mathematical representations through modular learning. The math anxiety is indicated by mathematics test anxiety and numerical anxiety both with ten statements. Meanwhile, the examination was focused on the different components of mathematical representation such as pictures, manipulative models, written symbols, real-world situations and oral language. The result showed that students have high level of anxiety towards mathematics. Although students experience high level of test and numerical anxiety, their mathematical representations examination showed ‘developing’ level of performance. These two-inverse performance in mathematics. Although the inverse relationship proved the effect of the anxiety on the test scores, the null hypothesis on the relationship of the variables was rejected. The study recommends further testing involving different modalities of learning such as online and hybrid.

Katie Harmon Honors (2021) conducted a study on “Math Anxiety from All Angles”. The purpose of this thesis is to display the causes and impacts of math anxiety for students, especially in secondary education, and how to prevent math anxiety or help students with math anxiety. In groups, teachers, parents, and students, are discussed in this thesis. Overall, research is used to emphasize the significance and relevance of math anxiety and the ability of teachers and parents to help prevent the development or increased intensity of math anxiety for individual students.

## **Research Methodology**

### **Population**

The population of this study comprises of secondary school students of state and CBSE syllabus.

### **Sample**

The sample of the present study is secondary school students of state and CBSE syllabus, Hyderabad, GHMC limits.

### **Sampling design**

Sampling design in this research is followed by 24 items on the sample size comprises of 200 Secondary School students of state and CBSE schools of Hyderabad.

### **Research tools**

For the present study the investigator had opted mathematical anxiety rating scale and the data

was collected by visiting the schools and the researcher himself administered the tool to the respondents. The respondents were taken into confidence by saying that their answer will be kept confidential. After explaining the purpose of the study they were asked to rate the mathematical anxiety rating scale. They were given a time of 20-25 minutes to rate the rating scale. After collecting the data, the data was systematically classified and tabulated according to the objectives of the study.

### **Data Analysis**

Table 1 shows the calculated mean, standard deviation, and standard error of secondary school students with respect to mathematical anxiety of SSC and CBSE board students. SSC board students estimated mean= 67, SD=17.609 and SE=2.481 whereas, CBSE board students estimated mean=65, SD=17.609 and SE=2.481. The table makes it apparent that there is variation between the means of CBSE and SSC board students; and there is no variation between the scores of Standard deviation as well as standard error concerning the said group

Boards	n	Group mean	SD	SD error
SSC	100	67	17.609	2.481
CBSE	100	65	17.609	2.241

Table 2

Table 2 shows the calculated mean, standard deviation, and standard error of secondary school students with respect to gender. SSC boys estimated mean= 62, SD=18.273 and SE=3.654 whereas, SSC girls estimated mean=64, SD=18.273 and SE=3.654. The table makes it apparent that there is variation between the means of SSC boys and girls; and there is no variation between the scores of Standard deviation as well as standard error concerning the said group.

	n	Group mean	SD	SD Error
SSC Boys	50	62	18.273	3.654
SSC Girls	50	64	18.273	3.654

Table 3

Table 3 shows the calculated mean, standard deviation, and standard error of secondary

school students with respect to gender. CBSE boys estimated mean= 73, SD=16.197 and SE=3.238 whereas, CBSE girls estimated mean=67, SD=16.197 and SE=3.238. The table makes it apparent that there is variation between the means of CBSE boys and girls; and there is no variation between the scores of Standard deviation as well as standard error

	n	Group mean	SD	SD Error
CBSC Boys	50	73	16.197	3.238
CBSC Girls	50	67	16.197	3.238

#### Inferential statistics

The data collected in the study was analyzed manually and even by using MS excel. The data was interpreted using t-Test. t-Test is used to compare the mathematical anxiety among the students of SSC and CBSE syllabus at secondary school level.

Table 1: Significance Testing of Hypothesis 1-There is no significant difference between CBSE and SSC secondary school students with respect to mathematical anxiety.

	n	Group mean	SD	SD Error	DF	Alpha value	t cal	T cri	Significance
State board Students	100	67	17.609	2.481	198	0.05	0.806	1.962	H <sub>0</sub> accepted
CBSR Board Student	100	65	17.609	2.481	198	0.050	0.806	1.962	

Interpretation: There is no significant difference between CBSE and SSC secondary school students with respect to mathematical anxiety as the calculated t ratio is less than the critical value for n=100, df=198, &  $\alpha=0.05$ .

Table 2: Significance Testing of Hypothesis 2-There is no significant difference between boys and girls of SSC secondary school students with respect to mathematical anxiety.

	n	Group mean	SD	SD Error	DF	Alpha value	t cal	T cri	Significance
SSC	100	62	18.273	3.654	98	0.05	-	1.984	H <sub>0</sub> accepted

Boys							0.547		
SSC Girls	100	64	18.273	3.654	98	0.05	- 0.547	1.984	

Interpretation: There is no significant difference between boys and girls of SSC secondary school students with respect to mathematical anxiety as the calculated t ratio is less than the critical value for  $n=50$ ,  $df=98$ , &  $\alpha=0.05$ .

Table 3: Significance Testing of Hypothesis 3-There is no significant difference between boys and girls of CBSE secondary school students with respect to mathematical anxiety.

	n	Group mean	SD	SD Error	DF	Alpha value	t cal	T cri	Significance
CBSC Boys	50	73	16.197	3.238	98	0.05	1.852	1.984	H <sub>0</sub> accepted
CBSC Girls	50	67	16.197	3.238	98	0.05	1.852	1.984	

Interpretation: There is no significant difference between boys and girls of CBSE secondary school students with respect to mathematical anxiety as the calculated t ratio is less than the critical value for  $n=50$ ,  $df=98$ , &  $\alpha=0.05$ .

#### Summary of the Finding

Hypothesis 1: The mathematical anxiety level is more in SSC board students when compared to the CBSE board students.

Hypothesis 2: The mathematical anxiety level is more in SSC board girls when compared to SSC board boys.

Hypothesis 3: The mathematical anxiety level is more in CBSE board boys when compared to CBSE board girls.

An overall view suggests there is no significance difference between CBSE and SSC secondary school students with respect to mathematical anxiety and gender.

#### Educational Implication

Upon careful analysis of the data from this study, it is clear there is no significant difference between SSC and CBSE syllabus secondary school students with respect to mathematical anxiety and gender. Within the context of this secondary school, findings could help inform the next steps for improving student results and student growth in mathematics.

i. The key implication of this study for teachers is to create safe learning environments and to help students develop positive attitudes, since those who are less anxious are more likely to succeed in mathematics.

ii. Professional development could be provided to classroom teachers to implement instructional strategies that are proven to reduce mathematics anxiety with students by understanding the learning pattern and evaluation techniques.

iii. Using a constructivist approach in a reformed mathematical classroom would improve retaining mathematics compared to the traditional classroom of memorizing algorithms, student desks in a straight row, and the teacher doing all the work.

### **Recommendation for Further Research**

Further research can be done on relationship between personality traits and levels of mathematical anxiety.

A similar study can be done on private and government secondary school students.

Further research can be done on differences in anxiety amongst various socio-economic groups.

A similar study can be done on the role of mental health in the context of mathematical anxiety as part of sustainable development

Further research can be done on relationship between personality traits and levels of mathematical anxiety.

# **‘EMOTIONAL INTELLIGENCE AND ACADEMIC ANXIETY’**

## **INTRODUCTION**

Emotion is “moved or stirred” up state of mind. It is a state of expression or feeling. Emotions play a vital role in life, which profoundly influence life aspects in countless ways. The concept of emotional intelligence plays a significant role. Emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to Emotional intelligence has been defined, by Peter Salovey and John Mayer, as the ability own and other peoples emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior;. This definition was later broken down and refined into four proposed abilities: perceiving, using, understanding, and emotions. These abilities are distinct yet related intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics

. Currently, there are three main models of EI:

1. Ability Model
2. Mixed Model
3. Trait Model

Specific ability models address the ways in which emotions facilitate thought and understanding. For example, emotions may interact with thinking and allow people to be better decision makers (Lyubomirsky et al. 2005). A person who is more responsive emotionally to crucial issues will attend to the more crucial aspects of his or her life. Aspects of emotional facilitation factor is to also know how to include or exclude emotions from thought depending on context and situation. This is also related to emotional reasoning and understanding in response to the people, environment and circumstances one encounters in his or her day-to-day life.

Ability Model:

Salovey and Mayer’s conception of EI strives to define EI within the confines of the standard

criteria for a new intelligence. The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one’s own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

b) Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem-solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

c) Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

d) Managing emotions – the ability to regulate emotions in both ourselves and in others.

Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Mixed Model:

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman’s model outlines five main EI constructs

a) Self-awareness – the ability to know one’s emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.

b) Self-regulation – involves controlling or redirecting one’s disruptive emotions and impulses and adapting to changing circumstances

Social skill – managing relationships to get along with others

d) Empathy – considering other people’s feelings especially when making decisions

e) Motivation – being aware of what motivates them.



Goleman includes a set of [emotional competencies](#) within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

### **Trait Model:**

[Konstantinos V. Petrides](#) ("K. V. Petrides") proposed a conceptual distinction between the ability based model and a [trait](#) based model of EI and has been developing the latter over many years in numerous publications. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality." In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self-perceived abilities and is measured by [self report](#), as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Gardner (1983) had a major hand in resurrecting emotional intelligence theory in psychology. His influential model of multiple intelligence includes two types of personal intelligence, the interpersonal and intrapersonal intelligence

### **Anxiety:**

Anxiety is a natural human reaction, and it works as an important psychological function that is felt by many people regardless of age. All children experience anxiety as an alarm system that is activated whenever they perceive situation as dangerous, embarrassing or stressful, in these situations anxiety can help them to better manage the events, while low and controllable level of anxiety can be beneficial, high level of anxiety may negatively impact one's social and personal relationships, and cause physical and emotional problems. (Herrero, Sandi, & Venero, 2006.

### **Academic Anxiety:**

Students experiencing academic anxiety feel apprehensive over academic tasks. Students can feel anxiety related to every academic task. Some may only feel anxiety related to test taking or other specific tasks. Anxiety is not always negative. Some students can also be motivated by anxiety.

Academic anxiety has four components :

**i) Worry:** Thoughts that prevent us from focusing on and successfully completing academic work. For example, predictions of failure, self-degrading thoughts, or preoccupation with the consequences of doing poorly. Some effective techniques for managing this component include: using positive mental imagery, disputing negative and self-defeating thoughts with more productive, realistic thoughts, and self-hypnosis.

**ii) Emotionality:** Biological symptoms of anxiety. For example, fast heart-beat, sweaty palms, muscle tension. The most effective strategies for dealing with emotionality are muscle and breathing relaxation exercises.

**iii) Task-generated interference:** Behaviors related to the task at hand, but which are unproductive and prevent successful performance. For example, constantly checking the clock during an exam, or spending a lot of time on a test question you cannot answer. Since these behaviors can take on many forms, the best management technique is to work with a study skills instructor or a counselor to identify the specific behaviors that cause problems and create a plan to reduce or change them.

**iv) Study skills deficits:** Problems with your current study methods which create anxiety. For example, last- minute cramming resulting in not knowing answers to test questions or poor note-taking during lecture resulting in confusion about a major assignment.

### **Need and importance of the study**

Students who have a high and excessive concern about future and past procedures, too much worry about acting totally well and have a noticeable self-consciousness may experience high level of anxiety. Academic anxious students most of the time are decided to withdrawn from other children and choose to keep their distance of other classmate's activities and not join in to other peer's groups. They are frequently repining about tiredness, exhaustion, bad temper, muscle tension, dizziness, vomiting, indigestions and annoyances, headache and other somatic symptoms. They usually decide on to escape any form of condition where disapproval may be happened and always need confirmation (Foxman, 2004). Academic anxious students also are more vulnerable to depression.

### **Statement of the Problem**

“RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS.”

### **Operational Definitions**

**Emotional Intelligence** -The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

**Academic anxiety** - A painful or apprehensive uneasiness of mind usually over an impending or anticipated ill. Students experiencing academic anxiety feel apprehensive over academic tasks.

Secondary school – A school intermediate between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses.

### **Objectives of the study**

- 1) To compare the level of Emotional Intelligence among boys and girls of secondary schools.
- 2) To compare the level of Academic Anxiety among boys and girls of secondary schools.
- 3) To study the relationship between Emotional Intelligence and Academic Anxiety of boys in secondary schools.
- 4) To study the relationship between Emotional Intelligence and Academic Anxiety of girls in secondary schools.

### **Hypotheses of the study:**

- 1) Ho – There is no statistical significant difference between the levels of Emotional Intelligence among boys and girls of secondary schools.
- 2) Ho – There is no statistical significant difference between the levels of Academic Anxiety among boys and girls of secondary schools.
- 3) Ho – There is no relationship between Emotional Intelligence and Academic Anxiety of boys in secondary schools.
- 4) Ho- There is no relationship between Emotional Intelligence and Academic Anxiety of girls in secondary schools.

### **Literature Review**

**Drago (2004)** studied the relationship between Emotional Intelligence and Academic anxiety among Senior Secondary School students. He reported that emotional intelligence is significantly related to academic anxiety. And there is no difference in Emotional Intelligence of boys and girls whereas the level of Academic anxiety is high in girls when compared to boys.

**Shiple et al. (2010)** carried out a study on “The effects of emotional intelligence, age, work experience, and academic performance”. The results indicated that emotional intelligence was found to be positively associated with work experience; emotional intelligence was not

significantly associated with age and Global trait emotional intelligence was not significantly associated with academic achievement.

## **Research Methodology**

### **Explanatory Correlation Analysis Design**

The research design for the study was Explanatory Correlation Analysis design with the purpose of assessing any relationship between emotional intelligence and academic anxiety among secondary school students. Due to the nature of the design, descriptive and quantitative, the present study was high in external validity since participants were directly recruited from the population of interest. On the other hand, the present study had lower internal validity due to the **lack of manipulation of the variables.**

### **Population**

The total sample for the study comprises of 110 students (55 males and 55 females) of VIII and IX standard of private, English medium secondary schools of Hyderabad district, Telangana State.

### **Research Instruments and Tools used for the study**

Tools were used for obtaining information on different variables of the study. These tools were selected with the purpose of procuring as much information as possible.

Tools that were used in the present study were as follows.

1. Emotional Intelligence Scale (E.I.S)
2. Academic Anxiety Scale for Children (AASC)

### **Emotional Intelligence Scale (E.I.S)**

Emotional Intelligence Scale (EIS) developed and standardized by Anukul Hyde, Sanjyot Pethe and Upinder Dhar was used to measure Emotional Intelligence for the present study. It is a five point rating scale consisting of 34 items, covering ten different aspects of Emotional Intelligence namely;

1. Self-awareness
2. Empathy
3. Self motivation
4. Emotional stability
5. Managing emotions
6. Integrity
7. Self-development
8. Value Orientation
9. Commitment
10. Altruistic behavior

### **Statistical Analysis:**

Mean and Standard Deviations were calculated for the entire sample with respect to all variables. In order to test the hypotheses, Independent Sample t- Test and Pearson Product Moment Correlation were applied. Statistical percentages and Bar-graphs were also used to analyze the data.

### **Table-1:**

#### **Level of Emotional Intelligence among boys and girls of secondary schools.**

It shows the data collected and calculated to know the levels of Emotional Intelligence among boys and girls of secondary schools. The data was collected from 55 boys and 55 girls of secondary schools.

### **Table-1:**

#### **Level of Emotional Intelligence among boys and girls of secondary schools.**

It shows the data collected and calculated to know the levels of Emotional Intelligence among boys and girls of secondary schools. The data was collected from 55 boys and 55 girls of secondary schools.

**Hypotheses: 4- To study the relationship between Emotional Intelligence and Academic Anxiety of girls in secondary schools.**

**Table-6:**

Shows the result of Pearson correlation co-efficient, calculated to study the relationship between Emotional Intelligence and Academic Anxiety of girls in secondary schools. It reveals that Mean of E.I (x) =131.3273, Mean of A.A (y) = 13.6111,  $r = 0.449$ ,  $n=55$

The sign of the correlation coefficient determines whether the correlation is positive or negative.

The magnitude of the coefficient of the correlation determines the strength of the correlation.

Generally,

$0 < |r| < 0.25$ - Weak Correlation

$0.26 < |r| < 0.75$ - Moderate Correlation

$|r| > 0.75$ - Strong Correlation

It reveals that 'r' value is 0.449

**Interpretation:**

It can be interpreted that a positive and a moderate relationship exist between two variables, as the 'r' between Emotional Intelligence and Academic Anxiety obtained is 0.449.

**Major Findings:**

- There is a negative and weak relationship between Emotional Intelligence and Academic Anxiety of boys in secondary school.
- There is a positive and moderate relationship between Emotional Intelligence and Academic Anxiety of girls in secondary school.

### **5.3 Minor Findings:**

- There is no significant difference in the levels of Emotional Intelligence between boys and girls of secondary school.
- There is a significant difference in the levels of Academic Anxiety between boys and girls of secondary school.

### **5.4 Summary of the Findings:**

- From the findings of the research it has been found out that there is a negative and weak relationship between Emotional Intelligence and Academic Anxiety of boys in secondary school .It can be assumed that as Emotional Intelligence of boys increases their academic anxiety decreases and vice-versa. The present finding draws support from the findings of Upadhyaya (2006) and Pandey (2006) they reported that Academic Anxiety is negatively related to Emotional Intelligence.
- However, there is a positive and moderate correlation between Emotional Intelligence and Academic Anxiety in girls of secondary schools.
- Results of this present research also reveals the levels of Emotional Intelligence and Academic Anxiety between boys and girls of secondary school.
- It has been observed that there is no significant difference in the levels of Emotional Intelligence between boys and girls of secondary school. It means that both boys and girls have similar Emotional Intelligence.

- It has also been found out that there is a significant difference in the levels of Academic Anxiety between boys and girls of secondary school. Academic Anxiety among girls is high when compared with boys, which means that boys has the ability to control and handle their anxiety when compared to girls. The present finding draws support from the findings of **Kamala Raj (2008)** find out the gender differences in incidences and intensity of Academic stress amongst adolescents. It was seen that girls on the whole had more incidences and intensity of academic stress in comparison to boys.

### **Educational Implications;**

- Students are the wealth and future of nation. It is essential that they must have good Emotional Intelligence so that they can have a balanced life because Emotional intelligence is a powerful inner factor that can growth or improve all facets of behavior and trends among individuals.
- According to the role of emotions as an effective inner motivator, the studies referred that the emotions have strong link with positive and negative inner factors such as anxiety.
- Academic anxiety needs to be managed by the strengths the students have. Emotional intelligence is considered to be one of the strengths which equip the students to deal with academic anxiety by enhancing their ability to cope with the academic anxiety.
- So, to make the students emotionally balanced, their academic stress should be lessen. Their academic problems must be discussed by the teachers as well as parents
- Teachers can be a part of the healing process, and they should be informed about of academic anxiety and its impact on students learning processes. It is absolutely crucial that teachers must be well equipped to aid academic anxious students to effectively deal with their social and psychological challenges and help them to better act not

only socially and academically but also mentally and physically.

- Teachers should be knowledgeable about the influences of anxiety on child academic activities via its effects on child memory; also they should be ready to aid students with anxiety to deal with their challenges and experience healthy and good life, and they should have the ability to teach students effective ways of dealing with anxiety and help the students who are overwhelmed with anxiety and feel worry about the effectiveness of their performance, turn their high worry into a constructive shape and made it act more like a motivation.
- A variety of teaching methods may be used which are likely to accommodate all the style under reference.
- Teachers should try to remove unnecessary academic anxiety from high and average I.Q. students by using various techniques. This will help them to enhance the level of academic.

**Recommendations for further study:**

1. The present study is just limited to a sample of 110 students. The same can also be done with a larger sample in Hyderabad.
2. The present study shows the result for Hyderabad district only. A study with more districts can also be done.
3. Similar study can be done with some other variables like age, socio-economic status etc.
4. Further study can be carried out at different levels of school education, that is primary, elementary school students.
5. The research can be carried out in students of different medium of instruction and different age groups.

# **‘A STUDY OF OCCUPATIONAL STRESS AND COPING STYLES AMONG TEACHERS IN THE COLLEGES OF TELANGANA STATE WITH SPECIAL REFERENCE TO THE CITY OF HYDERABAD’**

## **Introduction**

Education is the process of instruction that aims to develop the knowledge, attitude and characters of individuals for preparing them to live a meaningful way. The teacher forms the most important link in our education system. Success of any education programmes depend largely upon the efficient level of teachers. A person who inspires greatness can be anyone but the person who guides us in the right direction is none other than the teacher.

Teachers are one of the most important professionals in our society. They spend their days educating our children and helping to mould them into responsible adults. It is no wonder, then, that teaching is often considered a stressful profession.

Today’s life is full of challenges. In everyday life we come across many situations. The work of a teacher is a physically and mentally challenging. Teachers need to use a lot of energy in their daily chores in the classroom coupled with their personal and family commitments. This trend which is a routine for a teacher forwards a lot of stress to the teacher. More than ever before, a teacher’s work is not seen as the root of infinite satisfaction and fulfilment, but rather a source of stress and discontentment.

This increase negative orientation to work is probable due to the fact that man no longer finds meaning or a sense of him/herself in the community or as Freud (1962) once suggested, but which does not seem to exist today, his work at least gives him a secure place in a portion of reality in the human community. It is because of the dramatic changes that have taken place in society over the last decade or two that work and life stress have become more immediate focal points of interest. This interest has reflected itself in an ever-increasing research orientation into occupational stress, the impact of life events, stress with a burgeoning and desperate range of investigations being undertaken into the sources and manifestation of stress, it was felt that we should ‘step back’ and reflect on what should or needs to be done, that is to focus on priorities or issues or problem areas of importance.

Teaching profession has traditionally been regarded as low stress occupation but during the past two decades the situation is somersaulted (Olivier & Venter,2003). Teaching is becoming a more challenging profession worldwide. Surveys conducted worldwide revealed widespread concern about the effects of stress on teachers’ sense of well-being and their willingness to stay in the profession. Cotton and Hart (2003), had reported that Occupational Stress is a growing problem worldwide, which results in substantial loss both to employees and organizations. Further, stress related with a job or occupation is called occupational stress and stress is a

universal phenomenon, excess of which results in intense and distressing experience. Stress is defined as “a state of psychological and physiological imbalance resulting from between situational demand and the individual’s ability and motivation to meet those needs” (Hans Seyle, 1956).

Job stress is most common psychological phenomena that is prevalent among people who are in different jobs and professions. To believe that stress may be especially prevalent among human service profession, particularly the teaching profession various researchers has worked in this area. (Kjyiacou&Suteliffe, 1977-78; Pettegrew& Wolf, 1982; Cherniss, 1980; Cooper & Marshall, 1978). As teaching is a human service profession, stress within the teaching profession is considerable and may have far- reaching consequences on the entire education system. Teaching is a complex process wherein teacher is expected to exhibit many skills (Griffith, Steptoe &Cropley, 1999). This makes a teacher to experiences stress in the profession.

Education is a process by which the personality of the child is developed and this is possible by the interaction between the child and his environment, and teachers are considered to be the most powerful environment for child development. Thus, the role of a teacher does not limit itself to imparting education.

In recent years, the topic of occupational stress has been widely researched. Many studies have focused on identifying the sources of stress for different occupations, as well as the coping styles that employees use to deal with stress. This study will review the research work on occupational stress and coping styles among teachers in colleges.

An increasing number of studies are finding that occupational stress among teachers is on the rise. This is especially true for those working in colleges and universities. While the reasons for this stress are varied, there are some common coping styles that teachers use to try and deal with it. Teachers face a number of stresses that can be both internal and external in nature. Internal stresses may include, but are not limited to the desire to see their students succeed in the classroom. Occupational stress is a growing problem among teachers in colleges.

Many factors contribute to this stress, including heavy workloads, unrealistic expectations, and lack of support. This can lead to burnout, which can have serious negative consequences for both the teacher and the students. Fortunately, there are many ways to cope with occupational stress. Some common coping strategies include exercise, relaxation techniques, and seeking social support. Occupational stress is a growing problem among teachers in colleges. While the causes of stress vary, the effects are often similar. This can lead to problems with focus, productivity, and job satisfaction. In some cases, it can even lead to burnout.

There are a number of ways that teachers can cope with occupational stress. Some common coping styles include meditation, relaxation techniques, and talking to someone about their worries. However, not all coping styles are effective for everyone. It is important for teachers to find a coping style that works for them

## **Significance of the Study**

The performance of a teacher is mainly depending upon his psychological state of mind. "As occupational stress affects the physical as well as psychological well-being of the teacher, it influences his efficiency, his performances. Stress is a hurdle to effectiveness. It may be a priority area to identify how teachers can avoid and cope with stress. The effect of growing stress and tension on teacher's life and work requires carefully designed research.

## **Statement of the problem**

A study of occupational stress and coping styles among teachers in the colleges of Telangana state with special reference to the city of Hyderabad.

## **Operational definition**

Occupation: "Any activity in which a person is engaged, position settlement or use of land or property. The act of occupying possessing or settling. A person is usual or principal work or businesses especially as the meaning of earning a living."- Rees

Any characteristics of job environment that pose a threat to individual- Captain Cobb

"It is the experience by a teacher of unpleasant emotions such as tension frustration, anger and depression resulting from aspect of his or her work as a teacher"-Kyriacou

Stress: The nonspecific result of any demand upon the body, be the effect mental or physical (Selye, 1993, p.7).

Coping styles: Efforts on behavioural, cognitive, affective or motivational levels by a person to **reverse a threat or to meet the demands of a stressor, (Siegrist, 2001, p.53).**

## **Variables**

Independent variable- occupational stress

Dependent variable- coping styles

## **Objectives of the research**

- 1) To study the occupational stress among the degree colleges of teachers in Hyderabad.
- 2) To study the coping styles among the degree colleges of teachers in Hyderabad.
- 3) To study the relationship occupational stress and their coping styles among the degree colleges of teachers.

## **Hypothesis of the research**

- 1) There is no statistically significant difference between occupational stress among degree college's teachers.
- 2) There is no statistically significant difference between coping styles among the degree college's teachers.
- 3) There is no relationship between occupational stress and coping styles among degree college's teachers.

### **Literature review**

- 1) **ShilpaJain (2021) conducted a research study of the perception of work stress among twelve participant teachers in the Wellington region in New Zealand.** Specifically, it focuses on the way the participants perceive work stress and its contributing factors, and the coping strategies they employ. Interpretative phenomenological analysis (IPA) was chosen to analyse semi- structured interview data.

Findings: positive coping strategies, such as teaching experience, cognitive reframing, and seeking social support, are learned over time and come with experience. This article contributes to the literature on teacher stress in the New Zealand context and offers recommendations for mitigating stress and supporting the well-being of primary school teachers

- 2) **A.Chitra(2020) conducted a study on impact of occupational stress on job satisfaction of teachers during COVID-19 pandemic period.** Findings: The analysis results show the level of teacher's stress is varying with demographic factors and the relationship between stress and job satisfaction is positive. And the online classes and other additional commitments during this period have increased the stress level of teachers. Handling online classes has significant influence on occupational stress and occupational stress has prominent influence on the job satisfaction of teachers.

### **Research Methodology**

#### **Population**

The population of the study comprises of degree colleges teachers of Hyderabad.

#### **Sampling**

For the present study the researcher has use simple random sampling technique to make generalization about the large group

## Variable of the study

Variables are the conditions or characteristics that may assume different numerical values and can be manipulated, controlled or measured by the researcher.

Present study contained following types of variables:

Independent variable: Occupational stress

Dependent variable: Coping styles

## Research tools

Tool of the study:

In this research brief questionnaire of occupational stress and coping style tools are used which was developed by Carver, scheier's and weintroub. This scale is revised brief form and developed in 1989. Occupational stress tool consists of 47 Questionnaire and coping style tool consist of 28 questionnaires. It is a standardised research tool in form of five-pointlikert type rating scale to access the occupational stress among teachers and four point likert type rating scale to access the coping style among the teachers

Data analysis

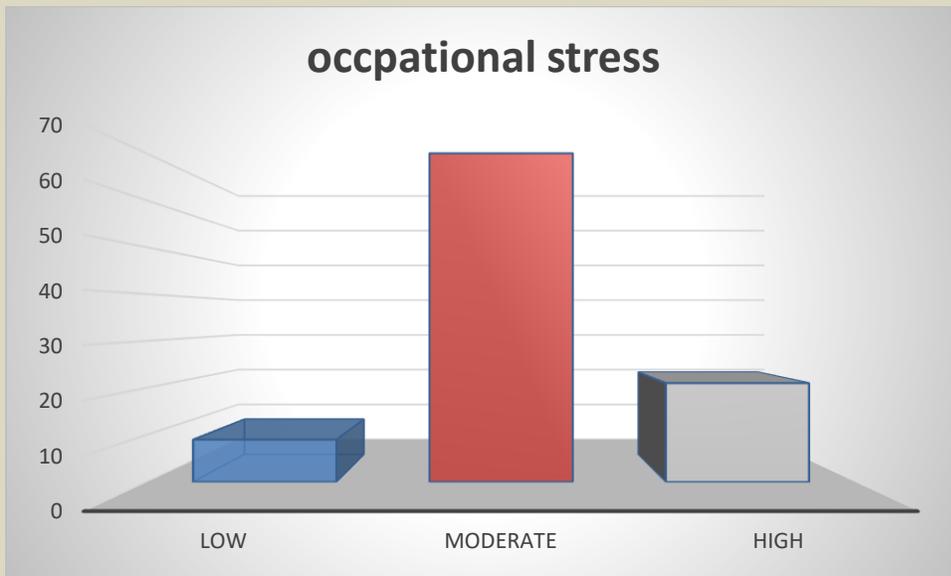
## Testing hypothesis I

Table 4.4.1

Level of occupational stress among degree colleges teachers

Occupational stress	N	N%
Low	9	9%
Moderate	70	70%
High	21	21%
Total	100	100%

Fig: 4.4.1



Interpretation: According to table 4.4.1 and figure 4.4.1, the sample comprises of 3/4<sup>th</sup> percent of majority number of teachers with moderate stress level (70%) and slightly less than 1/4<sup>th</sup> percent of teachers (21%) with high stress level while about only (9%) teachers have low stress in degree colleges.

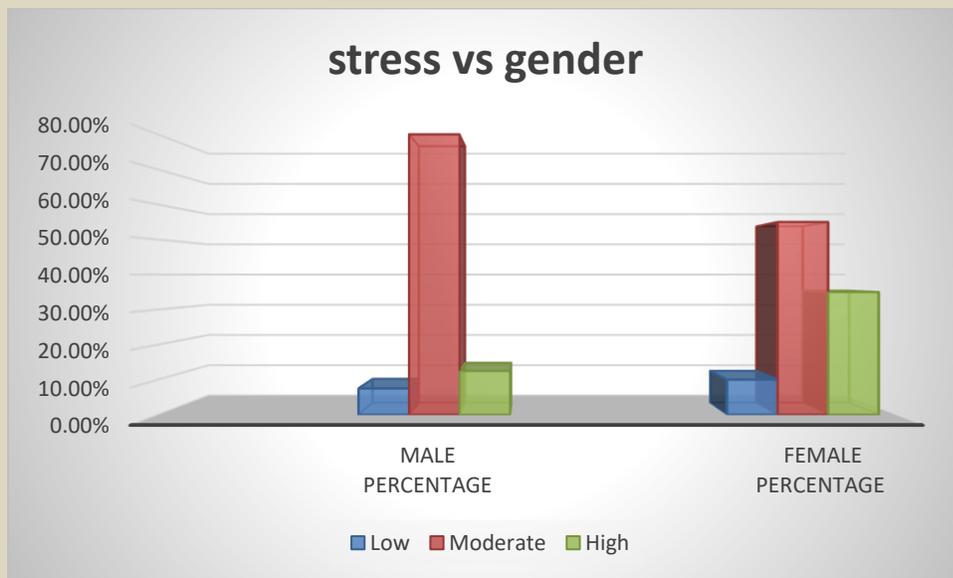
Testing Hypothesis 1: There is no statistically significant difference between occupational stress among degree colleges teachers with respect to gender.

a) Descriptive statistics of occupational stress vs gender

Table 4.4.2

Stress level	Male	Percentage	Female	Percentage	
Low	3	7.5%	6	10%	
Moderate	36	80%	34	55%	
High	5	12.5%	16	35%	
Total	40	100%	60	100%	
Chi square	19.58	df	2	Sig value	5.991

Fig: 4.4.2



Interpretation: Table (4.4.2) and fig (4.4.2) describes the statistics of occupational stress versus gender. There is slightly more difference in moderate level of male than female in occupational stress, whereas a considerable difference of more than 3/4<sup>th</sup> percent is seen in males (80%) and about more than 1/2 percent females (55%) is observed in moderate level of occupational stress. More than 1/4<sup>th</sup> percent number of females (35%) have high stress than males (12.5%).

To know whether the observed difference is significant or not the following hypothesis and chi-square test has been used for the analysis. The hypothesis is formulated as

Hypothesis 1a

Ho: There is no statistically significant difference in the occupational stress of degree college's teachers with respect to gender.

Result from the table show that there is a statistical significance in the occupational stress among teachers with respect to gender,  $\chi^2, (2, N=100) = 19.58, p > .05$

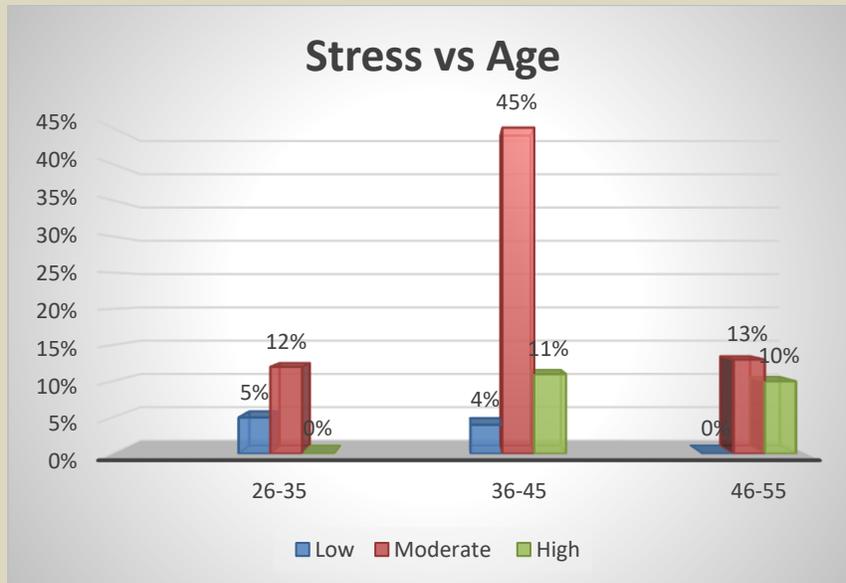
b) Descriptive statistics of occupational stress versus age

Table 4.4.3

Stress level	26-35	Percentage	36-45	Percentage	46-55	Percentage
Low	5	5%	4	4%	0	
Moderate	12	12%	45	45%	13	13%
High	0	0%	11	11%	10	10%
Total	17	17%	60	60%	23	23%

Chi square	20.398	df	4	Sig value	9.488	Ho rejected
------------	--------	----	---	-----------	-------	-------------

Fig:4.3.3



Interpretation: It is evident from the table (4.4.3) and fig (4.4.3) that slightly less than ½ percent of teachers (45%) with respect to age (36-45) have moderate stress level. Also found that slightly less than ¼<sup>th</sup> percent of teachers (11%) with respect to age (36-45) have high stress level and slightly less than ¼<sup>th</sup> percent of teachers (10%) have high stress with respect to age (46-55).

#### Hypothesis 1b

Ho: There is no statistically significance different in occupational stress with respect to age among degree colleges teacher.

Result from the table shows are there is a statistically significant difference in the occupational stress of teachers with respect to their age,  $\chi^2, (4, N=100) = 20.398, p > .05$ .

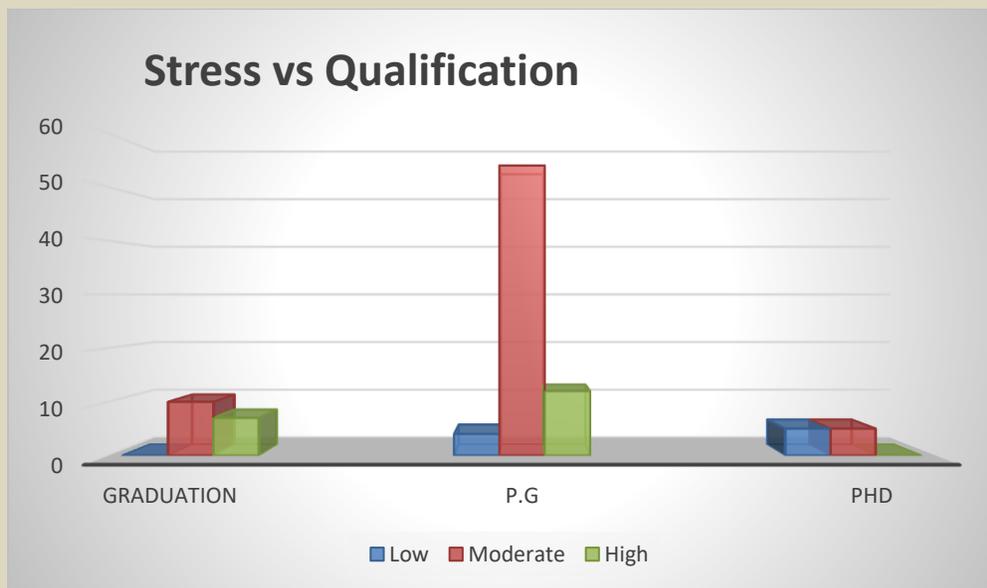
#### C) Descriptive statistics of occupational stress versus education qualification.

Table 4.4.4

Stress level	Graduation	Percentage	P.G	Percentage	PhD	Percentage
Low	0	0%	4	4%	5	5%

Moderate	10	10%	54	54%	5	5%
High	7	7%	12	12%	0	0%
Total	17	17%	73	73%	10	10%
Chi square	33.49	df	4	Sig value	9.488	Ho rejected

Fig4.4.4



Interpretation: It is evident from the Table (4.4) and fig (4.4) clearly indicates more than ½ percent teachers have moderate stress level (54%) with respect to education qualification for post-graduation and at the same time low stress is observed which is slightly less than ¾ percent of teachers (5%) who pursued Ph.D.

Hypothesis 3c

Ho: There is no statistically significant difference between occupational stress among degree college's teachers with respect to their educational Qualification.

Results from table shows that there is statistically significant difference between occupational stress among degree College teachers with respect to their education qualification,  $\chi^2(4, N=100) = 9.488, p > 0.05$ .

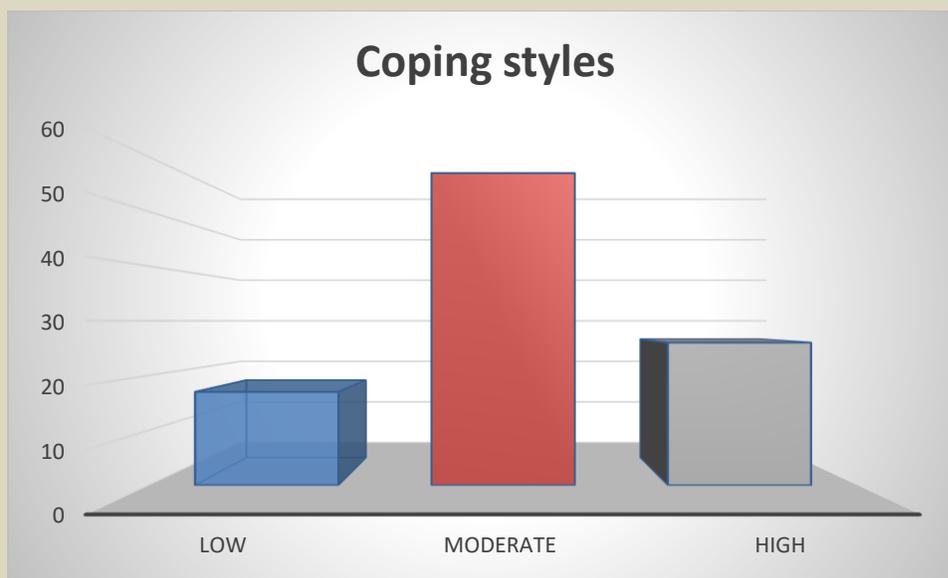
## 4.5 Testing hypothesis II

### 2) Level of coping style among Degree College teachers

Table4.5.1

Coping styles	N	N%
Low	17	17%
Moderate	57	57%
High	26	26%
Total	100	100%

Fig4.5



Interpretation: It is evident from the Table (4.5.1) and figure (4.5.1) clearly indicates more than ½ percent of teachers (57%) have moderate coping styles and slightly more than 1/4<sup>th</sup> percent of teachers (26%) have high coping styles. While about slightly less than 1/4<sup>th</sup> percent of teachers (17%) have low coping styles.

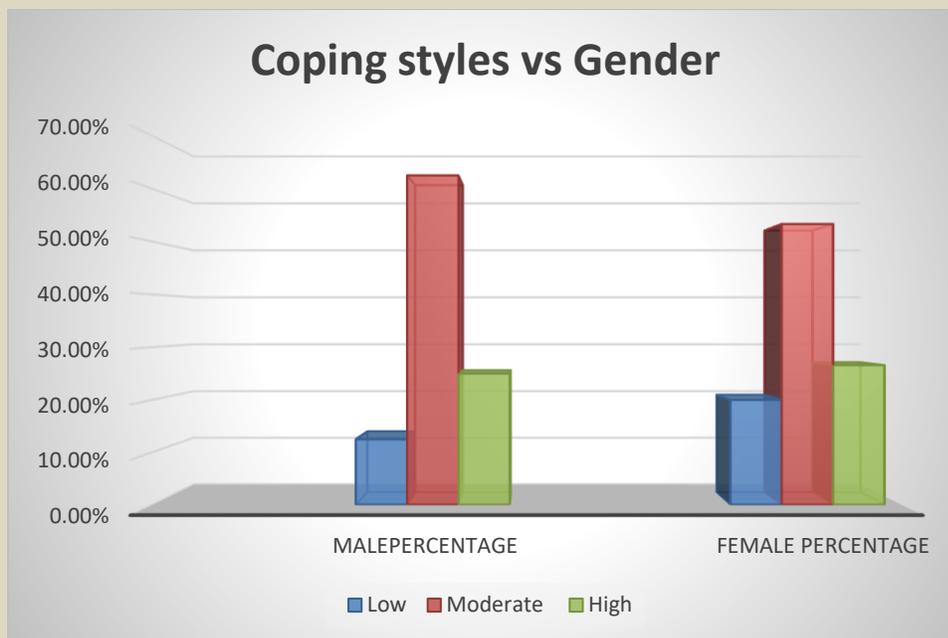
Hypothesis 2: There is no statistically significant difference between coping styles among the degree college's teachers.

a) Descriptive statistics of teachers coping styles vs gender

Table 4.5.2

Coping styles	Male	Percentage	Female	Percentage	
Low	5	12.5%	12	20%	
Moderate	25	62.5%	32	53.3%	
High	10	25%	16	26.6%	
Total	40	100%	60	100%	
Chi square	1.261	df	2	Sig value	5.991

Fig4.5.2



Interpretation: It is evident from the Table (4.5.2) and figure (4.5.2) clearly indicates majority number of male cope with their stress than female. More than ½ percent of male teachers (62.5%) have moderate level of coping style whereas in slightly more than female teachers (53.3%) have moderate level of coping style. 1/4<sup>th</sup> percent male (25%) have high coping style and slightly more than 1/4<sup>th</sup> percent female (26.6%) have high coping styles.

## Hypothesis 2a

There is no statistically significant difference between coping style among teachers of degree colleges with respect to the gender.

Result from the table shows that there is no statistically significant difference in coping style among teachers of degree colleges with respect to the gender

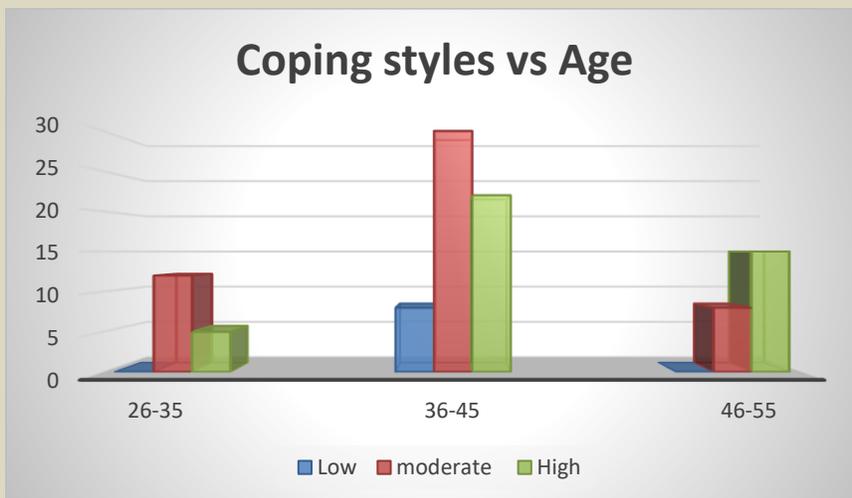
$$\chi^2 (2, N=100) = 1.261, p > 0.05$$

b) Descriptive statistic of teachers coping styles vs age

Table 4.5.3

Cope style	26-35	Percentage	36-45	Percentage	46-55	Percentage
Low	0	0%	8	8%	0	0%
moderate	12	12%	30	30%	8	8%
High	5	5%	22	22%	15	15%
Total		17%		60%		23%
Chi square	8.525	df	4		Sig value	9.488

Fig 4.5.3



Interpretation: It is evident from the table (4.5.3) and figure (4.5.3) clearly reveals that more than 1/4<sup>th</sup> percent of teachers (30%) with respect to age group (36 -45) have moderate cope level to their stress. Where only (8%) teachers have low coping style in the same age group. Highest and

lowest percent is seen in the same groups. Less than 1/4<sup>th</sup> percent of teachers (15%) have high coping styles with respect to age (46-55).

#### Hypothesis 2b

There is no statistically significant difference between coping styles among degree college teachers with respect to their age

Result: From the table shows that there is no statistically significant difference between coping styles among degree college teachers with the respective age.

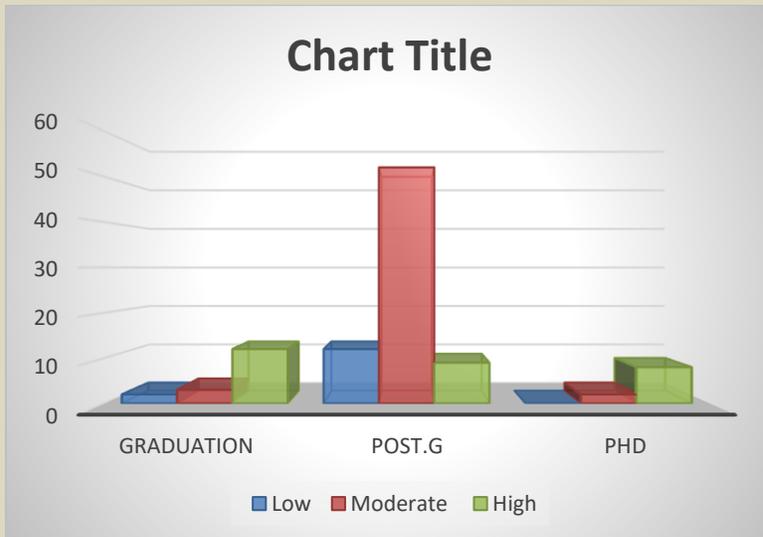
$$\chi^2(4, N=100)=8.525, p>0.05$$

#### C) Descriptive statistics of teachers coping styles with respect to qualifications

Table 4.5.4

Cope style	Graduation	Percentage	Post.G	Percentage	PhD	Percentage
Low	2	2%	12	12%	0	0%
Moderate	3	3%	52	52%	2	2%
High	12	12%	9	9%	8	8%
Total	17	17%	73	73%	10	10%
Chi square	9.17	df	4	Sig value	9.488	

Fig4.5.4



Interpretation: It is evident from the Table (4.5.4) and figure (4.5.4) reveals that post-graduation teachers have more than 1/2 percent of teachers (52%) have moderate coping style and less than 1/4<sup>th</sup> percent of teachers (12%) have low coping style. Whereas less than 1/4<sup>th</sup> percent teachers (12%) who are graduates have high coping styles.

#### Hypothesis 2c

Ho: There is no statistically significant difference between coping styles among the degree college's teachers with respect to their educational qualification.

Result From the table shows that there is no statistically significant difference between coping styles among degree colleges t teachers with the respective educational qualification  
 $\chi^2=(4,N=100)=9.17,p>0.05$

### 4.6 Testing hypothesis III

Hypothesis 3: There is no relationship between occupational stress and coping styles.

#### Correlation analysis

The Pearson correlation addressed linear relationships between the two variables, occupational stress and coping style.

The Pearson correlation indicates the following:

- Whether a statically significant leadership exist between two continuous variables.
- The strength of the leadership (that is how close the relationship is being perfectly straight line)
- The direction of linear ship increasing or decreasing.

The relationship between occupational stress and coping style:

The study investigates the correlation between two variables that is occupational stress and coping style. Pearson correlation coefficient is calculated to find the relationship between occupational stress and coping style.

The objective suggested by EVANS (1996) put the strength of the correlation considered for the absolute value of 'r' used in the study.

- .00-.19 “very weak”
- .20-.39 “weak”
- .40-.59 “moderate”
- .60-.79 “strong”
- .80-1.0 “very strong”

Table:4.6.1

<b>Correlations</b>			
		Occupational Stress	Coping Styles
Occupational Stress	Pearson Correlation	1	0.526
	Sig. (2-tailed)		0.208
	N	100	100
Coping Styles	Pearson Correlation	0.526	1
	Sig. (2-tailed)	0.208	
	N	100	100

To know whether the observed difference is significant or not, the following hypothesis and Pearson correlation test has been used for analyses. The hypothesis is formulated as:

Hypothesis 3

Ho :There is no relationship between occupational stress and coping style among degree College teachers.

Result from the table (4.6.1), shows that a statistically significant moderate correlation exist between the occupational stress and the coping style among degree colleges teacher( $r=0.516, n=2, N=100, p<0.01$ )

Though there is a moderate correlation which implies that the desirable study of occupational stress can be reduced by coping or takes some measures to avoid stress by doing meditation, eating good, being Optimistic etc.

Table4.6.2

Correlation between occupational stress and coping study with the demographic variables.

Correlations						
		Occupational Stress	Coping Styles	age	ednquali	gender
Occupational Stress	Pearson Correlation	1	0.127	0.152	-0.020	-0.047
	Sig. (2-tailed)		0.206	0.131	0.841	0.645
	N	101	101	100	100	100
Coping Ctyles	Pearson Correlation	0.127	1	-0.049	-0.039	0.090
	Sig. (2-tailed)	0.206		0.625	0.701	0.376
	N	101	101	100	100	100
Age	Pearson Correlation	0.152	-0.049	1	-.229*	.223*
	Sig. (2-tailed)	0.131	0.625		0.022	0.026
	N	100	100	100	100	100

Educational Qualifications	Pearson Correlation	-0.020	-0.039	-	1	-0.056
				.229*		
	Sig. (2-tailed)	0.841	0.701	0.022		0.581
	N	100	100	100	100	100
Gender	Pearson Correlation	-0.047	0.090	.223*	-0.056	1
				0.026	0.581	
	Sig. (2-tailed)	0.645	0.376	0.026	0.581	
	N	100	100	100	100	100

\*. Correlation is significant at the 0.05 level (2-tailed).

Observing table, the following remark be made:

Table (4.6.1) revealed that there is moderate correlation between occupational stress and coping styles, while there is no statistically significant correlation seen between occupational stress and demographical variables like age, educational qualification and gender. A very weak positive correlation ( $r=0.15$ ,  $N=100$ ,  $p<0.05$ ) which statistically significant does not exist between occupational stress and age.

Gender and coping styles are very weakly correlated ( $r=0.09$ ,  $N=100$ ,  $p<0.05$ ) which shows that no bias is shown between the male and female and therefore the improvement should be there in coping style. While there is a positive weak correlation between gender and age ( $r=0.223$ ,  $N=100$ ,  $p<0.05$ ) and negative correlation between gender and occupational stress ( $r=-0.047$ ,  $n=2$ ,  $N=100$ ,  $p<0.05$ ).

#### Major findings

The data were analysed and presented in the fourth under various dimensions in the present chapter the findings of the research are presented as following

Finding based on the occupational stress among degree College teachers

Finding based on the coping style among degree College teachers

Finding based on correlation analysis between the occupational stress and the coping style among degree College teachers.

5.2.1 Objective1: To study the occupational stress among the degree College teachers.

Hypothesis 1:

Ho: There is no statistically significant difference between occupational stress among degree colleges teachers.

Interpretation: According to table (4.4.1) and figure (4.4.1) sample comprises of 3/4<sup>th</sup> percent of majority number of teachers with moderate stress level (70%) and slightly less than 1/4<sup>th</sup> percent of teachers (21%) with high stress level while about only (9%) teachers have low stress in degree colleges.

To know whether the observed difference is significant or not the following hypothesis and chi-square test has been used for analyses. The hypothesis formulated as

Hypothesis-1a

Ho: There is no statistically significant difference between occupational stress among degree college's teachers with respect to gender

Interpretation: Table (4.4.2) and fig (4.4.2) describes the statistics of occupational stress versus gender. There is slightly more difference in moderate level of male than female in occupational stress, whereas a considerable difference of more than 3/4<sup>th</sup> percent is seen in males (80%) and about more than 1/2 percent females (55%) is observed in moderate level of occupational stress. More than 1/4<sup>th</sup> percent number of females (35%) have high stress than males (12.5%).

Result from the table show that there is a statistical significance in the occupational stress among teachers with respect to gender,  $\chi^2$ , (2, N=100) =19.58,  $p>.05$

### Hypothesis-1b

Ho: There is no statistically significance different between occupational stress with respect to age among degree colleges teacher.

Interpretation: It is evident from the table (4.4.3) and fig (4.4.3) that slightly less than ½ percent of teachers (45%) with respect to age (36-45) have moderate stress level. Also found that slightly less than 1/4<sup>th</sup> percent of teachers (11%) with respect to age (36 -45) have high stress level and slightly less than 1/4<sup>th</sup> percent of teachers (10%) have high stress with respect to age (46-55).

Result from the table shows are there is a statistically significant difference in the occupational stress of teachers with respect to their age

$$\chi^2(4, N=100) = 20.398, p > .05.$$

### Hypothesis-1c

Ho: There is no statistically significant difference between occupational stress among degree college's teachers with respect to their educational Qualification.

Interpretation: It is evident from the Table (4.4) and fig (4.4) clearly indicates more than ½ percent teachers have moderate stress level (54%) with respect to education qualification for post-graduation and at the same time low stress is observed which more slightly less than ¾ percent of teachers (5%) who pursued PhD

Results from table shows that there is statistically significant difference between occupational stress among degree College teachers with respect to their education qualification,  $\chi^2(4, N=100) = 9.488, p > 0.05$ .

5.2.2 Objective 2: To study the coping styles among the degree colleges of teachers

### Hypothesis –2 a

Ho: There is no statistically significant difference between coping style among the degree colleges teachers.

Interpretation: It is evident from the Table (4.5.1) and figure (4.5.1) clearly indicates more than ½ percent of teachers (57%) have moderate coping styles and slightly more than 1/4<sup>th</sup> percent of teachers (26%) have high coping styles. While about slightly less than 1/4<sup>th</sup> percent of teachers (17%) have low coping styles

### Hypothesis 2a

Ho: There is no statistically significant difference between coping styles among the degree college's teachers with respect to gender

Interpretation: It is evident from the Table (4.5.2) and figure (4.5.2) clearly indicates majority number of

male Cope with their stress than female. More than 1/2 percent of male teachers (62.5%) have moderate level of coping style where as in slightly more than female teachers (53.3%) have moderate level of coping style . 1/4thpercent male (25%) have high coping style and slightly more than 1/4th percent female (26.6%) have high coping styles.

To know whether the observed difference is significant or not the following hypothesis and chi-square test has been used for the analysis

Result from the table shows that there is no is statistically significant difference in coping style among teachers of degree colleges with respect to the gender

$$\chi^2 (2, N=100)=1.261, p>0.05$$

### Hypothesis 2b

Ho: There is no statistically significant difference between coping styles among the degree college's teachers with respect to their age.

Interpretation: It is evident from the table (4.5.3) and figure (4.5.3) clearly reveals that more than 1/4thpercent of teachers (30%) with respect to age group (36 -45) have moderate cope level to their stress. Whereas only (8%) teachers have low coping style in the same age group. Highest and lowest percent is seen in the same groups. Less than 1/4th percent of teachers (15%) have high coping styles with respect to age (46-55).

Result From the table shows that there is no statistically significant difference in coping styles among teachers of the degree colleges with the respective age

$$\chi^2=(4, N=100)=8.525, p>0.05$$

### Hypothesis 2c

Ho: There is no statistically significant difference between coping styles among the degree College teachers with respect to their educational qualification

Interpretation: It is evident from the Table (4.5.4) and figure (4.5.4) reveals that post-graduation teachers have more than 1/2 percent of teachers (52%) have moderate coping style and less than 1/4th percent of teachers (12%) have low coping style. Whereas less than 1/4th percent teachers (12%) who are graduates have high coping styles.

Result From the table shows that there is no statistically significant difference in coping styles among teachers of the degree colleges with the respective educational qualification

$$\chi^2 = (4, N=100) = 9.17, p > 0.05$$

5.2.3 Objective 3: There is no relationship between occupational stress and coping styles.

Ho: There is no statistical difference correlation between occupational stress and coping styles among degree College teachers.

Result from the table (4.6.1), show that a statistically significant moderate correlation exist between the occupational stress and the coping style among degree colleges teacher ( $r=0.516, n=2, N=100, p<0.01$ )

Though there is a moderate correlation which implies that the desirable study of occupational stress can be reduced by coping or takes some measures to avoid stress by doing meditation, eating good, being Optimistic.

Educational implications

When a person decides to adopt the teaching profession, he or she during the training phase must realize the demands of this profession in terms of effort involved and in terms of time investment. The workload on a teacher will always be great and everything will always be bracketed by a very tight time schedule. A teacher has to be punctual and able to meet the deadline without fail. A teacher will have to always face the criticism of parents of the weak students and face the school board with a different set of problems.

A sensible teacher must know where to draw a line to prevent his social and personal life from being absorbed by his professional life. Though it is very difficult to leave the stresses of the college and not let it affect their personal life, but there are methods which can help a teacher to reduce these effects.

Implication to teachers:

Adopt a Hobby

It is very important for a teacher to have a hobby which is totally different from he teaches at school. Music, gardening, hiking and painting are a few examples of hobbies which a teacher may adopt. These can give them an outlet and take their minds off from the problems that they face at school. This is one way of getting the day's stress off from their minds.

Adopting Healthy Habits

It is very important for a teacher to maintain a healthy lifestyle. Cutting back on bad habits like drinking and smoking will not just make you a healthy person, but will also make you a role

model for your students and other faculty members as well. For a healthy living follow the following:

- Stop smoking as it will help you stay healthy.
- Reduce caffeine intake will help you stay focused and reduce stress
- Eat breakfast as it is the most important meal of the day as it will help you stay

Healthy

- Avoid junk snacks and eat right
- Don't let your life just roll by itself. Set realistic goals in life and then pursue

Them.

- Make it a point to visit the guidance counsellor, as it can help you identify any underlying psychological or behaviour problem related to workplace stress.
- Worrying unnecessarily can be a big source of stress. So cut back on worrying as that will reduce your stress.
- Learn and practice anger management as it will help in managing stress.

Meditation

Though it appears to be a long process but It is not impossible to meditate on regular basis. Sitting in silence for 10 minutes every morning and clears the incoherent misperception possibly caused by colliding thought and helps the teacher to become throughout the day.

Sound Psychological State of Mind

Yoga education should get important. Yoga education indeed becomes an indispensable part of B. Ed Curriculum and the teacher trainees are getting very much benefit for this. Along with B. Ed Teacher trainees, the school, college, and university professors should also get benefitted. For this reason, compulsory one-hour Yoga sessions for school, college, and university teachers can be introduced. Teachers of any discipline can be encouraged to participate in refresher courses or workshops on yoga education.

Sustainable Work Environment

Cordial relationship among the staff, healthy discussions, progressive environment, scope of self-expression, materialistic and non-materialistic facilities to grow altogether make a stress-free sustainable work environment. Such a sustainable work environment should be maintained in an academic institution. Celebrations should make a part of the workplace.

Implications to the college managements:

The school authorities must have more interaction with teachers as well as create more opportunities for communication among members of the staff. This can be done by organising informal social gathering and various kind of extracurricular activities for teachers with the aim to promote mutual understanding and concern among teachers. The principal should actively take part in these activities and try to establish a friendly and supportive relationship with the staffs. College should have required teaching learning material. Well-furnished facilities like furniture, blackboards, well equipped subject laboratories according to needs of teachers and students, working computers me motivate teachers to work accordingly to their effect efficiency and make them satisfied, which is a prerequisite better performance in any profession.

Award can be institute for better performance of staff. Teachers work should be recognised by the authorities, colleagues and head of the institute. Rewards in the term of appreciation or in the form of some other incentives should be delivered to teachers.

### **Recommendations for further studies**

1. A comparative study of all elementary, general secondary and preparatory school teachers experiencing OS.
2. Strategies to enhance the occupational stress of the teachers.
3. A comparative study of occupational stress between private and government colleges.
4. As this study geographically limited to Hyderabad doing the similar study can be taken up for the teacher's education colleges of various district.
5. A comparative study on male and female occupational stress and coping styles among colleges.

## **‘To Study Oral Communication Skills in English Language among Secondary School Students in relation to their Parental Education’.**

### **Introduction**

#### **CHAPTER-I**

#### **INTRODUCTION**

Education is viewed as the potential instrument of national advancement. A modern society cannot accomplish its point of monetary development, specialized improvement and social progression without completely harnessing the talents of its citizens. It is the most vital means for individuals to develop personal strength, build competence levels, overcome restraints and in due course broaden the available set of opportunities and choices for a sustained development in wellbeing. Education not only helps in enhancing human capital, productivity, compensating labor, but also it enables the process of acquisition, assimilation and communication of information and knowledge and thus enhancing the quality of life of each individual. Education is also considered to be a critical invasive instrument aiding social, economic and political inclusion, integrating people into the norms of the society.

The ability to communicate and transfer one’s ideas to another is one of the most important factors that differentiate human beings from animals. As language is the primary source of communication, it has become one of the fundamental characteristics of our lives. It is closely tied to the thoughts and identity of the individuals as it is a medium through which most knowledge is constructed. The term Language is defined by the Cambridge International Dictionary of English (1995) as “A system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning”. Hence it can be rightly said that language is the written and spoken method of combining words to create meaning used by a particular group of people. Language is used to express one’s inner thoughts and feelings, to analyze intricate and abstract thoughts, to interact and communicate, to accomplish our desires and prerequisites, as well as to establish rules and sustain traditions and culture.

Language can be verbal, physical, and biologically innate or a basic form of communication. According to different educationists, sociologists, psychologists and anthropologists there is always requirement of a speaker, speech, receiver, feedback etc. for the completion of a face-to-

face situation, direct communication, or a written communication. In the absence of language, the communication cannot be completed. English as a language, or a medium works perfectly for the fulfillment of the objectives of communication over a large area of human population. It is a very known fact that the professionals pass a lot of time in oral communication. They are engaged in any of the following tasks: meetings, discussions, negotiations, seminars, presentations, interviews, peer conversations, sub-ordinate instructions and telephonic conversations. Except telephone, all these activities require face to face verbal communication. For this purpose, one needs skillful control of voice, tone, pitch, and precise use of words. No doubt, English language is an international language, spoken in many countries both as native and as a second or foreign language. A huge amount of people use English and many countries that teach the English language as the global language of communication in secondary school. People should learn English to communicate between people from different countries. In many countries, the citizens have different tribal languages. Even though English is not a native language, the governments select English as an adopted national language.

### **What is Communication?**

Communication is the process of sending and receiving [messages](#) through verbal or nonverbal means, including [speech](#), or oral communication; [writing](#) and graphical representations (such as info graphics, maps, and charts); and [signs](#), signals, and behavior. More simply, communication is said to be "the creation and exchange of [meaning](#)."

Media critic and theorist James Carey defined communication as "a symbolic process whereby reality is produced, maintained, repaired and transformed" in his 1992 book "Communication as Culture," positing that we define our reality via sharing our experience with others.

All creatures on earth have developed means in which to convey their emotions and thoughts to one another. However, it's the ability of humans to use words and language to transfer specific meanings that sets them apart from the animal kingdom.

The term 'communication' derived from the Latin word 'communicare' or 'communico' which means 'to share'? Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; individuals actively and consciously engage in communication in order to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time. The word process suggests that communication exists as a flow through a sequence or series of steps. The term process also indicates a condition of flux and change. The relationships of people engaged in communication continuously grow and develop.

## Eight Essential Components of Communication

In order to better understand the communication process, which can be broken down into a series of eight essential components,

Source, Message, Channel, Receiver, Feedback, Environment, Context, Interference

### Types of communication

There are several different ways to share information with one another. For example, people might use verbal communication when sharing a presentation with a group or might use written communication when applying for a job or sending an email.

There are four main categories or communication styles including verbal, nonverbal, written and visual:

#### 1. Verbal

Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication.

Here are a few steps which can be taken to develop our verbal communication skills:

Use a strong, confident speaking voice. Especially when presenting information to a few or a group of people, be sure to use a strong voice so that everyone can easily hear. Be confident when speaking so that the ideas are clear and easy for others to understand.

Use active listening. The other side of using verbal communication is intently listening to and hearing others. [Active listening skills](#) are key when conducting a meeting, presentation or even when participating in a one-on-one conversation. Doing so will help to grow as a communicator.

#### 2. Nonverbal

[Nonverbal communication](#) is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. For example, people might smile unintentionally when they hear a pleasing or enjoyable idea or piece of information. Nonverbal communication is helpful when trying to understand others' thoughts and feelings.

If they are displaying "closed" body language, such as crossed arms or hunched shoulders, they might be feeling anxious, angry or nervous. If they are displaying "open" body language with both feet on the floor and arms by their side or on the table, they are likely feeling positive and open to information.

## Mimic nonverbal communications

. Certain facial expressions or body language beneficial to a certain setting, use it as a guide when improving our own nonverbal communications. For example, if someone nods their head it communicates approval and positive feedback efficiently.

### 3. Written

Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference.

Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more. Emails and chats are a common form of written communication in the workplace.

Here are a few steps that can be taken to develop written communication skills:

Strive for simplicity. Written communications should be as simple and clear as possible. While it might be helpful to include lots of detail in instructional communications, for example, look for areas where people can write as clearly as possible for the audience to understand.

#### Visual

Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

Here are a few steps that can be taken to develop our visual communication skills:

Ask others before including visuals. When sharing a visual aid in our presentation or email, consider asking others for feedback. Adding visuals can sometimes make concepts confusing or muddled. Getting a third-party perspective can help to decide whether the visual adds value to our communications.

#### Oral Communication

Byrne (1986) defines, “Oral communication is a two way process between the speaker and the listener and involves the productive skills of speaking and the receptive skills of understanding”.

#### English

Oxford Advanced Learner’s Dictionary defines English as “the language, originally of England, now spoken in many other countries and used as a language of international communication throughout the world”.

Oral Communication Skills:

Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. ... Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust.

Oral Communication skills in English:

Oral communication in English is the ability of an individual to express orally with others and to give and exchange information and ideas by asking questions, giving directions, coordinating work task, explaining in English. The investigator prepared a scale to measure the self-perceived self-efficacy to express them orally in different learning context. Operationally, oral communication in English is defined as the score obtained by a respondent in the self-perception scale of oral communication.

### **Grammar Translation Method:**

Sometimes also known as, the Classical Method, this traditional teaching technique was used to teach Latin and Greek and was particularly in vogue during the 16th Century. The focus at this time was on the translation of texts, grammar, and rote learning of vocabulary. There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects rather than a means of oral communication.

There are some features below:

- Learning language through detailed analysis of grammar rules.
- Reading and writing are the major focus.
- Vocabulary selection is based on reading texts.
- Words are taught through dictionary study, memorization and bilingual word lists.
- Translation is a central technique.

### **Direct Method:**

This approach is also known as the 'oral' or 'natural' method, originated around the 1900s as an alternative to the traditional grammatical translation method. At this time, teachers were starting to experiment with teaching and educational models as previous techniques were failing to improve spoken communication. The focus is on good pronunciation, with spontaneous use of the language, no translation, and little grammar analysis.

### **Audio-Lingual Method:**

This approach to learning is similar to the Direct Method, in that the lesson takes place entirely in the target language.

Some characteristics of this method are:

- Drills are used to teach structural patterns.
- Set phrases are memorized with a focus on intonation.
- Grammatical explanations are kept to a minimum.
- Vocabulary is taught in context.
- Audio-visual aids are used.
- Focus is on pronunciation.
- Correct responses are positively reinforced immediately.

### **Communicative Language Teaching (CLT):**

It is also called, the modern standard method. Communicative language learning is an engaging development in the field of ancient language acquisition. It opens numerous opportunities for creative instruction, and may serve to captivate students and teachers alike for years to come. This Method is in reality an umbrella term - a broad approach rather than a specific teaching methodology, and has now become the accepted standard in English language teaching.

**Presentation:** The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it.

**Practice:** Students practice, using the new structure in a controlled context, through drills or substitution exercises.

**Production:** Students practice, using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern.

### **English for Specific Purposes:**

In the earlier days, English was just like a Library language, but now that notion has changed totally. At present, the challenges visible before the English language teachers are diverse and it is necessary for them to shape up accordingly to meet the demands of the day. It plays a vital part in every profession with respect to its importance and demand. Every profession has its own professional terminology, which is used frequently in that particular profession. So, it would be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles, (For example, certain terms used by the doctors, lawyers, engineer, flight attendant, pilot, biologist etc) rather than just to concentrate on more general English. This led to the discipline of needs analysis – the use of observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings – in order to determine the kinds of communication learners would need to master if they were in specific occupational or

educational roles and the language features of particular settings. The focus of needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes. Such differences might include:

- Differences in vocabulary choice
- Differences in grammar
- Differences in the kinds of texts commonly occurring
- Differences in functions.

### **Oral communication skills among secondary school students:**

The new approach and curriculum lays emphasis on the innate language system of the learner. The acquisition of any language is a non-conscious process and hence, conscious learning of linguistic items in isolation cannot be advocated. Language is not just the sum total of linguistic skills. It takes into account the internal linguistic competence of the learner. The traditional practice of language learning through imitation and mechanical repetition is not encouraged now. Instead, the innate linguistic competence is addressed and reinforced. Contemporary academicians and educationists have understood the inherent limitations of language learning packages based on behaviorism. However, in the learning of English, certain principles of behaviorism were still followed. As a result, text books and teaching methodology which presented isolated letters, words and sentence structured in a linear fashion still persist. According to it, language doesn't exist as isolated sentences or words. It exists as meaningful discourses. Hence it should be ensured that the linguistic experiences and expression of children should be at the discourse level. At the upper primary level, the learners are expected to construct oral or written forms of narratives, poems, descriptions, conversations, riddles, short stories, notices, reports, letters, posters and diary which are of comparatively higher linguistic and ideational levels.

At the secondary and higher secondary school level, the learners should be able to use discourses as tools for creatively intervening in various social phenomena. This alone will help them realize their identity as a second language user.

### **Influence of Parental Education on oral communication skills of their child:**

Parents play a critical role in a child's language development. Studies have shown that children who are read to and spoken with a great deal during early childhood will have larger vocabularies and better grammar than those who aren't.

Parents plays a vital role in improving the oral communication skills in English language as they communicate in day-to-day life experiences which really helped them to improve their vocabulary and appropriate timing in usage of words.

### **Significance of the study**

Communication skills are essential for the successful future career of a student. In today's competitive world, communication skills in business are the most sought-after quality of an educated person. Reading, writing and listening carefully are the three most important communication skills for students. These skills like most of the communication skills sounds too familiar as a result of which we take them for granted. Speaking is the purposeful activity in which people use audible and visible symbols and try to communicate meaning to the minds of their listeners. The function of oral communication is communicating some meaning that brings about the desired change in the understanding opinions and attitude of the listener. While orally communicating a message, the speaker is concerned with five factors, that is message, audience, speech style, message encoding and feedback. To be an effective speaker, familiarity with the audience is a must. Formal situations such as seminars, conferences, meetings, discussions and job interviews etc. all demand a careful audience analysis so the speech becomes a careful activity. Important is the manner in which the content of the speech is presented, it may be formal, informal, technical or in a casual conversation. It depends on the purpose of speaking as well as the relation between the speaker and the listener. One needs to choose a style that is in accordance with the content, the audience, as well as the occasion and setting. The research shows the level of oral communication skills in English language among secondary school students.

### **To Study on Oral Communication Skills in English Language among Secondary School Students in relation to their Parental Education”.**

### **1.5 Operational Definition**

#### **Oral Communication Skills:**

Communication skills can be defined as skills of exchanging information from the person giving the information through verbal and non-verbal methods, to the person receiving the information. The most common method of communication is verbal, using an English language.

Oral Communication skills are studied through the questionnaire given by the researcher.

**Gender:**

“**Gender** refers to the socially constructed characteristics of girls and boys, such as norms, roles, and relationships of and between groups of girls and boys.

**Secondary School Students:**

**Secondary school students** are defined as students from schooling after elementary **school**, therefore in the Telangana that would be grades 6 to 10 and students belonging to the age group between 11 to 14 years.

Secondary school students identified for this study are students of classes VIII, IX and X.

**Parental Education:**

Parent educational background is a parental characteristic which has been studied as a variable in predicting a child’s educational attainment. The concept is related to both family socioeconomic level and parental occupation and some effort has been made to partial out the effects of these variables.

Parental Education for this study is parents who have studied from below X,X, intermediate, graduate, post-graduate and others.

**Objectives of the Study**

- To study the level of Oral Communication skills in English language with respect to gender among secondary school students.
- To study the level of Oral Communication skills in English language among students of classes VIII, IX and X
- To study the level of Oral Communication skills with respect to their Father’s Education.
- To study the level of Oral Communication skills with respect to their Mother’s Education

**Hypotheses of the Study**

- There is no significant difference between the oral communication skills in English language with respect to gender among secondary school students.
- There is no significant difference between the levels of oral communication skills in English language with respect to classes VIII, IX and X.
- There is no significant difference between the levels of Oral communication skills with respect to their Father’s Education.

- There is no significant difference between the levels of Oral communication skills with respect to their Mother's Education

#### Literature Review

**Casteneda (2011)** submitted her thesis entitled 'The impact of role play simulation on children's oral communicative skill' to Universidad de San Buenaventura de Bogotá. The study is an investigation framed as a qualitative action research and the main purpose of which was to use the role play technique. In this way, her project revolved around two key aspects. The first one is related to the fact that the learner adopts the role of a specific character, and creates a situation as if it were a real one. The second one has to do with the fact that the goal of this procedure is to encourage children's communicative abilities, creating authentic dialogues. Therefore, the objective of her research project was to identify how the role play simulation causes impact on the oral production of the school children. The researcher used authentic situations as activities in the classroom, and in this way, students could work up linguistic features, such as pronunciation, stress, intonation, grammar, vocabulary and formulaic speech. The main finding was that students improved speaking skills because they acquired more vocabulary, a better pronunciation and a better comprehension. Besides, participants gained self-confidence and autonomy. They lost their fear to speak in front of other people, and they developed their ability for interaction and cooperative learning.

**Radha Krishnan (2010)** has stated communicative language teaching facilities of the students in his dissertation „Developing Communication Skills of Engineering Students through Writing Skills“. He states that enough practice in writing skill contributes to the development of communication skills of an individual. His focal point is on the effective integration of all the four skills of language which improves the quality of writing skills and also improves the presentation and creativity skill of the students.

**Sarada Devi & Kiran (2002)** Studied family factors associated with scholastic performance secondary school children. 100 low achieving students (50 girls 50 boys) of ninth and tenth classes from ten private English medium schools of Hyderabad were taken as sample for the study. Using interview scheduled information related to scholastic backwardness was elicited.

Large family size, low educational status of parents, low parental involvement and low parental encouragement were found to be the major family factors associated with scholastic backwardness.

In this study, data will be collected by using survey method. The questionnaire is used for this study. This is a non-experimental study that has demographic.

## **Research Methodology**

### **Population and Sample**

#### **Population**

The population of this study comprises of private secondary school students Hyderabad, G.H.M.C limits.

#### **Sample**

The sample of the present study consists of 120 Secondary School students from Private Schools Hyderabad, G.H.M.C limits. Sampling design in this research is followed by items on the sample size comprises of 120 secondary school students of Private schools of Hyderabad.

#### **Variables:**

Independent Variable: Oral Communication Skills

Dependent Variable: Gender, Secondary School Students

Demographic Variable: Parental Education

For the collection of data, a questionnaire will be devised and constructed by the researcher. The questionnaire consists both positive and negative aspects.

With the help of questionnaire, the researcher will get an opportunity to establish rapport with the respondents of secondary school students. The options were Always, Sometimes and Never. The students were provided with the colorful questionnaire to answer. Through Google form created a questionnaire as collected through online resources.

## Validity and Reliability

A pilot study was conducted by the researcher to calculate the validity and reliability of the tool. A sample of 16 students were studied to analyse validity and reliability of the tool. Researcher took the suggestions of the subject experts, research experts and supervisor to check the face validity of the questionnaire. The experts accepted the face validity of the tool. Further, content validity of the tool is calculated by taking the square root of reliability.

Reliability of the questionnaire is calculated by Cronbach's alpha in SPSS.

Table 3.1: Reliability – Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.845	25

Content Validity -  $\sqrt{.845} = .919$

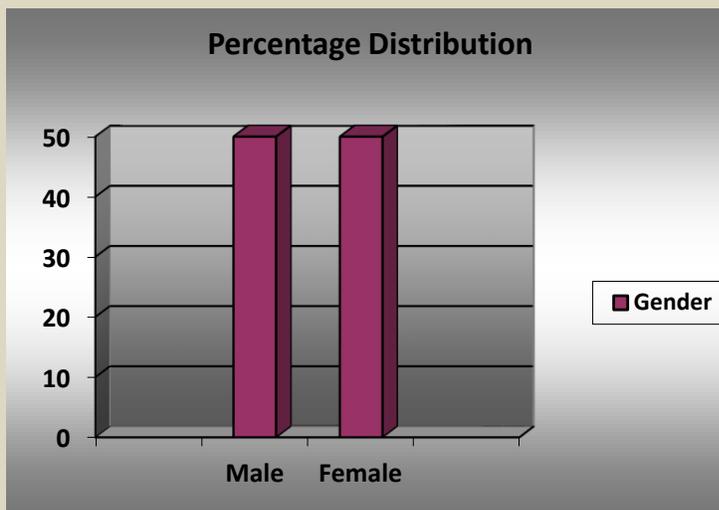
The above results show high levels of reliability and validity of the tool.

**Table 4.1:** - Distribution of the sample with respect to Gender

		N	N %
Gender	Male	60	50.0%
	Female	60	50.0%
	Total	120	100.0%

Equal percentage (50%) of male and female students were randomly selected for the study.

**Figure 4.1:** - Represents the graph of equal distribution of the sample with respect to Gender

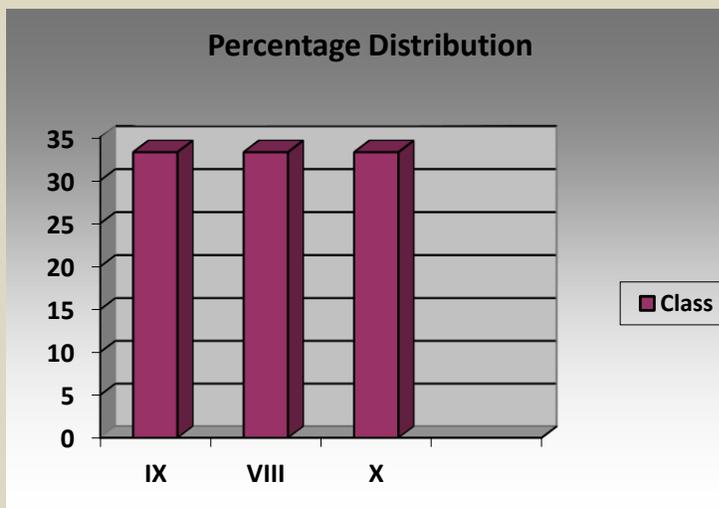


**Table 4.2:** - Distribution of the sample with respect to Class

		N	N %
Class	IX	40	33.3%
	VIII	40	33.3%
	X	40	33.3%
	Total	120	100.0%

Equal percentage (33.3%) students of classes VIII, IX and X were randomly selected for the study.

**Figure 4.2:** - Represents the graph of Distribution of the sample with respect to Class

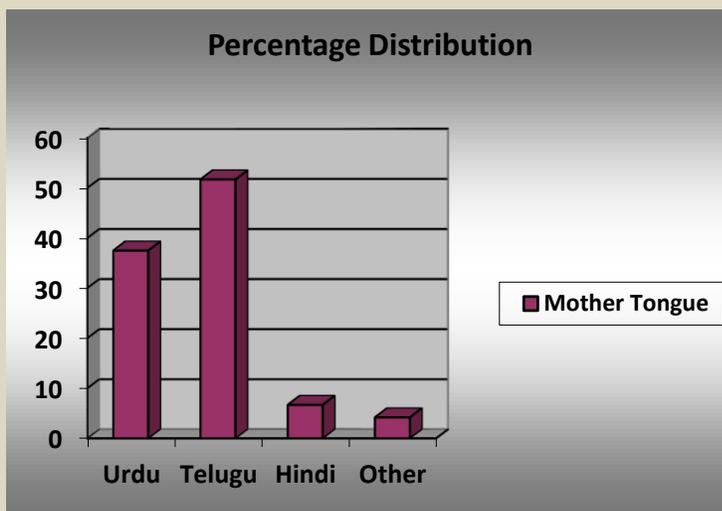


**Table 4.3:** - Distribution of the sample with respect to Mother Tongue

		N	N %
Mother Tongue	Urdu	45	37.5%
	Telugu	62	51.7%
	Hindi	8	6.7%
	Other	5	4.2%
	Total	120	100.0%

Around half of the students (51.7%) of the students have Telugu as their mother tongue. 37.5% of them are from Urdu background whereas 6.7% are from Hindi and only 4.2% have other languages as their mother tongue.

**Figure ; 4.3:-** Represents the graph of sample with respect to Mother Tongue

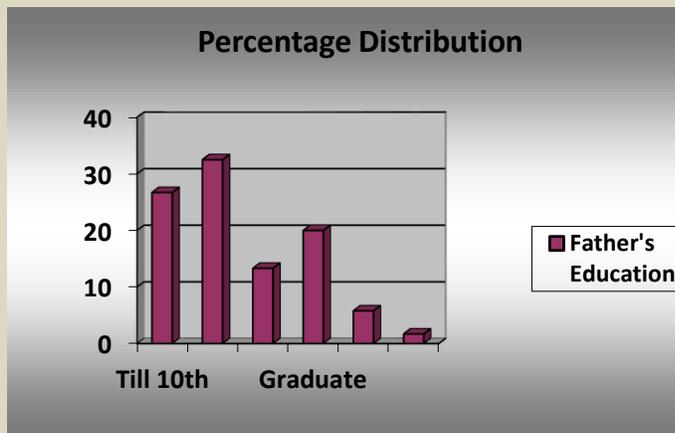


**Table 4.4:** - Distribution of the sample with respect to Father's Education

		N	N %
Father's Education	Till 10th	32	26.7%
	10th	39	32.5%
	Intermediate	16	13.3%
	Graduate	24	20.0%
	Post Graduate	7	5.8%
	Other's	2	1.7%
	Total	120	100.0%

Around (32.5%) of the Fathers qualified who are 10<sup>th</sup>, and around quarter fathers who studied till 10<sup>th</sup> (26.7%), fathers who studied intermediate are (13.3%) graduated fathers are (20%), very few post graduated fathers (5.8%) and other's who are just (1.7%) .

**Figure 4.4:** - Represents the graph of Distribution of the sample with respect to Father's Education

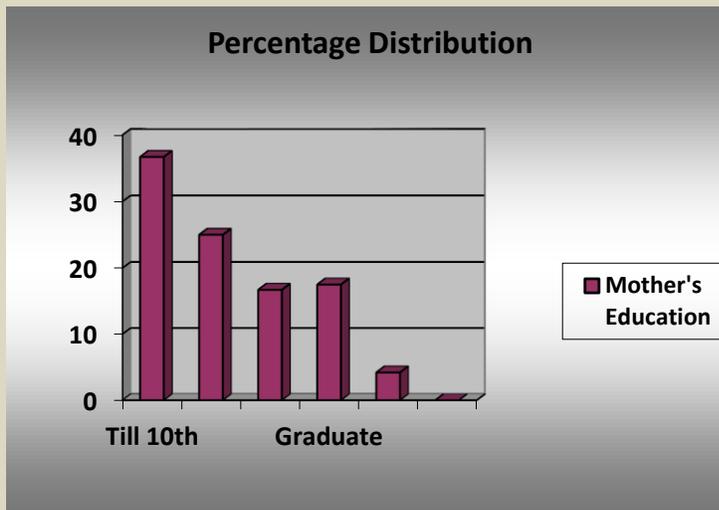


**Table 4.5:** - Distribution of the sample with respect to Mother's Education

		N	N %
Mother's Education	Till 10th	44	36.7%
	10th	30	25.0%
	Intermediate	20	16.7%
	Graduate	21	17.5%
	Post Graduate	5	4.2%
	Other's	0	0.0%
	Total	120	100.0%

Around (36.7%) of the Mothers qualified who are till 10<sup>th</sup>, and around quarter mothers who studied till 10<sup>th</sup> (25%), graduated mothers are (17.5%), very few post graduated fathers (4.2%).

**Figure 4.5:** -Represents the graph of Distribution of the sample with respect to Mother's Education



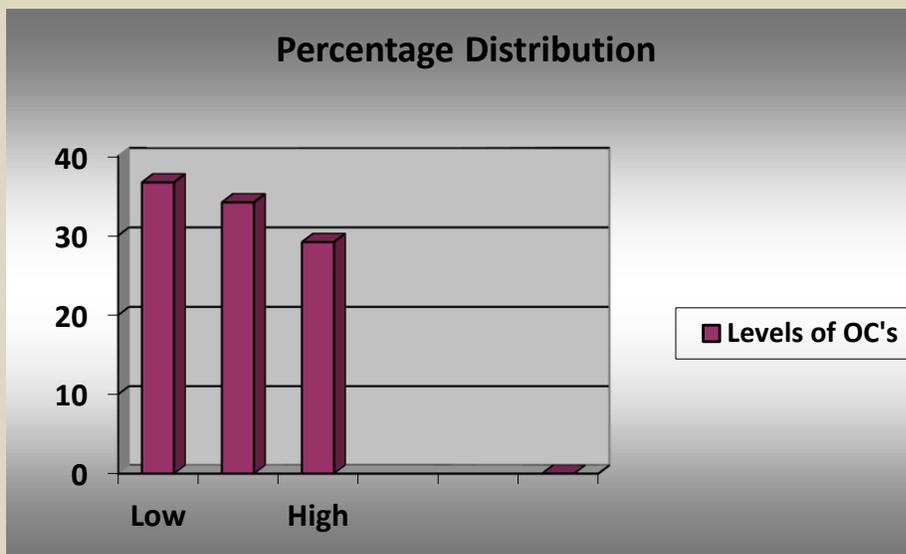
**Table 4.6:** - Distribution of the sample with respect to levels of Oral Communication among students.

		N	N %
Levels of Oral Communication	Low	44	36.7%
	Moderate	41	34.2%
	High	35	29.2%
	Total	120	100.0%

According to the values the levels of oral communication skills among secondary school students, around 36.7% the students have low level of oral communication skills, 34.2% are moderate level and 29.2% of students are under high level of oral communications skills.

**Levels of Oral Communication skills among secondary school students**

**Figure 4.6:** - Represents the graph of Distribution of the sample with respect to levels of Oral Communication among students.



## Interpretations

Significance test at alpha 0.05 levels was done manually by the researcher using a paired chi-square test.

## Inferential Analysis of the sample

**Table 4.7:** - Levels of Oral Communication in English with respect to Gender of the students.

		Gender			
		Male		Female	
		N	N %	N	N %
Levels of Oral Communication	Low	21	47.7%	23	52.3%
	Moderate	21	51.2%	20	48.8%
	High	18	51.4%	17	48.6%
	Total	60	50.0%	60	50.0%
Chi Square	$\chi^2$ calculated = .144		df= 2	P =.931	

More number of female students (52.3%) are having low levels of oral communication skills compared to male students (47.7%), whereas slightly a greater number of male students (51%) are having moderate to high levels of oral communication skills in English when compared to female students (48%).

The table also reveals that the  $\chi^2 = .144$ .  $p > .05$  at 2 degrees of freedom. Thus, there is no statistically significant relationship between the gender and the levels of oral communication in English of the students.

**Table 4.8:** - Levels of Oral Communication in English with respect to Class of the students.

		Class					
		IX		VIII		X	
		N	N %	N	N %	N	N %
Levels of Oral Communication	Low	11	25.0%	15	34.1%	18	40.9%
	Moderate	16	39.0%	14	34.1%	11	26.8%
	High	13	37.1%	11	31.4%	11	31.4%
	Total	40	33.3%	40	33.3%	40	33.3%
Chi Square	$\chi^2$ =2.83	calculated df= 4		P =.585			

More number of X Class students (40.9%) are having low levels of oral communication skills compared to VIII class (34.1%), and IX class (25%) whereas slightly a greater number of IX Class students (39%) are having moderate VIII Class (34.1%) and X class having (26.8%) are having moderate levels of oral communication skills.

And now when observed IX class (37.1%) are at high levels of oral communication skills in English when compared to VIII (31.4%) and X class (34.1%).

The table also reveals that the  $\chi^2 = 2.83$ ,  $p > .05$  at 4 degrees of freedom. Thus, there is no statistically significant relationship between the classes and the levels of oral communication in English of the students.

The table also reveals that the  $\chi^2 = .144$ ,  $p > .05$  at 2 degrees of freedom. Thus, there is no statistically significant relationship between the gender and the levels of oral communication in English of the students.

**Table 4.8:** - Levels of Oral Communication in English with respect to Class of the students.

		Class					
		IX		VIII		X	
		N	N %	N	N %	N	N %
Levels of Oral Communication	Low	11	25.0%	15	34.1%	18	40.9%
	Moderate	16	39.0%	14	34.1%	11	26.8%
	High	13	37.1%	11	31.4%	11	31.4%
	Total	40	33.3%	40	33.3%	40	33.3%
Chi Square	$\chi^2$ =2.83	calculated df= 4			P =.585		

More number of X Class students (40.9%) are having low levels of oral communication skills compared to VIII class (34.1%), and IX class (25%) whereas slightly a greater number of IX Class students (39%) are having moderate VIII Class (34.1%) and X class having (26.8%) are having moderate levels of oral communication skills.

And now when observed IX class (37.1%) are at high levels of oral communication skills in English when compared to VIII (31.4%) and X class (34.1%).

The table also reveals that the  $\chi^2 = 2.83$ ,  $p > .05$  at 4 degrees of freedom. Thus, there is no statistically significant relationship between the classes and the levels of oral communication in English of the students.

**Table 4.9:** - Levels of Oral Communication in English with respect to Father's Education.

	Father's education					
	Till 10th	10th	Intermediate	Graduate	Post	Other's

										Graduate			
		N	N %	N	N %	N	N %	N	N %	N	N %	N	N %
Levels of Oral Communication	Low	9	20.5%	13	29.5%	8	18.2%	9	20.5%	5	11.4%	0	0.0%
	Moderate	13	31.7%	12	29.3%	3	7.3%	9	22.0%	2	4.9%	2	4.9%
	High	10	28.6%	14	40.0%	5	14.3%	6	17.1%	0	0.0%	0	0.0%
	Total	32	26.7%	39	32.5%	16	13.3%	24	20.0%	7	5.8%	2	1.7%
Chi Square		$\chi^2$ calculated = 12.335				df= 10		P = .263					

More number of students whose Father's Education is post graduate (11.4%) are having low levels of oral communication skills compared the fathers who are graduates(20.5%) who are only till intermediate (18.5%), 10th passed (29.5%) and till 10th (20.5%) whereas slightly a greater number of students fall under whose fathers are till 10th studied (31.7%) are having moderate, fathers who are 10th (29.3%) only few under graduated fathers (7.3%) and very few whose fathers are post graduates(4.9%) are having moderate levels of oral communication skills. And now when observed whose fathers are 10th passed (40%) are at high levels of oral communication skills in English when compared to till 10th (28.6%) , whose fathers are graduates (17.1%).and no high level students fall in post graduates fathers.

The table also reveals that the  $\chi^2 = 12.335$ ,  $p > .05$  at 10 degrees of freedom. Thus, there is statistically significant relationship between the different levels of Father's education (till 10th, 10th, graduates, post graduates and others) and the levels of oral communication in English of the students.

**Table 4.10:** - Levels of Oral Communication in English with respect to Mother's Education.

		Mother's Education											
		Till 10 <sup>th</sup>		10th		Intermediate		Graduate		Post Graduate		Other's	
		N	N %	N	N %	N	N %	N	N %	N	N %	N	N %
Levels of Oral Communication	Low	12	27.3%	15	34.1%	5	11.4%	10	22.7%	2	4.5%	0	0.0%
	Moderate	16	39.0%	8	19.5%	7	17.1%	8	19.5%	2	4.9%	0	0.0%
	High	16	45.7%	7	20.0%	8	22.9%	3	8.6%	1	2.9%	0	0.0%
	Total	44	36.7%	30	25.0%	20	16.7%	21	17.5%	5	4.2%	0	0.0%
Chi Square	$\chi^2$ calculated =8.337			df= 8						P =.401			

More number of students whose Mother's Education is post graduate (4.5%) are having low levels of oral communication skills, who are only till intermediate (11.4%), mothers who are graduates (22.7%) who are till 10th (27.5%) and whose mothers are 10th (34.1%).

whereas slightly a greater number of students fall under whose mothers are till 10th studied (39%) are having moderate, mothers who are 10th (19.5%), intermediate studied mothers (17.1%), graduated mothers (19.5%) and very few whose mothers are post graduates(4.9%) are having moderate levels of oral communication skills. And now when observed whose mothers are till 10th (36.7%) are at high levels of oral communication skills in English when compared to 10th passed mothers (25%) , whose mothers are intermediate (16.7%)., graduate mothers(17.5%), and very few high level students fall in post graduate mothers(4.2%).

The table also reveals that the  $\chi^2 = 8.337$   $p > .05$  at 8 degrees of freedom. Thus, there is no statistically significant relationship between the different levels of Mother's education (till 10th, 10th, graduates, post graduates and others) and the levels of oral communication in English of the student

## Results

The findings of the study revealed that there is a significant difference between the oral communication skills in English language among secondary students of private schools. As it was observed that the teachers need to work on the discourse method, direct method and audio-lingual method so that oral communication skills among secondary school students should improve which is the stepping stone for the students to perform higher studies, and it is seen that the nation has been changed globally, so there should be significance on communication skills among secondary school students. The students should try to perform the activities like Storytelling, narration of the story, descriptions, speech delivering, conversations, role play, pick and speak which improves their oral communication skills. Here the null hypothesis was accepted showing the chi square value calculated less than critical value when compared among different grades and when based on gender null hypothesis was accepted and girls showed their performance better as per collected data. Moreover, the findings revealed out of the effect of in levels of oral communication skills with respect to the father and mother's education was found to be not significant, but shows that the parents if educated will play a vital role in oral communication skills of secondary school students.

The English questionnaire conducted at the entry level helped the researcher not only to find out the proficiency level of students of Secondary school students in oral communication and to identify the levels based on their parental background, but also to give some remedial measures before using the process approach to develop their communication skills. The teachers usually taught learners the basics of grammar, so as to make them benefit by the process approach. Students found the sessions fruitful.

The figure shows that a majority of students felt English was difficult because they were not taught how to use it. Secondly, they did not have enough exposure to English in the society. Whatever was taught in the classroom could not be practiced outside the classroom. The responses indicated that classroom teaching was not helpful in developing their speaking skills as it was examination oriented and speaking was not part of the examination. Most of the students said that English was difficult for them because the textbook was not helpful as far as the speaking skill was concerned. The speaking tasks and activities in the textbook were neither effective nor interesting to them. Moreover, the support provided by the textbook was not adequate to help them perform those speaking activities. To some students, English was difficult because of the difficulty in learning its grammar. In addition to these, other reasons the students

mentioned were their speaking anxiety, the lack of infrastructure, inadequate support provided by the parents, and teachers' inability to help them develop their speaking skills. All these reasons expressed by the students helped us understand why they found English difficult to learn. Even the students in rural areas were willing to learn English. But they failed to learn English due to the reasons mentioned above. They were aware of their inability to use the language and the lack of opportunity to use it in their daily life. Their responses showed that English was difficult for them to learn because of its foreign language status in the rural areas, lack of opportunity to use it, difficult grammar rules, improper teaching method, and ineffective teaching materials. Their responses addressed the issues related to English language teaching at the senior secondary level that might require attention and modification.

## **5.2 Conclusion**

The responses showed that the students thought they could improve their spoken English if they were provided adequate support by the teacher and the textbook. Most of the students had the awareness of the efforts that were required to improve their speaking skills. The ways and means of improving their spoken English as preferred by the students were chiefly academic though some of the students mentioned the role of parents and society in learning English as well.

The importance of developing oral communication skills among the pupils from secondary level itself. It also suggests that the teachers use different methods such as the traditional direct method to brain storming techniques to engage pupils in different approaches in communication and thus enhance their creative speaking skills. The difficulty in developing skills in English among secondary school pupils with adequate facility was discussed in detail in the study. According to the study it was observed that more activities to be followed by the teachers to improve the communication skills in English Language, through lot of exercises followed through as done by private schools.

Grammatical concepts were found to be not very clear to a majority of students. Even using simple prepositions were difficult for them.

The investigator also observed that the time allotted for English in the time-table was insufficient for adequate practice in learning the subject and the parents were also counseled for improvement of oral communication skills of students. The teachers normally followed the

conventional method of teaching and do not bother to meet the individual differences by using variety of methods which are meaningful and relevant to them.

### **Implications and suggestions**

Prior to the use of any approach to teaching of oral communication skills, the proficiency level of learners needs to be tested and a foundation course on the basics of grammar such as the basic sentence patterns, use of articles, prepositions, punctuation marks and tenses, using traditional method of teaching could be conducted, so as to enable learners to get rid of the teething troubles during the initial stage of writing, and ultimately get them accustomed to any approach to teaching of writing. The researcher, by conducting an English proficiency test at the entry level, found out that secondary students have difficulties at the basics of grammar, and gave them some exercises and clarified their doubts, before using the process approach. Reading and writing alone do not help learners develop their oral communication skills. Assessment of speaking skills, suitable suggestions by teachers and feedback from peers yield the desired output, besides the active participation of learners in speaking activities. Teachers' awareness of the various approaches and methods to teaching of testing and their concentrated and strenuous efforts in planning and implementing the pedagogical strategies shall ultimately result in the learners achieving the targeted skill. Remarks/comments/criticisms passed on the poor performance of learners in all the skills of language, though given with a good intention, may bring about pernicious result and make learners feel discouraged. Thus, remarks along with a considerable amount of motivation can be passed on, besides remedial measures. Even though use of technology has its own unique advantages in English teaching learning, too much dependence on the same does not yield the desired output. The active interaction between teachers and the taught, the role of teachers as facilitators and participation of learners in writing activities, objective assessment and suitable suggestions all together make the whole process effective, meaningful and purposeful.

So, giving practical suggestions for overcoming or minimizing these difficulties is a tedious task. The attempt is made to give some practical suggestions so as to wipe out at least in some measure the major difficulties experienced by secondary school level students in developing writing skills in English

- An enumeration of the common difficulties will be helpful to teachers. Also, this will serve as a basis for remedial work and remedial measures through in-service programs and when instituted on such foundations, have greater chances to succeed.
- Parental support in providing all facilities to pupils so as to enable them with maximum exposure to English language is also necessary.
- Language teacher must use ICT which offers a wide range of multimedia resources enabling text, still images, audio and video to be combined in interesting and stimulating and thereby makes the learning process more enjoyable.

The teachers suggested methods to do away with impediments in developing oral communication skill. These include:

- Making pupils answer the questions in English. Purposive involvement by the teacher in written exchanges in their classroom will enhance the written skill to a certain extent.
- Making the pupil aware of the significance of spoken English will give pupils the importance of developing the oral and writing skill.
- Engaging pupils in activities of their interest such as, tell a favorite story or experience in their own words. This will considerably help them to improve their communication skill
- Use English always for classroom communications by the teachers as well as the pupils will enhance communication skill to a great extent.
- Conduct discussions in English, speak for a few minutes in English every day, recording and replaying of speeches of pupils etc. are age old methods but quite relevant even today in our classrooms.
- Use of language laboratory is a well proven method if the facility is available. Learning labs also could be utilized for enhancing oral communication skills.
- Conducting quiz program, the class on grammar, vocabulary, pronunciation etc, which were used by teachers from olden days can also be ways of developing communication orally and written.

- To develop communication through Choral repetition of words, phrases or sentences, which used to be a traditional practice with language teachers, has not lost its relevance even today.
- It is also concluded that the pupils use different self-regulated strategies for managing communication skill. They usually adopt the following ways to engage themselves in conversation:
  - Using fillers to gain time to think in the second language.
  - Thinking of own words rather than refer to the notes given by the teacher for suggestions of words or phrases to use to help in the discussion.
  - Asking the speaker to repeat the words or phrases they have just said so as to help them understand their meaning.
  - Self-correcting the wrong words, phrases or pronunciation as soon they are identified.
  - Asking the speaker to clarify the meaning.
  - Paying more attention to the content than to the words used.
  - Listening quietly and trying to understand without having had to ask them to clarify them.
  - Pausing /repeating the words uttered to gain time to think and then continue the utterance.

From the findings of the study, it is also concluded that in there is no significant difference in the opinion of the subgroups of the students based on gender, standard (class)of the school but there was find to be significant difference between the type of schools.

To sum up, today, the English language is widely used throughout the world both as a medium for written and oral communications. It becomes one of the official subjects in our country's formal educational system. There are various ways and methods in acquiring English language: through natural development, from teachers, from formal classroom lectures and from self-development learning. However, specifically for the oral communication, the only way to acquire is to speak and continue to practice the language.

## **A STUDY OF PERSONAL VALUES AMONG SECONDARY SCHOOL STUDENTS**

### **Introduction**

#### **PERSONAL VALUES**

**Definition of personal values** “Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behavior of the positive values in the society in which he lives.” - C. V. Good

**Personal values** are broad desirable goals that motivate people's actions and serve as guiding principles in their lives. 1.1.2

**Concept of personal values** A value is a belief, a mission, or a meaningful philosophy. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the common place, such as the belief in hard work and punctuality; to the more psychological, such as self-reliance, concern for others and harmony of purpose. Personal values are implicitly related to choice; they guide decisions by allowing for an individual's choices to be compared to each choice's associated values. Personal values developed early in life may be resistant to change. They may be derived from those of particular groups or systems, such as culture, religion, and political party. However, personal values are not universal - one's genes, family, nation and historical environment help determine one's personal values. This is not to say that the value concepts themselves are not universal, merely that each individual possesses a unique conception of them i.e., a personal knowledge of the appropriate values for their genes, feelings and experience. Value is a more general term for worthiness to be chosen. Values are the masterminds that give directions to ones' strivings. They represent wants, preferences, and opinions about what is right, fair, or desirable. Value is a determination or quality of an object, which involves any 2 sort of appreciation or interest. Value is a relationship between a person and an environmental situation, which evokes an appreciative response in the individual. Any human activity, thought or idea, feeling, sentiment or emotion, which could promote the self-development of an individual in all its dimensions, could be said to constitute a value.

**Role of personal values in society** Values are norms that hold and sustain life and society. They establish a symbiotic and interdependent relationship between humankind and the ecosystem. There are values of physical life, values of emotional life, values of mental life, but these values constantly point towards certain basic and ultimate values which are moral and spiritual in character. Values impart significance to life and meaning to death. Without values, life becomes a series of meaningless events and death-a shattering experiences. Indeed, values may be described as a system of personality traits that are in harmony with the inner nature of an individual and which are in accordance with the values approved by society. As the process of valuing is what one goes through when one makes a judgment about things, events, and people that one encounters in his/her day- to day life.

**Relationship between education and personal values** In the process of Education, ‘values’ have great importance. The basic aim of education is to develop moral, social, national, and personal values in the students. If one wants to contribute to the overall development of the students and good citizens of the future, it is necessary to develop the basic values in them because ‘value education is the foundation of all education. Therefore, the overall development of the students is the first aim of education. It is the responsibility of the teachers to develop such values in the students. 3 1.1.5 Recommendations for including value education in curriculum In this context, all the religions and major thinkers of the world have stressed the need of value orientation of the society. Various commissions and committees have reflected their concern for the deliberate inculcation of value education in the school system not only in India but also at world level. According to Indian University Commission (1948-1949), ‘Unless morality is taken in the larger sense, it is not enough. If we exclude spiritual training in our institutions we would be untrue to our whole historical development’. According to Sri Prakash Committee on Religious and Moral Instruction (1959), ‘Every effort must, therefore, be made to teach students true moral values from the earliest stages of their educational life’. According to Kothari Commission (1966), ‘A serious defect in the educational system is the absence of provision for education in social, moral and spiritual values. A national system of education that is related to life needs and aspirations of the people, cannot afford to ignore this purposeful force’. According to National Policy on Education (1986), ‘The growing concern over the erosion of essential

values and an increasing cynicism in the society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. Ramamurthi Committee Report (1990) states that education must further provide a climate for the nurture of values, both as a personalized set of values, forming one's character and including necessarily social, cultural and national values, so as to have a context and meaning for actions and decisions, and in order to enable the persons to act with conviction and commitment. 4 Programme of Action NPE (1992) emphasized value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception, ethical considerations and character building. It stressed the role of education in combating obscurantism, religious fanaticism, exploitation and injustice as well as the inculcation of values.

The very purpose and main function of education is the development of an all-round and wellbalanced personality of the students, and also to develop all dimensions of the human intellect so that our children can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation. But, nowadays, more emphasis is unduly laid on knowledge-based and information-oriented education which takes care of only the intellectual development of the child. Keeping in view the declining trend in values of the younger generation, it is hereby selected to study the personal values of secondary school students, because personal values are the core values of an individual which guide the behavior and the actions of an individual and enables him to choose between good or bad throughout his life. Further, a close perusal of related literature also revealed that there is inconsistency in the results reported by various researchers and not much work has been done in the field of personal values.

### **Statement of the problem**

“The study is to understand Personal Values prevalent among Secondary School students in Hyderabad.”

Operational definitions Personal Values: Personal values are part of the moral code that guides our actions and defines who we are. They are what we consider important, the things that matter to our well-being and happiness. The personal values considered in the questionnaire by Dr. Archana Dubey and Mahendra Patidar (2013) are considered for the study.

Secondary School Students: A school that is intermediate in level between elementary school and college (i.e. 9th - 10th classes) is secondary school. And the students who are in the age between 14 and 16 years are called as secondary school students.

Objectives of the study

1. To study the personal values among secondary school students
2. To study the personal values among secondary school students with respect to gender
3. To study the personal values among secondary school students with respect to grade

### **Hypothesis of the study**

1. There is no significant difference between the personal values among secondary school students. (H<sub>0</sub>) 2. There is no significant difference between the personal values among secondary school students with respect to gender. (H<sub>0</sub>)

3. There is no significant difference between the personal values among secondary school students with respect to class or grade. (H<sub>0</sub>)

### **Literature review**

Kelum (2021) studied The Role of Personal Values in Learning Approaches and Student Achievements. Studies have proven that a tendency towards certain types of behaviors depends strongly on the structure of one's values. Conversely, learning can be seen as a type of individual-specific behavioral pattern. In that respect, it is justifiable to accept that there is a relationship between personal values and the learning approaches of students. In addition, the values are believed to be influenced by background factors such as religion, culture, political factors, age and many others. Assuming that they also definitely influence in preference of a student's learning approach, research into learning approaches has focused on a variety of backgrounds. Lietz (2021) in the research studies on personal values have found out the differences in choice of learning approach and personal values relationships depending on gender, discipline area of study, prior performance and the experiences of students, especially the students who undertake higher education in another country. With regards to personal values, researchers in this context have confirmed that values are correlated with different learning approaches

## **Research methodology**

Quantitative research design was used for the present study of Personal values among secondary school students. It is important for cases where statistical conclusions to collect actionable insights are essential. Numbers provide a better perspective to make critical business decisions

**A descriptive survey method has been used in this quantitative research for data collection.**

**THE POPULATION FOR THIS STUDY: All the Secondary School Students in Private schools in Hyderabad region.**

## **Sample**

A total of 100 Students (50 male and 50 female) comprised the sample. Each 50 were further divided as 25 9th class and 25 10th class students. The sample has been drawn using Simple Random Sampling technique from seven Secondary Schools of Hyderabad for the present study.

**Independent variable: The variable that is antecedent to the dependent variable. It is what the researcher changes or what changes on its own. In the present study, the independent variable is 'Students'(S). Dependent variable: The variable that is the consequence of the independent variable. The dependent variable in this study is 'Personal Values' (PV**

**TOOLS FOR MEASUREMENT USED IN THE STUDY:** The data collection tools included a questionnaire in two parts. The tools for the present investigation are given as under: 1) PART A consists of the students' personal profile. It included the Name, class and gender. 2) PART B was a questionnaire on the personal values of the students designed Dr. Archana Dubey & Mahendra Patidar (2013).

**Interpretation of Scores Table 4.1 Interpretation of scores The minimum and maximum scores are 24 and 72 respectively. Higher scores indicate high personal values while low scores indicate low personal values. Scores of 56 and above were considered as high level of personal values, scores between 40 and 55 were considered moderate and scores below 39 were considered as low level of personal values.**

**SCORE INTERPRETATION 24-39 Low level of personal values 40-55 Moderate level of personal values 56-72 High level of personal values**

Statistics of Sample Table 4.2 Statistics of the sample Interpretations: Table 4.2 shows the result of mean and standard deviation of secondary school students with respect to their personal values. It reveals that mean value of students is 51.80. The standard deviation value is 4.243. Statistics Score N Valid 100 Missing 0 Mean 51.80 Std. Error of Mean .424 Median 51.00 Mode 50 Std. Deviation 4.243 Variance 18.000 Range 27 Minimum 40 Maximum 6

It reveals that mean value of students is 51.80. The standard deviation value is 4.243.

TESTING HYPOTHESIS 1: To Test the Levels of Personal Values among Secondary School Students Table 4.3 Levels of Personal Values among Secondary School Students Count N% Low Personal Values 0 0.0% Moderate Personal Values 80 80% High Personal Values 20 20% Total 100 100% Chi-square 36.000a df 1 Asymp. Sig .000

TESTING HYPOTHESIS 1: To Test the Levels of Personal Values among Secondary School Students Table 4.3 Levels of Personal Values among Secondary School Students

	Count	N%
<b>Low personal values</b>	<b>0</b>	<b>0.0%</b>
<b>Moderate personal values</b>	<b>80</b>	<b>80%</b>
<b>High personal values</b>	<b>20</b>	<b>20%</b>
<b>Total</b>	<b>100</b>	<b>100%</b>
<b>Chi square 36.000<sup>a</sup></b>	<b>df 1</b>	<b>Asymp.sig .000</b>

INTERPRETATION: There is significant difference between the personal values among secondary school students. Based on Table 4.5 and Fig 4.3, the scores of more number of students (80%) lie between the ranges of 40-55 and less number of students (20%) lie in between 56-72. This indicates that more students have moderate level of personal values. Table 4.5 shows that there is statistically significant difference between the Personal Values of the Secondary School students,  $\chi^2 (2, N = 100) = 36.00, p < 0.05$ . Thus,  $H_0$  is rejected.

TESTING HYPOTHESIS 2: To Test the Levels of Personal Values among Secondary School Students With Respect To Gen

der Table 4.4 Levels of Personal Vales wrt to gende

	BOYS		GIRLS		TOTAL			
	N	N%	N	N%	N	N%		
VALUES	0	0.0%	0	0.0%	0	0.0%		
PERSONAL	38	47,5%	42	52.5%	80	100%		
VALUES	12	60%	8	40%	20	100%		
	50	50%	50	50%	100	100%		
	1.000 <sup>A</sup>							
		df	1		Asymp sig		.317	

There is no significant difference between personal values with respect to gender. According to Table 4.6 and Fig 4.4, more girls (42%) have moderate personal values when compared to boys (38%), while more boys (12%) have high personal values when compared to girls (8%). From Table 4.6, shows that the Personal Values among the Secondary School students do not differ significantly with respect to Gender,  $\chi^2(1, N = 100) = 1.00, p < 0.05$ . Thus, Ho is accepted

TESTING HYPOTHESIS 3: To Test the Levels of Personal Values among Secondary School Students With Respect To Grade. Table 4.5 Levels of Personal Values with respect to Grade  
GRAD

Major findings On the basis of analysis and interpretation of data, the following conclusions are drawn. 1. The study reveals that Mean and Standard Deviation of Personal Values of secondary school students are 51.80 and 4.243 respectively.

According to Hypothesis 1, there is significant difference between the personal values among secondary school students. There is statistically significant difference between the Personal Values of the Secondary School students,  $\chi^2(2, N = 100) = 36.00, p < 0.05$ . Thus, Ho is rejected.

3. According to Hypothesis 2, there is no significant difference between personal values with respect to gender. The Personal Values among the Secondary School students do not differ significantly with respect to Gender,  $\chi^2 (1, N = 100) = 1.00, p < 0.05$ . Thus,  $H_0$  is accepted.

4. According to Hypothesis 3, more number of Class IX students have moderate level of personal values (42%) when compared to Class X students (38%), while more number of Class X students (12%) have high personal values when compared to Class IX students (8%). The Personal Values among the Secondary School students do not differ significantly with respect to Grade,  $\chi^2 (1, N = 100) = 1.00, p < 0.05$ . Thus,  $H_0$  is accepted.

## DISCUSSION

Objective 1: To study the personal values among secondary school students. Hypothesis 1: There is no significant difference between the personal values among secondary school students. ( $H_0$ )

According to the table 4.3 personal values differ among secondary students. Values develop by direct learning through parents and teachers at school and later on the person acquires the values of his society through the different media of communications. Values are significant in evaluating the attitude towards objects and activities having social significance. Along with parents, other significant people that affect the values of an individual are the peer group. A Peer group is a stable group of two or more people who interact, share norms and goals, and where adolescents evaluate their values, norms, and goals which they internalized from parents. Peer group helps them to strengthen their moral judgment and values. Peer relationship is a significant contributor in understanding adolescent's development and one of the strongest predictors of adolescent's problem behaviors. Adolescence is also a stage when young people extend relationships beyond their parents and family. It is a time of intense influence of peers and the outside world in society. The lifestyle of urban adolescents is quite different from that of rural adolescents. Former have access to private, good quality education and are influenced by western ways of lifestyle through travel and exposure; their preferences for music, clothes, and interaction with the opposite sex are very close to their western counterparts. On the surface, there does not appear to be any gender discrimination in the families of these adolescents but covertly they do exist. The picture of rural adolescents is different; the disparity between boys and girls is even greater among them. Less emphasis on formal education makes boys and girls participate in adult activities at home and outside at an early age. The boys are expected to join

men in work to earn their living, may it be on a farm or a factory or a traditional craft at home. The routine of a pre-adolescent/adolescent rural girl is demanding-cleaning the house, cooking, washing, fetching water, bathing younger siblings. Rural girls rarely pursue education beyond the primary school level. Early marriage as a trend is common even now, both for boys and girls in rural India. Therefore, the overall value system of rural and urban adolescents differs markedly. The rapidly changing social, political, and economic scenario in the world has not left Indian families untouched. It is going through structural and functional modifications that have a bearing on adolescent's socialization and parent-child relations. Weakening of social support from kinship, movement of women empowerment, exposure to media, increasing competitive demands of the market economy, and higher standards of achievement are a few aspects that have changed the family dynamics in the recent past. The need for differential values, competencies, and coping styles between parents and adolescents is a source of anxiety and stress both for adolescents and parents. The ambiguity of values that adolescents observe in the adult world, the absence of powerful role models, increasing gaps between aspirations and possible achievements, not surprisingly, lead to alienation and identity diffusion. Parents themselves appear ill-prepared to cope with social change, having grown up in hierarchically structured and interlinked social and caste groups that provided stability (Misra, 2005). All these factors create confusion in the minds of the young ones and value conflict arises.

Objective 2: To study the personal values among secondary school students with respect to gender. Hypothesis 2: There is no significant difference between the personal values among secondary school students with respect to gender. (Ho) In the second hypothesis, according to the table 4.4, the personal values did not differ based on gender, because nowadays parents are treating boys and girls equally in all aspects – like imparting personal values, extending equal identity and education.

Objective 3: To study the personal values among secondary school students with respect to grade. Hypothesis 3: There is no significant difference between the personal values among secondary school students with respect to grade. (Ho) In the third hypothesis, according to the table 4.5, the personal values did not differ based on grade, because there is not much difference in age among 9th & 10th standard students and they are imparted with similar levels of education. Opportunities to inculcate personal values are similar.

**CONCLUSION** At the outset, personal values are very important. Individual with good personal values are admired by everyone around as they are compassionate and they behave ethically. A person is able to judge what is right and what is wrong based on the values he imbibes life at various steps, it makes the decision-making process easier. In life, Values give us clear goals. They always tell us how we should behave and act in different situations and give the right direction to our life. In life, a person with good values can take better charge. If a person wants a strong character, then he has to possess good values such as honesty, loyalty, reliability, efficiency, consistency, compassion, determination, and courage. Values always help in building our character. If we want a better society, then people need to bear good values. Values play an important role in society. They need to work hard, with compassion and honesty. Such people will help in the growth of society and make it a much better place to live. Family always plays the most important role in rendering values to us. Decisions in life are largely based on the values we possess. Values are permanent and seldom change. A person is always known by the values he possesses. The values of a person always reflect on his attitude and overall personality. Although values are of great importance and we are all aware of the same, unfortunately people these days are so engrossed in making money and building a good lifestyle that they often overlook the importance of values. At the age when children must be taught good values, they are taught to fight and survive in this competitive world. Their academics and performance in other activities are given importance over their values. Parents and teachers teach them how to take on each other and win by any means instead of inculcating good sportsmanship in them and teaching them integrity, compassion, and patience. 49 Children always look up to their elders as their role models and it is unfortunate that elders these days lack good character. Therefore, the children learn the same. In order to help them grow into responsible and wise human beings, it is important for people to realize that values must be given topmost priority in a child's life because children are the future of the society. Nothing can be better than a society where the majority of people have good values and they follow the ethical norms.

**Educational implications** Students: Curriculum must be suitable to students helping them to inculcate personal values in developing human attitudes which makes them distinctive from others. Thus it helps them to interact with others taking into account their temperament, character and their surrounding environment. Students should be imbibed with personal values and

instilling moral standards to create civil and democratic societies. Students should learn to obey and follow personal values set before them by parents and

Students should learn to obey and follow personal values set before them by parents and teachers. Hence they give a positive direction to the students in shaping their future and even help them to know the purpose of their life. Values teach them the best way to live that can be beneficial to individuals as well as the people around them. Personal values also help students to develop a strong relationship with family, friends and develop a positive view of life which leads to the holistic development. Teachers: This research has revealed that much emphasis should be laid on teachers to instill personal values in students from their childhood. As teachers play an important role in building good character in students and are responsible for the development of their personality, teachers need to interact with the parents of the students to inform them how their children are doing in class and what improvements are needed. Teachers should guide, correct and counsel the students systematically and thus by helping them to be worthy citizens of the society. Parents: Parents must set an example to their children from the very beginning to inculcate personal values, which help them to put themselves in other people's shoes both cognitively and emotionally.

## **“EFFECTIVENESS OF DIFFERENTIATION IN TEACHING LEARNING PROCESS”**

### **INTRODUCTION**

Differentiated instruction is an approach and philosophy of education that aims at addressing and meeting the students' diversity. Considering the purpose of the approach Tomlinson (2000) suggested a comprehensive and concise definition for it:

“Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction”

Learning is optimized when teachers pitch the content and the instruction ‘at or just above’ each student’s developmental level, considered to be their ‘zone of proximal development’ (Vygotsky 1978). Differentiated teaching provides the right level of challenge and promotes engagement by responding to each student’s individual differences in readiness, interest and learning profile. Differentiation benefits students across the learning continuum, including students who are highly able and gifted.

**Aims and objectives of this research work:**

- To develop in depth understanding of the concept of differentiated teaching
- To understand differentiated learning needs
- To clarify the misconceptions of Differentiation
- To explore different strategies for conducting effective differentiation
- To analyze the students’ performance
- To show the effectiveness of differentiation in teaching
- **Background of the study**
- The average classroom is heterogeneous, with a diverse range of learners from different cultural, social and educational experiences. The ‘one-size fits all’ learning pathway, and ‘teaching to the middle’, ignores students who require different entry points in the learning continuum. Learners at risk of disengagement can be at any stage of schooling and there are many factors that may contribute to a child or young person becoming or being disengaged. These include family and community factors, personal factors such as physical, mental health or behavioral issues, as well as school-related factors. Highly-able or gifted students are also at risk of disengagement. Therefore, differentiated teaching

offers strategies to engage all students, so that they become personally invested in, and take ownership of, their learning regardless of their learning starting point or ability.

- As we continue to think about the concept of differentiation, we have to think about other ideas that may be **misconceptions**. As is the case with students, teachers often have to address their own misconceptions before it's possible to accurately understand a concept.

Differentiation not .....	Misconception Correction....
New	The philosophy of differentiation is reflected in the writings of most of the world's major religions. It was standard practice in the one-room schoolhouse
For a particular category of students (for example, special education, English learners, gifted education)	All students have specific interests, strengths, needs, points of entry, paces of learning, culture- and gender influenced ways of learning. There is likely no student who won't benefit from focused teacher attention
Something extra that teachers have to do in addition to their "normal" plans	Differentiation is not something a teacher does on top of "regular" classroom planning. Rather, it's a proactive approach to instruction that plans for student needs from the outset. It's not more planning. It's different planning.

<p>Oppositional to content standards</p>	<p>Content standards are a curricular concern. Differentiation is an instructional approach. It suggests that whatever standards are determined to be essential, students will learn them better when the classroom makes room for their readiness, interest.</p>
<p>A way to “mollycoddle” students</p>	<p>Good differentiation is always teaches a bit above a student’s current reach and then differentiation stretches students. It never waters down; rather it always “teaches up.” not suggest different standards for different students but rather provides different routes to achieving the required standards.</p>
<p>A particular set of instructional strategies</p>	<p>Differentiation is a way of thinking about the classroom, not a specified set of tools. There are many ways a teacher can attend to varied learner needs, and those can be responsive to student age, required content, and teacher personality.</p>
<p>Extreme teaching—something only an occasional teacher can be expected to do</p>	<p>The principles of differentiation are described as good practice or best practice by a broad range of professional organizations such as The National Board for Professional Teaching</p>

	Standards, The National Association for the Education of Young Children, The National Middle School Association, and The National Association of Secondary School Principals.
Something teachers already do	Most teachers do attend to some student differences some of the time. Few teachers develop robustly and proactively differentiated classrooms

- 

- **Significance of the study**

Effectiveness of differentiation in teaching and learning

- Every teacher must believe and understand that all their learners ought to acquire equal hopes, education and future aspirations from their learning. On the other hand, the teacher must know that they will meet learners with different dynamics during their teaching career. The main difference is that some students will learn fast, and others will be slower. Again, they will teach learners that are challenged or disabled in some way. In the light of this, it is crucial that a teacher identify and meet the needs of every learner without discrimination. The following are 5 reasons why it is important to identify and meet individual learner needs when teaching.

- 

- **1. Achieving Quality**

- In the classroom, there are children with behavioral, emotional, social or other challenges that may limit their learning abilities. Therefore, when the teacher identifies their weaknesses and applies measures to overcome them, their learners acquire education without any barriers. This ensures that the challenged learners do not feel left out or discriminated from the rest.

- **2. Developing Talents**

- The needs in the classroom are not always negative. Learners, especially young ones, are usually undergoing the process of understanding their skills. The teacher, however, is experienced enough to tell that a certain learner has a particular skill or talent. In this case, skills and talents become needs too because they require nurturing to develop.

Therefore, once the teacher identifies them and provides the essential support to develop them, they help the learners to discover and grow them.

- **3. Creating Interest**

- Identifying and meeting individual learner needs boosts their morale and encourages them. In some cases, the learner does not gain much from mass instruction. As such, when the teacher provides individually prescribed instruction (IPI) it significantly helps many learners to understand and grasp educational concepts. This applies more to subjects such as mathematics and art. If a student feels supported by their tutor, they develop rather than lose interest in learning.

#### **4. Planning Classroom Activities**

Once the teacher is familiar with the personal needs of their learners, they can easily plan their day-to-day classroom activities, so they cater to all of them. For instance, the teacher will know how to plan the timetable for counseling, individual tutoring, group interactions and general supervision. In short, each activity targets the needs of specific students such that by the end of the day, every learner's needs are fully met.

#### **5. Organizing the Classroom**

The best way for a teacher to organize the classroom is by first identifying the characteristics of each learner. The needs of the learners should determine the availability of supplementary material, accessibility of equipment and supplies, as well as the seating arrangements.

Evidently, it is paramount that the teachers identify and meet individual learner needs when teaching. This is because it allows them to devote their energies beyond regular teaching into effective education that is supportive and considerate for each learner. In this way, **the students are motivated, supported, empowered, and developed because optimum learning conditions are created.**

#### **RESEARCH OBJECTIVES**

- a) To study different learning needs of the students
- b) To study differentiation in teaching strategies/methods
- c) To study the Effectiveness of differentiated approach

#### **RESEARCH HYPOTHESIS**

##### **1.5.1 HYPOTHESIS –I**

**Effective differentiation is not practical/ possible in a regular class schedule.**

- Requires extensive lesson-planning and execution time for teachers
- It can be possible only when required resources are available.
- Differentiation is done superficially by just dividing students in groups
- Many schools lack the professional development resources to properly train the faculty

##### **1.5.2 HYPOTHESIS --II**

**Differentiated learning is required only for the students with the special needs**

The concept of differentiated instruction is based on the need for general education teachers to differentiate instruction to meet the needs of diverse learners in the general education class; this includes students with learning disabilities as well as a number of other disabilities.

### **1.6 OPERATIONAL DEFINITION**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

differentiation typically entails modifications to *practice* (how teachers deliver instruction to students), *process* (how the lesson is designed for students), *products* (the kinds of work products students will be asked to complete), *content* (the specific readings, research, or materials students will study), *assessment* (how teachers measure what students have learned), and *grouping* (how students are arranged in the classroom or paired up with other students). Differentiation techniques may also be based on specific student attributes, including interest (what subjects inspire students to learn), readiness (what students have learned and still need to learn), or learning style (the ways in which students tend to learn material best)

### **SCOPE OF THE STUDY**

Recent Initiatives Impact Differentiated Instruction With these modifications of the original differentiated instructional concept in mind, there are at least two other factors that have impacted differentiated instruction.

First, the differentiated instruction concept has been and will be transformed, based on the increasing use of technology in the classroom (Bender & Waller, 2011b). While differentiated instruction has always emphasized consideration of students' learning styles, strengths, and the formation of instruction groups based on those, the increased availability of technology, social networking, and computerized curricula in the classroom today allows for a totally differentiated instructional program.

In fact, placing students individually in appropriate, engaging, well designed computer-based curricula might be envisioned as the epitome of differentiated instruction, since such well-designed curricula do deliver individualized instruction that is highly targeted to students' individual needs and based on their individual academic levels. In many modern computer programs, educators can vary the amount of stimulation that the program delivers to the student during the lesson, thus addressing some of the factors associated with varied learning styles.

Another instructional innovation that has transformed and continues to transform education today is the response to intervention initiative (RTI). RTI represents a mandate to deliver multi-tiered levels of supplemental instruction for students in the classroom, in order to assure that students' instructional needs are met with the exact level of instructional intensity necessary to assure their success. Of course, the provision of supplemental, intensive instruction is much less necessary if a wider variety of instruction needs are met within the general education classroom.

**Differentiation** means tailoring instruction to meet individual needs. Whether **teachers differentiate** content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful **approach** to instruction.

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

### **Variables**

Differentiated approach in teaching practices

Difference in students learning needs/ styles

### **Differentiated approach in teaching**

Teachers who practice differentiation in the classroom may:

- Design lessons based on students' learning styles.
- Group students by shared interest, topic, or ability for assignments.
- Assess students' learning using formative assessment.
- Manage the classroom to create a safe and supportive environment.
- Continually assess and adjust lesson content to meet students' needs.

### **Four ways to differentiate instruction**

According to Tomlinson, teachers can differentiate instruction through four ways: 1) content, 2) process, 3) product, and 4) learning environment.

#### **1. Content**

Differentiate the content by designing activities for groups of students that cover various levels of [Bloom's Taxonomy](#) (a classification of levels of intellectual behavior going from lower-order thinking skills to higher-order thinking skills). The six levels are: remembering, understanding, applying, analyzing, evaluating, and creating.

#### **Examples of differentiating activities:**

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.
- Think of a situation that happened to a character in the story and a different outcome.
- Differentiate fact from opinion in the story.
- Identify an author's position and provide evidence to support this viewpoint.
- Create a PowerPoint presentation summarizing the lesson.

#### **2. Process**

Each student has a preferred learning style, and successful differentiation includes delivering the material to each style: visual, auditory and kinesthetic, and through words.

Examples of differentiating the process:

- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.

#### **. Product**

The product is what the student creates at the end of the lesson to demonstrate the mastery of the content. This can be in the form of tests, projects, reports, or other activities. You could assign students to complete activities that show mastery of an educational concept in a way the student prefers, based on learning style.

Examples of differentiating the end product:

- Read and write learners write a book report.
- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama illustrating the story.

#### **4. Learning environment**

The conditions for optimal learning include both physical and psychological elements. A flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work. Psychologically speaking, teachers should use classroom management techniques that support a safe and supportive learning environment.

Examples of differentiating the environment:

- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.

- Create quiet spaces where there are no distractions

### **. Project-based approach**

Project-based learning, PBL for short, has become a [popular teaching strategy used in today's classroom](#). It is a method of teaching in which students learn by engaging in real-world projects that are meaningful to them. In PBL, students work on a project over a period of time. This could be from one week to several weeks. The project is meant to engage students in solving a real world problem or answering a complex, real world question. Students demonstrate their skills and knowledge by creating a product to be shared with their classmates and teacher, resulting in the development of content knowledge, critical thinking skills, collaboration, creativity, and communication skills.

### **6. Individualized approach**

Differentiation starts with knowing your students, in particular their learning skills and current capabilities, as well as their passions, motivations and interests. The cultural perspectives and social emotional readiness are additional factors to consider.

- Finding standardized or diagnostic test data
- Previous school reports, teacher judgments or student work samples
- Professional conversations with other staff
- Observations of students in a range of settings
- Pre-test or formative assessment data
- Ongoing feedback from students

The best teachers always found ways to reach individual students. We have all sorts of designed differentiation strategies that helps teachers offer variety and choice to students of different skills and needs

- We can vary the length or quantity of the assignment.
- We can extend or curtail the duration of the assignment.
- We can change the language of the assignment.
- We can scaffold the learning activity from hard to medium to easy
- We can compact the activity and teach only what they don't know.

We can give them learning activities that let them perform the same learning objective with multiple mediums like summarizing a story they have read through narrative, drama, song, poetry, art, or design

#### **2.1.2 Differentiated learning styles of the students**

Differentiation in the classroom is an important skill for teachers to give pupils the best chance at learning, regardless of their abilities, strengths and weaknesses. A pupil's learning ability is not synonymous with their readiness or their motivation. There are **three principal learning conditions** that will affect a pupil's approach to learning.

- **Readiness** to learn
- Learning **ability**
- Learning **interest**

Teaching a classroom of **mixed-learning profiles** is problematic; it can take differentiated learning to engage the whole class. Teachers with mixed-ability classes rely on creative teaching methods and interactive resources. Importantly, teachers should **individualize** their teaching. It is important to first identify the differences between **learning profiles in the classroom**. These include:

- The **invisible** child
- The **underachiever**

- The **right place, wrong time** learner
- The learner with a **potential specialism**
- The **unmotivated** learner

Ultimately, learning should be fun. It should inspire activity and stimulate discussion points among pupils. Quizzes, for example, can facilitate active participation by pupils.

**8. Neo-millennial learning** Neo-millennial learning, meanwhile, is a specific technique that involves a greater use of technology and multimedia to provide a 360 degrees learning experience. Unlike older generations, Gen Z learns better through:

- Interactive activities
- Collaborative projects
- Hands-on challenges

Yet the role of the educator is still the most important aspect of learning; interactive tools cannot replace traditional pedagogy.

**Social Media** In a digital-first world, pupils are surrounded by [social media platforms](#) Considered largely a distraction by teachers. In some scenarios, however, can be beneficial to [adapt social media platforms](#) like Twitter, Facebook, and even Snapchat for the modern classroom .

- Help pupils research topics and identify fake news on Twitter
- Boost collaborative learning and foster creative thinking with Pinterest
- Suggest pupils report on a school events with Snapchat

### **Flipped learning**

Flipped learning is a technique that gives students time at home to engage with a subject or topic, before undertaking relevant tasks and learning practices in school hours.

Flipped learning enables students able to access materials at a time that best suits them best Flipped learning allows pupils to absorb core information at home, and save wider questions and suggestions for class hours.

### **Deep learning**

Deep learning allows a student to take [principles from one situation](#) and apply it to another. Pupils need six core skills for deep learning: 1.Collaboration 2.Creativity 3.Critical thinking 4.Citizenship 5.Character 6.Communication

### **Multiple intelligences of the students**

Students are different with their different intelligence traits. Their learning is directly connected with their ability and interest to understand the concept

### **Verbal-Linguistic Intelligence (Word Smart)**

**Description:** Verbal-linguistic students love words and use them as a primary way of thinking and solving problems. They are good writers, speakers, or both. They use words to persuade, argue, entertain, and/or teach.

### **Learning Activities and Project Ideas**

- Completing crossword puzzles with vocabulary words
- Playing games like Scrabble, Scrabble Junior, or Boggle
- Writing short stories for a classroom newsletter
- Writing feature articles for the school newspaper
- Writing a letter to the editor in response to articles
- Writing to state representatives about local issues
- Using digital resources such as electronic libraries, desktop publishing, word games, and word processing

- Creating poems for a class poetry book
- Entering their original poems in a poetry contest
- Listening to a storyteller
- Studying the habits of good speakers
- Telling a story to the class
- Participating in debates

### **Logical-Mathematical Intelligence (Math Smart)**

**Description:** Logical-mathematical students enjoy working with numbers. They can easily interpret data and analyze abstract patterns. They have a well-developed ability to reason and are good at chess and computer programming. They think in terms of cause and effect.

#### **Learning Activities and Project Ideas**

- Playing math games like manacle, dominoes, chess, checkers, and Monopoly
- Searching for patterns in the classroom, school, outdoors, and home
- Conducting experiments to demonstrate science concepts
- Using math and science software such as Math Blaster, which reinforces math skills, or King's Rule, a logic game
- Using science tool kits for science programs
- Designing alphabetic and numeric codes
- Making up analogies

### **Spatial Intelligence (Picture Smart)**

**Description:** Students strong in spatial intelligence think and process information in pictures and images. They have excellent visual receptive skills and excellent fine motor skills. Students with this intelligence use their eyes and hands to make artistic or creatively designed projects. They can build with Legos, read maps, and put together 1,000-piece jigsaw puzzles.

#### **Learning Activities and Project Ideas**

- Taking photographs for assignments and classroom newsletters
- Taking photographs for the school yearbook, school newsletter, or science assignments
- Using clay or play dough to make objects or represent concepts from content-area lessons
- Using pictorial models such as flow charts, visual maps, Venn diagrams, and timelines to connect new material to known information
- Taking notes using concept mapping, mind mapping, and clustering
- Using puppets to act out and reinforce concepts learned in class
- Using maps to study geographical locations discussed in class
- Illustrating poems for the class poetry book by drawing or using computer software
- Using virtual-reality system software.

### **Musical Intelligence (Music Smart)**

**Description:** Musical students think, feel, and process information primarily through sound. They have a superior ability to perceive, compose, and/or perform music. Musically smart people constantly hear musical notes in their head.

#### **Learning Activities and Project Ideas**

- Writing their own songs and music about content-area topics
- Putting original poems to music, and then performing them for the class
- Setting a poem to music, and then performing it for the class
- Incorporating a poem they have written with a melody they already know
- Listening to music from different historical periods
- Tape recording a poem over "appropriate" background music (i.e. soft music if describing a kitten, loud music if they are mad about pollution)
- Using rhythm and clapping to memorize math facts and other content-area information

- Listening to CDs that teach concepts like the alphabet, parts of speech, and states and capitals (i.e. *Schoolhouse Rock!*)

### **Bodily-Kinesthetic Intelligence (Body Smart)**

**Description:** Bodily-kinesthetic students are highly aware of the world through touch and movement. There is a special harmony between their bodies and their minds. They can control their bodies with grace, expertise, and athleticism.

#### **Learning Activities and Project Ideas**

- Creating costumes for role-playing, skits, or simulations
- Performing skits or acting out scenes from books or key historical events
- Designing props for plays and skits
- Playing games like Twister and Simon Says
- Using charades to act out characters in a book, vocabulary words, animals, or other content-area topics
- Participating in scavenger hunts, searching for items related to a theme or unit
- Acting out concepts. For example, "student planets" circle around a "student sun" or students line up appropriately to demonstrate events in a history time line
- Participating in movement breaks during the day
- Building objects using blocks, cubes, or Legos to represent concepts from content-area lessons
- Using electronic motion-simulation games and hands-on construction kits that interface with computers

### **Interpersonal Intelligence (People Smart)**

**Description:** Students strong in interpersonal intelligence have a natural ability to interact with, relate to, and get along with others effectively. They are good leaders. They use their insights about others to negotiate, persuade, and obtain information. They like to interact with others and usually have lots of friends.

#### **Learning Activities and Project Ideas**

- Working in cooperative groups to design and complete projects
- Working in pairs to learn math facts
- Interviewing people with knowledge about content-area topics (such as a veteran to learn about World War II, a lab technician to learn about life science, or a politician to understand the election process)
- Tutoring younger students or classmates
- Using puppets to put on a puppet show

### **Intrapersonal Intelligence (Self Smart)**

**Description:** People with a strong intrapersonal intelligence have a deep awareness of their feelings, ideas, and goals. Students with this intelligence usually need time alone to process and create.

#### **Learning Activities and Project Ideas**

- Writing reflective papers on content-area topics
- Writing essays from the perspective of historical figures, such as Civil War soldiers or suffragettes
- Writing a literary autobiography, reflecting on their reading life
- Writing goals for the future and planning ways to achieve them
- Using software that allows them to work alone, such as Decisions, Decisions, a personal choice software; or the Perfect Career, a career choice software
- Keeping journals or logs throughout the year
- Making a scrapbook for their poems, papers, and reflections

### **Naturalistic Intelligence (Nature Smart)**

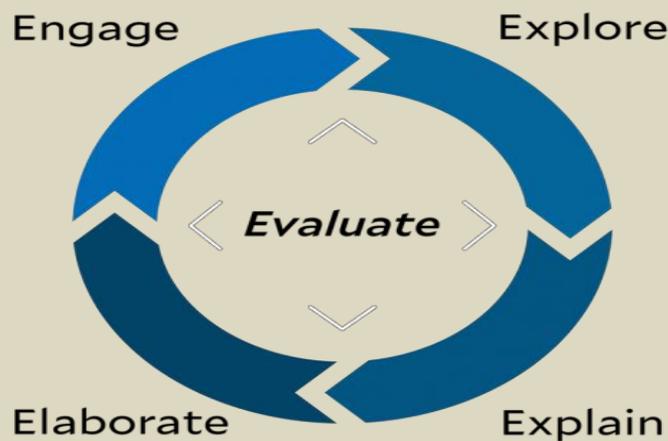
**Description:** This intelligence refers to a person's natural interest in the environment. These people enjoy being in nature and want to protect it from pollution. Students with strong naturalistic intelligence easily recognize and categorize plants, animals, and rocks.

- Caring for classroom plants
- Caring for classroom pets
- Sorting and classifying natural objects, such as leaves and rocks
- Researching animal habitats
- Observing natural surroundings
- Organizing or participating in park/playground clean-ups, recycling drives, and beautification projects

### **The Pedagogical model to evaluate the effectiveness of the differentiation**

The Pedagogical Model describes what effective teachers do in their classrooms to engage students in intellectually challenging work. It provides an overview of the learning cycle and breaks it down into five domains or phases of instruction: Engage, Explore, Explain, Elaborate and Evaluate

The Pedagogical Model domains are elements of one complete model of teaching rather than separate, self-contained components. In some lessons, students will move through all five domains. In other lessons, teachers will naturally switch between domains in response to student needs and learning program requirements. The Pedagogical Model respects this kind of flexibility – it is not designed as a template for linear or prescriptive lesson plans.



#### The Pedagogical Model Rubrics

<b>Engage</b>	<b>Explore</b>	<b>Explain</b>	<b>Elaborate</b>	<b>Evaluate</b>
	Teachers present challenging tasks to	Teachers explicitly teach	Teachers challenge	Teachers use multiple forms

<p>Teachers know their students well and engage them in building supportive, inclusive and stimulating learning environments.</p> <p>Teachers motivate and empower students to manage their own learning and develop agency</p>	<p>support students in generating and investigating questions, gathering relevant information and developing ideas.</p> <p>They help students expand their perspectives and preconceptions, understand learning tasks and prepare to navigate their own learning</p>	<p>relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge.</p> <p>They monitor student progress in learning and provide structured opportunities for practising new skills and developing agency</p>	<p>students to move from surface to deep learning, building student ability to transfer and generalize their learning. They support students to be reflective, questioning and self-monitoring learners</p>	<p>of assessment and feedback to help students improve their learning and develop agency.</p> <p>They monitor student progress and analyze data to draw conclusions about the effectiveness of their teaching practices, identify areas for improvement and address student individual needs.</p>
Practice Principles –	Practice Principles –	Practice	Practice	Practice

Actions	Actions	Principles – Actions	Principles – Actions	Principles – Actions
<p>1. Teachers convey high expectations of learning, effort and engagement for all students</p> <p>2. Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner</p> <p>3. Teachers ensure all students' cultural backgrounds, needs and abilities are recognized and addressed in the learning program</p> <p>4. Teachers maintain</p>	<p>1. Teachers convey high expectations of learning, effort and engagement for all students</p> <p>2. Teachers co-design aspirational goals with students</p> <p>1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals</p> <p>3. Teachers develop student capacity to collaborate</p> <p>4 Teachers maintain an energized and focused learning</p>	<p>1. Teachers convey high expectations of learning, effort and engagement for all students</p> <p>2. Teachers scaffold and differentiate learning to enable students to achieve their goals</p> <p>3. Teachers provide opportunities for students to exercise agency in their own learning</p>	<p>1. Teachers convey high expectations of learning, effort and engagement for all students</p> <p>2. Teachers develop student capacity to collaborate</p> <p>3. Teachers maintain an energized and focused learning environment</p> <p>4. Teachers empower students to have</p>	<p>1. Teachers convey high expectations of learning, effort and engagement for all students</p> <p>2. Teachers build student capacity to monitor and evaluate their own progress and achievement</p> <p>3. Teachers provide opportunities for students to exercise agency in their own learning</p>

<p>an energized and focused learning environment</p> <p>5. Teachers empower students to have a democratic voice in the running of the communities in which they learn</p> <p>6. Teachers provide leadership opportunities</p> <p>7. Teachers build school pride and connectedness</p> <p>8. Teachers place student needs at the center of program planning and delivery</p> <p>9. Teachers and students collaborate in learning partnerships</p>	<p>environment</p> <p>5. Teachers empower students to have a democratic voice in the running of the communities in which they learn</p> <p>6. Teachers provide opportunities for students to exercise agency in their own learning</p> <p>7. Teachers provide leadership opportunities</p> <p>8. Teachers place students' needs at the center of program planning and delivery</p> <p>9. Teachers support students to be</p>	<p>4. Teachers place student needs at the center of program planning and delivery</p> <p>5. Teachers collaboratively design and implement a scope and sequence of learning</p> <p>6. Teachers design learning programs to explicitly build deep levels of thinking and application</p> <p>7. Teachers facilitate</p>	<p>a democratic voice in the running of the communities in which they learn</p> <p>5. Teachers provide opportunities for students to exercise agency in their own learning</p> <p>6. Teachers provide leadership opportunities</p> <p>7. Teachers place student needs at the center of program planning and</p>	<p>4. Teachers place students' needs at the center of program planning and delivery</p> <p>5. Teachers regularly review and update learning programs in line with school curriculum plans</p> <p>6. Teachers support students to be reflective, questioning and self monitoring learners</p> <p>7. Teachers design</p>
--	--	--	---	--

<p>in and beyond the school</p> <p>10. Teachers establish open and sustained communications with parents</p> <p>11. Teachers facilitate parental involvement in education within the classroom, school and beyond</p>	<p>reflective, questioning and self-monitoring learners</p> <p>10. Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards</p> <p>11. Teachers model and facilitate use of digital tools and resources to access, use and share learning</p> <p>12. Teachers and students co-design learning that connects to real world contexts</p> <p>13. Teachers facilitate parental/carer</p>	<p>parental involvement in education within the classroom, school and beyond</p>	<p>delivery</p> <p>8. Teachers collaboratively design and implement a scope and sequence of learning</p> <p>9. Teachers design learning programs to explicitly build deep levels of thinking and application</p> <p>10. Teachers support students to explore the construction of knowledge</p> <p>11. Teachers support students to be reflective,</p>	<p>authentic, fit for purpose</p> <p>assessments to reflect the learning program and objectives</p> <p>8. Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning</p> <p>9. Teachers provide regular feedback to students on their progress against individual learning goals</p>
---	--	--	---	--

	<p>involvement in education within the classroom, school and beyond</p>		<p>questioning and self-monitoring learners</p> <p>12. Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards</p> <p>13 Teachers draw on current research and use an inquiry improvement cycle</p> <p>14 Teaches challenge and support each other to</p>	<p>and curriculum standards</p> <p>9. Teachers analyze student achievement data to improve their practice</p> <p>10. Teachers evaluate the impact of teaching on learning by analyzing multiple sources of data</p> <p>11. Teachers identify and target areas for professional learning</p> <p>12. Teachers draw on current research and use</p>
--	---	--	--	--

			<p>improve practice</p> <p>15 Teachers support students to explore their role as global citizens</p> <p>16 Teachers model and facilitate use of digital tools and resources to access, use and share learning</p> <p>17. Teachers and students co-design learning that connects to real world contexts 9.3</p> <p>Teachers facilitate parental</p>	<p>an inquiry improvement cycle</p> <p>13. Teachers challenge and support each other to improve practice</p> <p>14. Teachers establish open and sustained communications with parents</p> <p>15. Teachers seek and use parents' knowledge and feedback</p> <p>16. Teachers facilitate parent involvement in education</p>
--	--	--	--	---

			involvement in education within the classroom, school and beyond.	within the classroom, school and beyond
--	--	--	---	---

### Engage Continuum

<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
<p>Teachers build safe learning environments that support students' wellbeing</p> <ul style="list-style-type: none"> <li>• Teachers set learning goals that explain what students need to understand and what they must be able to do</li> <li>• Teachers communicate high expectations and promote effort and hard work</li> <li>• Teachers consider students' backgrounds,</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers collaboratively develop and implement protocols to build a respectful, trusting learning environment in which students feel confident to contribute</li> <li>• Teachers set explicit, challenging and achievable learning goals for all students</li> <li>• Teachers develop and maintain a culture of high expectations and empower</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers co-design behavior protocols with students to maintain a productive and safe learning environment</li> <li>• Teachers share ideas about how to involve students in curriculum planning, engage students in selecting tools and resources, and negotiate learning goals</li> <li>• Teachers collaborate with colleagues and students to develop and maintain a culture of high expectations for all students by setting appropriate and</li> </ul>	<p>Teachers model and demonstrate how to collaboratively develop shared norms and responsibilities for reinforcing protocols with students</p> <ul style="list-style-type: none"> <li>• Teachers lead colleagues to evaluate the appropriateness of learning goals to improve student achievement and engagement</li> <li>• Teachers work with colleagues to select a range of tools to receive regular student</li> </ul>

<p>interests and prior knowledge</p> <ul style="list-style-type: none"> <li>• Teachers demonstrate knowledge of contemporary resources to enrich teaching and learning programs and to enhance student engagement</li> <li>• Teachers engage with individual students and respond to their academic, social and emotional needs</li> <li>• Teachers communicate with parents and seek their knowledge and feedback</li> </ul>	<p>students to present their own ideas</p> <ul style="list-style-type: none"> <li>• Teachers consider students’ backgrounds, interests and prior knowledge to create authentic and meaningful learning opportunities</li> <li>• Teachers provide opportunities for students to initiate and assist in planning school events</li> <li>• Teachers build connectedness with parents/ carers and the broader community to strengthen social ties, care and support for students</li> </ul>	<p>challenging learning goals</p> <ul style="list-style-type: none"> <li>• Teachers model and share strategies for maintaining an energized and focused learning environment</li> <li>• Teachers develop and share strategies to build students’ capacity to participate in whole school decision-making</li> <li>• Teachers support their colleagues to collect, analyze and share feedback from students and parents/careers to inform future planning</li> </ul>	<p>feedback on classroom climate</p> <ul style="list-style-type: none"> <li>• Teachers lead processes to evaluate the effectiveness of strategies to raise student engagement</li> <li>• Teachers initiate, lead and evaluate processes to build students’ capacity to participate in whole-school decision-making</li> <li>• To strengthen social ties, care and support for students, teachers lead processes to monitor and evaluate connectedness with parents and the broader community</li> </ul>
---	---	---	---

**TABLE-4**  
**Explore Continuum**

<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
<ul style="list-style-type: none"> <li>• Teachers demonstrate</li> </ul>	<p>Teachers ensure the</p>	<p>Teachers model and share strategies for</p>	<ul style="list-style-type: none"> <li>• Teachers initiate and</li> </ul>

<p>knowledge and understanding of strategies to identify students' prior knowledge • Teachers establish routines and provide a schedule to support time management • Teachers demonstrate knowledge of a variety of teaching strategies and resources to accommodate the range of abilities and interests • Teachers implement strategies for using ICT to expand learning opportunities for students • Teachers use guiding questions to assist students to select relevant information • Teachers ask students to</p>	<p>learning program is relevant to students' needs, interests and abilities. • Teachers plan and deliver structured lessons, monitor learning, adapt routines and adjust time allocated to maximize student learning opportunities and understanding • Teachers use a range of teaching strategies that leverage and develop different skills and abilities • Teachers assist students to choose appropriate resources and processes to collect information for their learning program • Teachers use effective</p>	<p>reinforcing routines, scaffolding new learning, and using smooth transitions to optimize time on task and classroom climate • Teachers prompt students to select tools and strategies appropriate for documenting and evaluating the information they have collected • Teachers explain reasons for using particular strategies to help students organize information and encourage students to reflect on which strategies are most effective for them • Teachers model high-level knowledge and skills and work with colleagues to use current ICT in ways that improve their practice and make content relevant and meaningful • Teachers share strategies that encourage students to share their learning, teach, question and</p>	<p>lead colleagues to implement strategies that support students to exercise authentic agency, question and form conclusions about the value of their learning • Teachers model and share strategies that challenge misconceptions through using specific tasks and questions to extend student thinking • Teachers lead and support colleagues to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students • Teachers initiate and</p>
---	---	---	--

<p>explain their understanding of key concepts and ideas to identify misconceptions</p> <ul style="list-style-type: none"> <li>• Teachers support specific groups of students (ATSI students, students learning English as an Additional Language, and students with additional needs) with appropriate resources to tailor, support and modify learning goals</li> </ul>	<p>teaching strategies to integrate ICT into learning programs in ways that make selected content relevant and meaningful</p> <ul style="list-style-type: none"> <li>• Teachers use a range of question types to engage students and stimulate further investigation</li> <li>• Teachers support students to identify and explore real world issues and problems</li> </ul>	<p>challenge each other</p> <ul style="list-style-type: none"> <li>• Teachers support colleagues to integrate learning areas and capabilities, and support students to identify learning connections across a range of contexts</li> <li>• Teachers empower students to make decisions based on the knowledge of how they learn</li> </ul>	<p>lead processes that enable students to negotiate assessment methods and criteria matched to their learning goals</p> <ul style="list-style-type: none"> <li>• Teachers use evidence to monitor and evaluate the impact of different lesson structures</li> <li>• Teachers initiate and lead processes where teachers and students collaborate in learning partnerships in and beyond the school</li> </ul>
---	---	--	---

**TABLE-5**

**Explain Continuum**

**Explain Continuum**

<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
-----------------	-------------------	----------------------------	-------------

<p>Teachers demonstrate knowledge and understanding across Learning Areas of developmental learning programs based on the Victorian Curriculum Capabilities • Teachers explicitly teach new knowledge and skills • Teachers explain links between new content and existing knowledge • Teachers develop learning programs that support students to connect their learning with real-world contexts •</p>	<p>• Teachers collaboratively design learning programs that integrate the Victorian Curriculum Content Descriptions, and Achievement Standards for Learning Areas and Capabilities • Teachers explain relationships between ideas and help students connect new and existing knowledge • Teachers determine students' current levels of understanding and introduce new</p>	<p>• Teachers support colleagues to develop sequenced learning programs that scaffold to promote student independence in learning • Teachers structure learning sequences to provide multiple opportunities for students to consolidate new knowledge and practice new skills • Teachers support colleagues to monitor students' progress and adjust instruction to meet individual student needs • Teachers model effective practice and</p>	<p>Teachers lead work in PLCs to design learning programs that integrate the Victorian Curriculum Content Descriptions, and Achievement Standards for Learning Areas and Capabilities • Teachers lead initiatives to engage students in deconstructing learning tasks and assessment criteria, enabling them to assess their current knowledge, gain deeper understanding of new content, and monitor learning progress • Teachers lead colleagues to design learning programs with multiple entry points,</p>
--	---	---	--

<p>Teachers demonstrate knowledge and understanding of worked examples to introduce new knowledge and skills</p> <ul style="list-style-type: none"> <li>• Teachers provide opportunities for students to develop explanations of the content and practise new skills and processes</li> <li>• Teachers monitor students' understanding and adapt their teaching strategies when required</li> <li>• Teachers support students to share and reflect on their ideas and structure activities in</li> </ul>	<p>content accordingly</p> <ul style="list-style-type: none"> <li>• Teachers regularly use worked examples to introduce new knowledge and skills, and to scaffold student learning</li> <li>• Teachers draw out students' misconceptions and frame questions to challenge students' ideas</li> <li>• Teachers continuously monitor students' learning and adapt routines to maximise student learning opportunities and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• support colleagues to develop individual learning strategies and assessment rubrics in collaboration with students</li> <li>• Teachers explain reasons for using particular strategies and encourage students to reflect on which strategies are most effective for them</li> <li>• Teachers support colleagues to develop and implement protocols for group work that build student understanding of how effective groups operate</li> </ul>	<p>progression tracks and aspirational, individualized learning goals</p> <ul style="list-style-type: none"> <li>• Teachers lead colleagues to determine students' level of understanding, and select and introduce content at individual point of need in response to student explanations</li> <li>• Teachers initiate strategies and lead colleagues to consistently structure learning around differentiated group tasks that require students to work collaboratively</li> </ul>
--	--	--	---

small groups			
--------------	--	--	--

TABLE-6

Elaborate Continuum

<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
<ul style="list-style-type: none"> <li>Teachers demonstrate knowledge and understanding of the Victorian Curriculum Capabilities across Learning Areas • Teachers demonstrate knowledge and understanding of surface and deep learning • Teachers develop students' critical, creative and higher order thinking skills • Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers enrich and deepen learning programs through integrating the Victorian Curriculum Capabilities across Learning Areas • Teachers provide examples of concepts in similar contexts to assist students to apply their learning • Teachers support students to form theories, find patterns and make connections in their</li> </ul>	<ul style="list-style-type: none"> <li>Teachers support colleagues to identify learning connections across a range of content areas and real-life contexts • Teachers support colleagues to design learning programs that are intellectually challenging, developmental and scaffolded to meet students' needs • Teachers support colleagues to develop conversation</li> </ul>	<ul style="list-style-type: none"> <li>Teachers lead processes to monitor and evaluate the integration of the Victorian Curriculum Capabilities across Learning Areas • Teachers lead colleagues to design, implement and monitor learning programs that explicitly build deep levels of thinking and application • Teachers lead colleagues to support students to use evidence and challenge assumptions when</li> </ul>

<p>demonstrate knowledge and understanding of effective questioning to engage students in higher order thinking</p> <ul style="list-style-type: none"> <li>• Teachers allow students to share and reflect on their ideas with their peers</li> <li>• Teachers monitor student understanding and provide appropriate feedback referenced against assessment criteria</li> </ul>	<p>learning</p> <ul style="list-style-type: none"> <li>• Teachers design investigations of current issues that require students to compare and contrast different perspectives</li> <li>• Teachers use questioning to probe student thinking and prompt them to justify their responses</li> <li>• Teachers monitor student understanding, provide feedback and adapt instruction based on group needs</li> </ul>	<p>protocols that support all students to make meaningful contributions</p> <ul style="list-style-type: none"> <li>• Teachers support colleagues to deliver challenging activities that involve student choice, discipline rich inquiry, problem solving and collaboration</li> <li>• Teachers implement strategies that support students to share their learning, support and challenge each other</li> <li>• Teachers monitor student progress, intervene to address individual needs and provide feedback to</li> </ul>	<p>extending their learning to new contexts</p> <ul style="list-style-type: none"> <li>• Teachers lead initiatives to advance students' independence in learning and prepare them to undertake self-directed inquiry</li> <li>• Teachers lead processes to empower students to take action to develop innovative solutions that address local and global issues</li> <li>• Teachers lead processes that use formal and informal assessment, student feedback and teacher collaboration for evaluation and planning, ensuring all students are engaged, challenged and</li> </ul>
--	---	--	--

		enable students to improve their learning	progressing in learning.
--	--	---	--------------------------

TABLE-7

Evaluate Continuum

<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
Teachers demonstrate understanding of assessment strategies that meet the Achievement Standards for Learning Areas and Capabilities • Teachers use explicit assessment criteria to assess student progress referenced against curriculum standards and the learning goals • Teachers continuously monitor student learning, integrating evidence	The Achievement Standards for Learning Areas and Capabilities • Teachers design authentic, fit-for-purpose assessments based on the learning objectives and students' individual needs and abilities • Teachers work with colleagues to develop assessment rubrics with explicit assessment criteria	Teachers collaborate to plan learning programs, integrating multiple forms of fit-for-purpose formative and summative assessments • Teachers demonstrate high-level knowledge and skills in monitoring student progress, providing feedback and adjusting instruction to support	• Teachers lead the development of multilevel learning programs, integrating multiple forms of fit-for-purpose formative and summative assessments • Teachers lead colleagues to critically review and improve their assessment strategies • Teachers lead colleagues to use feedback from students, colleagues and parents to improve assessment strategies • Teachers help

<p>from formal and informal assessments • Teachers provide students with targeted feedback on achievement related to their learning goals and their needs • Teachers communicate with parents to provide regular updates on student progress • Teachers use student achievement data to guide their own professional learning • Teachers build new knowledge and skills through research, peer observation and coaching</p>	<p>and make consistent judgments validated by moderation • Teachers use multiple forms of formative assessment and provide feedback to students to help them reflect on the learning processes and the impact of effort on achievement, identify their strengths and areas for improvement, and form new learning goals • Teachers analyze student data, reflect on the effectiveness of their own teaching and undertake</p>	<p>and extend all students • Teachers support colleagues to build student capacity to develop and use assessment rubrics to monitor their own learning progress • Teachers support colleagues to implement student self-assessment and peer assessment, giving students opportunities to review samples of work, identify evidence of learning, and exchange constructive feedback • Teachers support colleagues to trial new practices</p>	<p>colleagues to set aspirational goals that extend students beyond their current performance level • Teachers lead a whole-school approach to developing evaluative practice, prioritizing time and resources for teams to scrutinize their impact on students' progress • Teachers lead processes to analyze a range of student data for strategic planning of teachers' individual and collective professional learning</p>
---	---	---	--

	appropriate professional learning	and evaluate their effectiveness using feedback from students, colleagues and parents	
--	-----------------------------------	---	--

## Research Design

Mixed methods approach making is utilized in this research

The population of the present study is students, teachers and parents of Glendale academy.

The sample of the present study is IX & V Grade Students, teachers and parents.

## Research Tools

**Case study**

**Interviews/Surveys**

**Statistical Analysis of data**

### **A case study of Glendale Academy International School**

Glendale Academy provides a learning environment that offers students an experience they look forward to every single day. The pedagogical framework uses some of the world's leading learning and teaching methodologies to aid in students' holistic development. Our teachers - subject as well as co-curricular - are all trained on these pedagogies in order to deliver their lessons in a manner that facilitates learning and fun!

The theory of multiple intelligences is very intriguing and expands our horizon of available teaching/learning tools beyond conventional linguistic and logical methods (e.g. lecture, textbooks, writing assignments, formulas, etc.) that are currently being used across schools around the world. Developed by Dr. Howard Gardner, Professor of Education at Harvard University, it proposes eight different intelligences to account for a broader range of human potential in children and adults, as depicted in the Multiple Intelligence Wheel.

The Theory of Multiple Intelligence highlights the transformative way in which our schools are

run. Teachers are trained at regular intervals to present their classes in a wide variety of ways using cooperative learning, music, art and craft activities, roleplay, multimedia, field trips, inner introspection, and much more, thus ensuring each of our children are presented the opportunity to learn in ways that are synchronous with their unique minds.

School also focuses on developing 21<sup>st</sup> century skills of the students by providing suitable/relevant learning experiences to them

### **Character**

At Glendale, we believe that developing a strong character is the foundation of becoming a good human being. Our activities through the U SDG programs, the Leader in Me programs and our strong pedagogical framework enables us to give students an environment they can discover their inner potential in.

### **Critical Thinking**

We engage the curious minds of children to inspire critical thinking within them. Instead of silly recalling facts, teachers call upon students to evaluate, synthesize, apply a higher level of thinking and thus gain a higher level of learning.

### **Communication**

How we express ourselves verbally, in writing and through other mediums is an essential part of the human experience. Through a variety of activities built around a core of communication we guide students to develop their communication skills.

### **Collaboration**

The brain learns better in concert with others. In schools, through team work, group work and cooperative learning all help in the classroom as they engage students. Students shift from passive to active learning through these activities and not only understand the subject better, but also learn the valuable skill of working with others

### **Creativity**

An art, when integrated into the curriculum through the STEAM methodology provides students a visual and expressive way to learn. According to the Harvard's Project Zero on studio thinking, there are 8 habits of the brain which need a visual, creative medium to be honed. Through our focus on creativity, we help students gain valuable skills that give them an edge in this age of unprecedented disruption

### **Significance of the study**

#### **How Does the Multiple Intelligence Theory Help Students?**

In any classroom setting from preschool to college, students learn differently. Each student is gifted and challenged by his or her learning abilities and preferences. Howard Gardner defines these learning abilities and preferences as intelligences. At first a listing of seven and later revised to total nine, Gardner developed the theory of multiple intelligences to explain how humans learn differently from one another. The theory does not state that a person only has one the nine intelligences, but rather is stronger in some than the others. As defined by Gardner, the intelligences are logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic and existential.

### **Reinforce Concepts**

Repeating a lesson on a concept improves learning, so the teacher pulling from the theory of multiple intelligences can reinforce the learning with different types of activities. For example, students strong in the mathematical-logical intelligence would do well with the pencil-and-paper task of adding simple fractions. Students with a preference for the musical intelligence would understand how quarter notes and eighth notes "add up" to a complete

measure through a rhythmic-clapping activity. Using both activities reinforces the concept of adding fractions for all students giving necessary extra practice.

### **Creating interesting learning environment**

Teaching to the multiple intelligences allows the teacher to keep the learning environment fresh by changing up the teaching method. An activity to start the day may involve movement that appeals to the bodily-kinesthetic intelligence. Not to be confused with recess or free time, this is a brief out-of-desk learning time to introduce the day's lesson. Whether dance, building with large blocks, or assembling a simple birdhouse, this bodily-kinesthetic activity is a structured lesson outside the confines of the desk. Mixing up your teaching methods keeps students interested in the lesson.

### **Classroom Management**

. The multiple intelligence theory can draw students back into learning. Using the different intelligences to teach a concept allows each of your diverse learners a chance to succeed at learning. The learner with strength in the visual-spatial intelligence will do well with drawing and puzzles. Students with strength in the linguistic intelligence would do well with a written report over a reading assignment, while those dominant in interpersonal intelligence excel at classroom discussions of what was read. As students feel success in learning, problem behavior decreases. Teaching to a student's strength helps increase learning success.

### **Assess Learning**

By using a variety of teaching strategies across the multiple intelligences, the teacher can assess or measure student learning. The assessment could be a written or oral test, original artwork by the student, a building task or some other activity which gives the teacher an idea of how well

the student learned the new concept. For instance, after successfully assembling a small engine, students in a technical college could be assessed by developing a how-to manual complete with verbal instructions and diagrams. In this example, students learn by building the engine tapping into the bodily-kinesthetic intelligence, while the assessment of a written manual with diagrams draws on linguistic and visual-spatial intelligences. The teacher can then measure how well students mastered the concept by the completeness and accuracy of the written manual while students tapped into three intelligences to learn and master the concept.

### **Instructional Theories Used in Middle Schools**

Educators often have to balance student learning theories with theories about instruction. Three leading approaches to instructional design take into account the way that learning occurs; activities and teaching styles appropriate for each theory rely on psychological and social components of instruction. The behaviorist, cognitivist and constructivist approaches to instruction all assume that learning occurs in a particular way.

#### **Behaviorist Theories**

Behaviorist theories of instruction are based on the idea that behaviors are changed in response to external stimuli, such as a reward or punishment system. As a result, learning is viewed as the transmission of information from teacher to student and the student's ability

to use information in response to a stimulus. In the middle school classroom, activities that follow the behaviorist theory of education include "drill and kill," or repeating the same concept over and over, and activities or assessments that replicate the original learning prompts. For example, a reading comprehension test includes questions in the same format the student used in classroom practice.

#### **Cognitive Theories**

The cognitive theory of instruction, developed by Jean Piaget and Lev Vygotsky, shifts the focus from the external evidence of learning in the behaviorist approach to an emphasis on psychological processes involved in learning. Cognitive theory relies largely on the transference of information to long-term memory. Rehearsal, or rote repetition, and use of mnemonics are strategies teachers show students in order to commit facts to long-term memory. Teaching under this theory may also include use and activation of schemas, or means to link new information to prior knowledge. For example, a teacher may show students the steps for dividing fractions and ask students to use their knowledge of whole numbers and fractions to divide without giving explicit examples.

#### **Constructivist Theories**

Constructive learning principles are an extension of cognitive learning principles. In constructivism, students actively work to shape their own learning experience while relying on previous knowledge. Students are encouraged to reflect on personal experiences in creating a

construct or schema for understanding. In the middle school classroom, a constructivist approach to teaching asks students to predict what will happen next in a story. Activities that ask students to classify, analyze or create new understanding based on

knowledge they already possess are constructivist in nature. Additionally, group projects and project-based learning allow students to understand key concepts.

### **Multiple Instructional Theories**

Effective classroom activities may use a combination of one or more instructional theories. Combining theories of instruction has coincided with more technology use in the classroom and has resulted in a more flexible learning environment. Use of computer games or programs in the middle school mathematics can serve as a rote memorization process, as a student continually practices multiplication of fractions, but can also follow a constructivist approach if the game or program allows the student to interact with the lesson and determine the course of his own learning.

### **Data analysis**

#### **Quantitative Analyses.**

Grade IX students' performance has been analyzed with the help of T-score analysis

A t-test is a [statistical test](#) that is used to compare the [means](#) of two groups. It is often used in [hypothesis testing](#) to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another.

**A random of Grade IX students, except two have shown good improvement in their math performance.**

Subject #	Score 1	Score 2	Subject #	Score 1	Score 2	X-Y
1	3	20	1	3	20	-17
2	3	13	2	3	13	-10
3	3	13	3	3	13	-10
4	12	20	4	12	20	-8
5	15	29	5	15	29	-14
6	16	32	6	16	32	-16
7	17	23	7	17	23	-6
8	19	20	8	19	20	-1
9	23	25	9	23	25	-2
10	24	15	10	24	15	9
11	32	30	11	32	30	2

Subject #	Score 1	Score 2	X-Y	Subject #	Score 1	Score 2	X-Y	(X-Y) <sup>2</sup>
1	3	20	-17	1	3	20	-17	289
2	3	13	-10	2	3	13	-10	100
3	3	13	-10	3	3	13	-10	100
4	12	20	-8	4	12	20	-8	64
5	15	29	-14	5	15	29	-14	196
6	16	32	-16	6	16	32	-16	256
7	17	23	-6	7	17	23	-6	36
8	19	20	-1	8	19	20	-1	1
9	23	25	-2	9	23	25	-2	4
10	24	15	9	10	24	15	9	81
11	32	30	2	11	32	30	2	4
		<b>SUM:</b>	<b>-73</b>			<b>SUM:</b>	<b>-73</b>	<b>1131</b>

$$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}$$

$$t = \frac{-73/11}{\sqrt{\frac{1131 - \frac{(-73)^2}{11}}{(11-1)(11)}}$$

$$t = \frac{-73/11}{\sqrt{\frac{1131 - \frac{5329}{11}}{110}}}$$

t = - 2.74

**Step 1:** Subtract 1 from the [sample size](#) to get the degrees of freedom. We have 11 items, so  $11 - 1 = 10$ .

**Step 2:** Find the [p-value](#) in the [t-table](#), using the [degrees of freedom](#) in Step 6. If you don't have a specified [alpha level](#), use 0.05 (5%). For this example problem, with  $df = 10$ , the t-value is 2.228.

#### **4.2.2 Inferential Statics :**

After comparing our t-table value from Step 7 (2.228) to your calculated t-value (-2.74). The calculated t-value is greater than the table value at an alpha level of .05. The p-value is less than the alpha level:  $p < .05$ . We can [reject the null hypothesis](#) that there is no difference between mean

#### **4.2.3 Qualitative Analyses.**

The primary aim of the qualitative portion of this study was to learn what the quantitative data could not show. I was really impressed to know the way Glendale teachers are following differentiation efficiently. As a interview, I got a chance part of my to interact with many teachers and realized that teachers are trained very well to conduct differentiation in the class. They have been supported with multiple resources, strategies and initiatives. It has become part of school culture.

**A random of Grade IX students, except two have shown good improvement in their math performance.**

Subject #	Score 1	Score 2	Subject #	Score 1	Score 2	X-Y
1	3	20	1	3	20	-17
2	3	13	2	3	13	-10
3	3	13	3	3	13	-10
4	12	20	4	12	20	-8
5	15	29	5	15	29	-14
6	16	32	6	16	32	-16
7	17	23	7	17	23	-6
8	19	20	8	19	20	-1
9	23	25	9	23	25	-2
10	24	15	10	24	15	9
11	32	30	11	32	30	2

Subject #	Score 1	Score 2	X-Y	Subject #	Score 1	Score 2	X-Y	(X-Y) <sup>2</sup>
1	3	20	-17	1	3	20	-17	289
2	3	13	-10	2	3	13	-10	100
3	3	13	-10	3	3	13	-10	100
4	12	20	-8	4	12	20	-8	64
5	15	29	-14	5	15	29	-14	196
6	16	32	-16	6	16	32	-16	256
7	17	23	-6	7	17	23	-6	36
8	19	20	-1	8	19	20	-1	1
9	23	25	-2	9	23	25	-2	4
10	24	15	9	10	24	15	9	81
11	32	30	2	11	32	30	2	4
		<b>SUM:</b>	<b>-73</b>			<b>SUM:</b>	<b>-73</b>	<b>1131</b>

$$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}$$

$$t = \frac{-73/11}{\sqrt{\frac{1131 - \frac{(-73)^2}{11}}{(11-1)(11)}}$$

$$t = \frac{-73/11}{\sqrt{\frac{1131 - \frac{5329}{11}}{110}}}$$

$$t = - 2.74$$

**Step 1:** Subtract 1 from the [sample size](#) to get the degrees of freedom. We have 11 items, so  $11 - 1 = 10$ .

**Step 2:** Find the [p-value](#) in the [t-table](#), using the [degrees of freedom](#) in Step 6. If you don't have a specified [alpha level](#), use 0.05 (5%). For this example problem, with  $df = 10$ , the t-value is 2.228.

#### **4.2.2 Inferential Statics :**

After comparing our t-table value from Step 7 (2.228) to your calculated t-value (-2.74). The calculated t-value is greater than the table value at an alpha level of .05. The p-value is less than the alpha level:  $p < .05$ . We can [reject the null hypothesis](#) that there is no difference between mean

#### **4.2.3 Qualitative Analyses.**

The primary aim of the qualitative portion of this study was to learn what the quantitative data could not show. I was really impressed to know the way Glendale teachers are following differentiation efficiently. As a part of my interview, I got a chance to interact with many teachers and realized that teachers are trained very well to conduct differentiation in the class. They have been supported with multiple resources, strategies and initiatives. It has become part of school culture.

#### **2 Educational implications**

The educational implications of the research work based on effectiveness of differentiation in teaching learning process are as follows:

- Individual attention on students' performance would be considered.
- All students get actively involved and effectively engaged in the class room.
- Students show in depth understanding of the concepts.
- Teachers start working collaboratively to understand the individual needs of the students from other teachers.
- More time would be spent on planning differentiated activities for the students.

- Teachers start collaborating with the parents to understand the learning needs of the students.
- Parents as partners in education , take active participation in school initiatives
- As students start working collaboratively, there would be significant growth in students' social, emotional and cultural development.
- Projects and assignments would be assigned as per the students' abilities
- Students start taking ownership of their work
- Choice board (tech tool) can be used to assign projects of students' choice
- Students would be encouraged to work on Google slides and Google docs, which give them a scope for the group work

### **Limitations of the study**

This case study is limited to the Glendale Academy International School.

### **Recommendation for Further Research**

- The present study is intended to opinion of Primary & Secondary school teachers on implementation of differentiated approach in teaching learning process in Glendale Academy. The same can be extended to all the international schools of the city. A similar study can be done on government secondary school teachers of the district.

### **Conclusion**

All educators and teachers have to move from the approach of “One size fits all” to reaching out to everyone. Teachers have to understand that learners are different and their learning styles are different. The effective implementation of differentiated approach in regular teaching learning process motivates students to learn and perform well in the class and real life situations. Teachers can follow differentiated approach in the class with proper training and preparedness.















