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Dear Readers!

This issue is brought out on the occasion of the celebration of teacher's day which occurs on September 05 for India and on October 05 for the world. We are happy to publish an edition of RRE in recognition of our teachers, rightly named as the social engineers.

A journey down the memory lanes of our school life, especially into the classrooms would recapture those moments of use of blackboards, note books of different sizes, collections of pencil, rubber and fountain pen, and culture-laden teacher. Notable events were the invitations of subject teachers to the students to do written works on the black board, repeating the memory lessons and essays in front of the leader appointed by the teacher, evening special study under brilliant students in a group etc; with shivering hands and frightened faces we used to appear before the teachers and student leaders. True indeed, those interactions ensured self-awareness and empathy (mother soft skills), respect for seniors and goal-setting among the younger minds. Needless to say, the teacher was always the backbone of all these exercises and a lot of human relationships were maintained. Whenever the students met with the teacher, whether in the crowded streets or places of worships, the latter was always revered by the students community with gratitude; Indian customs insists that the student bow down or prostrate in front of him or her to receive the blessings. In culmination of all, the teacher was placed as we all know, next to the parents, equalling to the Creator.

Well, contextualising ourselves in 21st century, the ecology of teaching has changed and the classroom has been turned into a pavilion of technology; virtual classroom and conferences have become the order of the day. The presence of the facilitator is much reduced rather online resources are at the doorstep of the learner. Which means, the human interaction is replaced with techno-pedagogy, leading to relegation of the role of teacher to the minimum. Then where do we find the teacher in the society? Is he to be hurled away? Or has he become irrelevant? A firm 'NO' will be the response from those who have experienced the guidance and accompaniment of the teacher. Technology may make the distant communication easy but will not be the substitute for human emotional element. In God's creations, humans are the crown of them and replica of the divine presence. There is no standby for human interaction and only humans can satisfy the needs of the other. It does not mean, we are against the use of technology rather the use of it should be prudently exploited, ensuring the maximum accompaniment of humans in the classroom. Let us gratefully remember the generosity of the teachers and their journey with the learners, expecting nothing in return but only the gifts of smiling faces.

This issue brings a few papers of research and themes and we invite you to have a good read of them. We look forward to your comments if any for further growth of the journal.

Thanking you  
Editorial Board

## RESEARCH AND REFLECTIONS ON EDUCATION

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# THE CURRENT PRACTICES OF AL-FITRAH ISLAMIC PRESCHOOLS IN KERALA: AN ANALYSIS

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## ABSTRACT

*Preschool education has become an inevitable part of education system. Nowadays various types of preschools are mushrooming globally, especially in every nook and corner of India. The present Paper analyses the practices of Al-Fitrah, one of the Islamic preschools in Kerala, in terms of curriculum, teaching-learning materials, teaching-learning practices, assessment and demographic details. Semi-structured interview was conducted with the academic officer as well as principals and teachers of fifteen Al-Fitrah Islamic preschools in Kerala. Though preschool education has many advantages in various aspects, it faces some challenges too. It is anticipated that this article will shed some light on how skills and values are taught in Al-Fitrah Islamic Preschools in Kerala and help to determine whether Islamic preschools are a boon or a bane to the young children?*

**Keywords :** *Preschool education, Islamic preschool, curriculum, teaching learning materials, teaching learning practices and assessment.*

## Introduction

Many researches evidence the vital role of early years' programmes in child development (Leseman, 2002; Melhuish, 2004; & Engle et al. 2007). Studies have established the long-term benefits of early intervention programmes for disadvantaged children in higher academic achievement and greater school success, higher employment rates, better health outcomes, and lower crime rates (Currie, 2001; Currie & Thomas, 2001; Karoly, Kilburn, & Canon 2005; Karoly et al. 1998; McCormick et al. 2006; & Mustard 1999). Impact of preschool education is seen at personal, household, community, national, and global levels in terms of higher human productivity and socio-economic well-being (Barnett 2000). By recognizing the importance of early years, National Education Policy (2020) has given priority to ECCE suggesting free and compulsory quality pre-school education for all 3 to 6 year olds and it should be included as an integral part of the RTE Act. Preschool education has become an inevitable part of education system not only because of the significance of early years but also because of the changes in the socio-familial scenario. Nowadays, following a global trend, various types of preschools are mushrooming globally, especially in every nook and corner of India. Kerala, the most literate and the first in human development index among

Indian States, has mainly three types of preschools - Anganwadis, Kindergarten, and Montessori. But in recent years some other types of preschools are also mushrooming in the cultural and religious context; Islamic preschool is one among them.

Islamic preschools are based on the philosophy of Islam being a way of life. Here learning Islam is not confined to a specific class or period, but it extends from the very first day of the child to the end of three years and much more. When hearing the name of this particular type of preschool, there is a presumption that it is a full-fledged Arabic school. But as other preschools, Al-Fitrah Islamic preschools too follow the general preschool curriculum in addition to Islamic education. An Islamic preschool usually adds the term 'Islam' as a modifier or uses an Arabic element in its name e.g. Ar-Raudah Child Development Centre (Borhan, 2004). The present Paper deals with Al-Fitrah, one type of the flourishing Islamic Preschools in Kerala.

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Islamic Preschool is not a novel idea; it has been reiterated by a renowned scholar Ibn Khaldun (1967) in his 14th century treatise underlining the importance of instructing children in the ways of the Qur'an from a young age. Though different types of preschools had been started in the olden days, there was no preschool in Islam except the Madrasa which is meant for the children belonging to the age of five and above. By recognizing the importance of instilling the skills and values in early years, Egyptians started Islamic preschools in 2003 with the aim of nourishing and nurturing the natural instincts of children in a comprehensive and balanced manner by inculcating Islamic values among young children. Such a school also focuses on the need to develop fully every individual's potential in order to create a perfect and decent personality that is valuable to the religion, the state and the nation. Islamic Preschools in Egypt follow Nourel Bayan Fathurabbani, a novel and innovative curriculum developed by the Egyptian scholars after thinking deeply on the problems of Muslim society as far as Islamic morality and piety is concerned, for teaching the children of the age group of 3 to 6 years. It functions not only on a set of principles extracted from the holy Qur'an and other Islamic authentic resources but also the other essential principles regarding education and teaching. The new system teaches Arabic language through the Qur'an, which was similar to teaching the Bible through Aramaic, or the Torah through Hebrew. Bepukaran (2017) states that it is a curriculum based on environment principles. The curriculum gained acceptance and recognition worldwide and extended to different countries. It has been adopted in U.S.A., France, South Africa, Saudi Arabia, Sudan, Sri Lanka, China, Russia, Indonesia, U.A.E., Kuwait, Oman, Malaysia, etc.

Anjuman Ta'leemul Qur'an, the first institution for memorizing Qur'an in Malabar, started the first Islamic preschool entitled Al-Fitrah in India in June 2012 after visiting Islamic preschools in Egypt (Bepukaran, 2017). The headquarters of Al-Fitrah Islamic Preschool is at Kolathara in Kozhikode. With requisite additions in curriculum to suit the secular fabric of India, Al-Fitrah Islamic Preschools put forward a quality educational curriculum. The admission to this preschool is limited to children belonging to 3 to 3.6 years. It is a three-year education consisting of three continuous stages, namely, Beginner, Level 1 and Level 2.

Hence it extends up to 6 to 6.6 years. At present it has 143 institutions in Kerala and 20 in other States of India as well as 3 abroad. This indeed speaks volumes of acceptance of Al-Fitrah Islamic Preschools among the public in Kerala.



### **Need and Significance**

The preschools with religious emphasis are becoming a new trend, particularly in Kerala. Parents send their children to the religiously affiliated preschools in the hope of inculcating religious values in their young children. However, parents may not actually be aware of what and how the children are learning with regard to the particular curriculum. This article looks at how the basic knowledge, skills and values are being taught to children in an Islamic preschool. Moreover, while analyzing the research in this area, it is noticeable that there is dearth of studies globally when compared to other types of preschools. Borhan (2004) opined that though Islam is one of the major religions in the world with growing numbers of followers in Western countries, much less has been written in the western-based academe about the early education of its young in comparison to the Christian or Jewish faiths. It is not an exaggeration to convey that as of now there are only a few comprehensive studies on Islamic preschools in Kerala. Thus the detailed description of all the aspects of Al-Fitrah Islamic preschool will provide information to parents as well as educators and policy makers about the learning experiences of children in this particular type of preschool. It will enable them to make more informed decisions about policy development or changes in the preschool system and what programmes may best benefit child learning.

### **Objective**

The objective of this study is to analyze the practices of Al-Fitrah Islamic preschool in Kerala in terms of curriculum, teaching-learning materials, teaching-learning practices, assessment and demographic details, identification of strengths and weaknesses of the system and make suggestions to improve the prevalent practices in this regard.

### **Methodology**

**Sample :** The sample of the study consisted of academic officer as well as principals and teachers of

randomly selected fifteen Al-Fitrah Islamic preschools in Kerala.

**Tool :** The semi structured interview schedule consisting of both close and open ended questions on five major areas of preschool education – aspects of curriculum, teaching-learning materials, teaching-learning practices, assessment and demographic details, were used for gathering information regarding the current practices of Al-Fitrah Islamic preschool in Kerala. The information collected was recorded and noted down for interpretation. The document analysis also done for further details of the study.

**Procedure of Analysis :** The interview data were analyzed for their implicit and explicit meaning as is appropriate to the particular question and the responses were categorized.

### Findings

The analysis of various aspects of Al-Fitrah Islamic Preschool education is given below in detail.

#### Aspects of Curriculum

**Curricular objective:** To nourish and nurture the natural instincts of children in a comprehensive and balanced manner following the philosophy of Islam being a way of life.

**Curriculum and Syllabus:** Al-Fitrah preschools follow a common curriculum which integrates Nourel Bayan Fathurabbani (Egyptian Curriculum) and Oxford press curriculum along with regional languages aiming at an all-round development of tiny tots while inculcating values of Islam. It is embedded with the four principles, namely, holistic development, meaningful learning, fun learning, providing basic skills of lifelong learning.

**Subjects:** Islamic education contains Qur'an, Aadaab (discipline), Aqeeda (Islamic concepts), Hadees (sayings of the Prophet Muhammed), Adhkaar (prayers used to chant in different occasions) and Qissa (stories)/ Seerah (history of Prophet S.W.A.)/ Nashida (Islamic rhymes and poems). It also includes the basic pillars of Iman (believer's faith in the metaphysical aspects of Islam), pillars of Islam and Shahadatayn (declaration of faith). Students are also expected to be able to perform ablution and practice movement of swalath (five compulsory prayers in a day), emulate some of the Prophet's akhlaq and do daily practices

according to adaab. Moreover, students learn basics of Qur'anic language as well as recite some short surahs (chapters in Qur'an) and selected du'as (invocation to God).



Teaching basic etiquettes of Islam is the one of the major concerns of the Islamic preschool. The children not only recite the Qur'an with its rules but also learn many Surahs during these three years. While beginners learn Surah Nas-Halak, Level 1 and 2 learn Surah Halak-Naba' and Surah Naba'-Mulk respectively. The children recite the Qur'an three times; with their teacher, parents and alone, by the time they complete three years. Moreover, they learn by heart two Juzh (2/30 part) of the Qur'an and around hundred Du'as (prayers) which they are supposed to chant on different occasions in daily life.

English, Mathematics, Environmental Science and General Knowledge are the other subjects for three stages. In addition to these subjects, for Level 1 and Level 2, Qur'ath and Malayalam are included. Some schools have introduced Hindi for Level 2.

#### Teaching – Learning materials

**Textbooks :** There are different text books of Nourel Bayan publication for Islamic education. They are:

**Fatahurrahman :** introduces Arabic letters and words, is for the beginner and level 1.

**Hadiya :** familiarizes different Islamic concepts through stories and Hadees and also daily prayers for all the three stages.

**Thibyan :** the science or rules of reciting the Qur'an (Thajweed) for Level 1 and Level 2 only.

Al-Fitrah preschools follow common activity based books of Oxford Press for English, Mathematics, Environmental Science and General Knowledge. Malayalam textbook is only for Level 1 and Level 2; some Malayalam letters are introduced for beginners.

**Handbook :** Though Oxford publication is providing resource books for English, Mathematics, Environmental Science and General Knowledge, there is no handbook for Islamic education.

**Teaching aids :** Apart from usual charts and pictures, various types of teaching aids are available. Some

of them prepare different aids according to the activities prescribed in the texts.

### **Teaching – Learning Practices (Curricular)**

There are two teachers and an ayah in a classroom. Both handle all subjects and follow team teaching method. When one teacher introduces concepts or ideas in the class while writing the same on the blackboard, the other one repeats the same one or two times. It helps children to listen to the same concepts more than once. Then the children get a chance to reproduce what they heard in the same way or in the question answer method in group and individual mode.

**Medium of instruction :** All schools follow either English or Arabic as their medium of instruction.

**Working days and time :** Working days extend from Monday to Friday and working hours are from 9 a.m. to 1.30 p.m.

**Timetable :** All the schools follow the same timetable. Islamic education is from 9.00 a.m. to 12 noon and general preschool education from 12 noon to 1.00 p.m.

**Notebook and activity sheets / books :** The notebook practices are followed for Level 1 and Level 2 students. They have copy writing, cursive writing, square book and additional activity sheets or book on vivid concepts they learned in different subjects. While practices in notebooks and activity sheets or books are done during most of the days, copy writing and cursive writing are done at weekend or twice a week.

**Activities for language development :** Memorization, Picture reading, Reading, Action Song, Story-telling and role play are the major activities for language development.

**Physical activities :** Plays and games are the major activities for physical development. All the children get a chance for games on Fridays because the schools wind up classes at 11 a.m. due to the jumu'a (prayer on Friday). While beginners get more time to play, others have restricted time for play because of the tight schedule.

**Social and emotional development :** Hadiya, Hadees and Prayers have a major role in the development of these aspects. Teachers opined that timely intervention

of teachers and ayahs in the daily activities of children also contribute much to it.



**Homework :** Most of the teachers do not assign homework. However, some assign homework for the weekend.

### **Teaching - Learning Practices (Co-curricular)**

**Indoor and outdoor activities :** Most of the days children have group and individual activities in the class. There are large group, small group, pair and individual activities.

**Art and craft :** They have many art and craft work prescribed in the textbooks based on some themes. As such, children prepare creative works using various materials like paper, straw, cloth, colours, etc. and there is no separate period or time allotted for it.

**Arts and sports :** While they conduct sports festival in an impressive way, the items in the arts festival are very limited because most of the items are not promoted by Islam. But they observe the national and international important days and various celebrations on different themes.

**Field trips :** The schools conduct field trips to various spots according to the theme of learning which not only give first-hand experience to the children but also make the learning more interesting and enjoyable with fun and frolic.

**Training for parents :** One of the major attractions of this Islamic preschool is organizing classes for parents every month on what, how and when to teach children in addition to awareness classes.

### **Assessment**

There are various types of assessments for all categories at the end of every week, month and term. While oral test is conducted for beginners, written test is for Level 1 and Level 2. In Arabic, oral test is in Hadiya and Qura'n for all the categories. Once in three months, teachers of three or four nearest Al-Fitrah Islamic preschool prepare the questions together for the terminal evaluation. All the institutions follow a comprehensive evaluation profile for three years which helps to evaluate the multifaceted skills of a child. Teachers, parents, classmates, friends and society have a decisive role in the evaluation process. The profile

encompasses basic information of the child and family, physical data, habits and development of knowledge, emotional, creative, physical and social aspects.

Subject evaluation is also done with vivid and minute descriptors; for example, languages are evaluated with listening, speaking, reading, pronunciation, writing, communication, creativity, thinking, reference skill, memorizing by heart, composition and appreciation. Awareness of place, shape, state, form and number is evaluated in Mathematics. Oral test is conducted for General Knowledge. In Holy Qur'an, reading, memorizing by heart, spelling, meaning, rules of reading (Tajweed), appreciating, thinking and performance are also assessed. Islamic manners and sayings of The Prophet (S.A.W.) are also assessed.

### Demographic details

**Building and classroom:** Every school has its own building and there are adequate number of spacious classrooms with child friendly tables, chairs, boards and shelves.

**Uniform:** There are common uniforms in all the institutions of Al-Fitrah with different colours for beginners, Level 1 and Level 2 students. There are no socks and shoes for kids.

**Teacher-pupil ratio:** The teacher pupil ratio is 1: 10. A class consists of 20 students. Hence two teachers are appointed for each class.

**Qualification of teachers:** Any graduation in addition to 7th standard Madrasa education is the basic qualification of teachers. Teacher education is not mandatory because Al-Fitrah conducts a 25-day training programme for teachers at the beginning. Moreover, Oxford Publishers is also giving a 4-day training once or twice in a year on the implementation of the textbook. Thus teachers are trained in Islamic-integrated active learning pedagogy.

### Strengths

- ◆ Preschool education follows a common but flexible curriculum. It is an informal education; therefore, teachers are allowed to modify curricular activities in order to accommodate immediate needs.
- ◆ It integrates both Islamic and general preschool curriculum in all aspects to fit the overall goals and aspirations of the nation as well as its people.

- ◆ Teachers are encouraged to employ thematic approach related to the daily life of students and this makes learning interesting and meaningful.
- ◆ Activities are planned and implemented thoroughly and systematically to ensure every student has equal chance and is able to gain true learning experience either individually or in groups.
- ◆ Repetitive method not only strengthens the learning but also improves memory. Like other scholars, Ibn Khaldun (1967) also recommended to adopt the repetitive technique to make the concept clear. Hence the method of teaching adopted in Al-Fitrah is commendable.
- ◆ Listening and reading are given high priority than other language skills in Al-Fitrah. Regarding the principle of lifelong learning basic skills, Zain (2010) explains that reading, which includes mastery of alphabets, syllables, and reading words as well as gaining fluency and understanding, is one of the important and fundamental skills in the preschool learning. Anthony and Francis (2005) assure that phonological awareness plays a crucial role in the literacy development of Arabic-speaking preschoolers, as it does for English-speaking preschoolers.
- ◆ As Arabic is a major subject in Islamic studies, children learn to read and write in Arabic along with Malayalam and English. It has proved that the languages are learned better during childhood days. The National Education Policy (2020) also recommends basic communication in the local language or mother tongue and other languages for the children in foundational stage.
- ◆ The Islamic preschools not only help the child to develop various skills and knowledge but also facilitate to imbibe moral etiquettes and values. They focus on how one's own behaviour should reflect the values of being a good human. Teachers in the Al-Fitrah Islamic school opine that those who completed Islamic preschool showed more memory power than other preschool children because of the habit of listening and memorizing by heart the Qur'an and a number of prayers. Moreover, they also stated that these kids are equally competent in general education with other preschool children.

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Bepukaran (2017) quoted “Teach your children the Holy Qur’an, and it will teach them everything”. He also pointed out that many Hafizs (the people who memorized the Holy Qur’an) among the Muslim students excel in competitive exams and perform extraordinarily well even though they were out of schools for two or three years, for the reason that by learning and memorizing the Holy Qur’an, their cognitive domain had developed a lot and acquired many more skills.

- ◆ It is intrinsic and piety-oriented education, not one thrust down the throats of children by force. It helps to achieve the stipulated objectives, which collectively stand for a more pious and reverent educated generation.
- ◆ It is a golden opportunity for the children to learn the Qur’an and the basics of Islam along with general preschool education, character building features in child-friendly classrooms with pleasing ambience, managed by specially trained teachers and ayahs. Borhan (2004) commented that it was hard to delineate what was Islamic and what was secular during her observation in Islamic preschool and believed that this was what made this school a successful Islamic preschool. Moreover she stated that Islam is not compartmentalized in one’s life; instead, it is the guiding principle that reaches out to every aspect of one’s life.
- ◆ Follows continuous and comprehensive assessment process: It makes continuous assessment of the child in different modes.
- ◆ Adequate infrastructure facilities and appropriate teacher-pupil ratio are inevitable for learning. While comparing with other preschools, these are praiseworthy.
- ◆ Education is incomplete without the active participation of child, teacher and parents. Al-Fitrah provides monthly training for parents on curriculum and child rearing which is exemplary to other preschools.

#### Weaknesses

- ◆ When other preschools spend 4 to 5 hours for the general preschool subjects, Islamic preschool children spend less time for learning scientific concepts because Islamic preschools and the parents consider Arabic literacy the first step in child learning.

When other preschools focus on the languages, science and mathematics, these kids learn a lot of concepts in Islamic education and Arabic language along with general preschool subjects in the tender age.

- ◆ Islamic preschools predominantly focus on academic activities rather than play due to lack of time. Play is not merely an activity without a rationale nor simply an act of participation of the child’s environment; it is rather a constructive learning instrument. It has a vital role in the comprehensive development of children, including psycho-motor, affective, social, and linguistic and cognitive competences (Be’dard, 2002).
- ◆ Due to religious constraints, many of the arts items are restricted for these children. It is against the preschool objective, all-round development of the child, prescribed in various commissions and policies.
- ◆ There is no continuation of Islamic preschools in all schools except two or three. Hence these children move to the general school education after three years of Islamic preschool.
- ◆ Qualification of teachers is relatively less. While Pre-primary Teacher Training is one of the criteria for teacher selection in other types of preschools, there is no compulsion of it in Islamic preschools because they provide various trainings for teachers. One of the major recommendations of the NEP (2020) is professionalization of high quality educators for early childhood education.
- ◆ Lack of interaction with other religious people. School, a miniature society, is the dome of diversities. The vivid experiences in the school have a great impact in the life of children. Here the children get the opportunity not only to interact with other religious students but also understand the features of other religions. Though such secular circle is available in our neighborhood, there is very limited opportunity to interact with them due to modern lifestyle. Even though many secular concepts are introduced in the syllabus, Islamic Preschool children lack the opportunity to interact with other religious people, something that is essential to adjust or to adapt to the diverse situations. Islamic education and its effects on secular aspects are the topic of discussion worldwide since the commencement of it.



## Conclusion

Al-Fitrah Islamic Preschool is based on constructivist philosophy which values each child as an active agent of their own learning, emphasizes enrichment of the learning environment and high-quality teacher–child interaction. Mwaura, Sylva, & Malmberg (2008) found that attendance at both Madrasa Resource Centre and non-Madrasa preschool types of preschool have positive effects on the cognitive achievement of preschool children compared to home children, even after controlling for pre-test child and family characteristics. The study also affirms that secondary analysis on the value added on the cognitive performance between pre- and post- tests indicated higher values for Madrasa Resource Centre children than non-Madrasa and home children in all the subscales. Hence it is obvious that the type of preschool influences the extent of the impact of cognitive development on children.

While analyzing the current practices of Al-Fitrah Islamic Preschools in Kerala, it is revealed that even though curriculum, methodology and practices are in terms with the policies and recommendations to some extent, playtime, teacher qualification, and the secular aspects of the system have to be evaluated and restructured. The present Paper only focused on the current practices of fifteen Al-Fitrah Islamic preschools, one of the types of Islamic preschools in Kerala. Although the question of the long-term effectiveness of inculcating children with Islamic teachings is certainly of interest, it is beyond the scope of this article. There is a wide scope for making a comparison of practices of various Islamic preschools and other preschools such as Anganwadis, Kindergarten and Montessori and their influence on various developmental aspects of children. In a study focused on development during preschool, Mwaura (2008) suggested that it is important to measure the school readiness at primary school entry and to explore the effects on social and cognitive outcomes. The research conducted in this instance will constitute novel and ground-breaking ideas for educators while making decisions on what programmes or curriculum activities best serve for both preschool and school children and to the tiny tots. It is anticipated that this article will shed some light on how skills and values are taught in Al-Fitrah Islamic Preschools in Kerala and help to determine ‘whether Islamic preschools are a boon or a bane to the young children’.

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# SPORTS AT ELEMENTARY SCHOOLS IN RESPECT TO RIGHT TO EDUCATION ACT, 2009

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## ABSTRACT

*Right To Education (RTE) Act 2009 was implemented with effect from 1st April 2010 onwards. On 3rd June 2011 the Government of Haryana issued a gazette notification keeping in view the provisions of RTE Act passed by the Central Government. Chapter V of this Act deals with curriculum and completion of elementary education. The clause 29 (2) states that the academicians while framing curriculum and designing evaluation system shall consider namely: compliance value indicated in the Constitution, wholesome development of the child, progress of physical and intellectual capability to full extent with learning through actions and problem solving, innovation and exploration in children-centred and friendly approach. In addition to these, the Act says that playgrounds, play materials, games and sports equipment shall be given to each class. In order to achieve fitness goals, we need to concentrate on activities in the community that promote a physically active lifestyle while improving the health and well-being of elementary students. General physical activities are required for leisure, recreation, and sport experiences. These activities are connected with both mental and physical wellbeing along with all-round development. The present Paper deals with issues and challenges in physical activities with special reference to the RTE Act. Further, the Paper gives the guidelines for ensuring the successful physical activity curriculum and programme in elementary schools. This Paper has its implications for school administrators, policy planners, people associated with RTE application and, last but not the least, physical education teachers who actually have the responsibility at the grass root level.*

**Key Words:** *Issues and Challenges, Physical Activities, RTE Act.*

## Introduction

“The future of our civilization does not rest on political or economic foundations. It wholly depends on the direction given to education” (Baron Pierre De Coubertin cited by Kouvelos, 2012). Education is the progression of learning. It may include receiving of knowledge, skill and prowess, ethics, opinions and habits. The Right of Children to Free and Compulsory Education or Right to Education (RTE) Act was approved by the Indian legislature in year 2009. This RTE is under article 21-A and came into effect on 1 April 2010. On 3rd June 2011 the Government of Haryana issued a Gazette notification for Haryana State keeping in view the provisions of the RTE Act passed by the Indian Government. Under this Act children of 6 to 14 years shall be given free and compulsory elementary education in neighbourhood schools. There is also a special provision of elementary education for children with disabilities of 6 to 18 years of age. The child, if not admitted to any school

and is a dropout at elementary education stage due to some reasons, shall be admitted in a class suitable to the child's age. Further, the underage child, admitted in school, has a right to receive extra instruction to come at par with other students of the same age group/class.

## Key norms of the RTE Act

The provision of physical education teacher in the RTE Act is from the 6th to the 8th class. Rapid increase has been observed in running, speed, jumping, kicking, throwing and hopping in the students of the age group ranging from 7 to 12. Overall gross motor skills usually continue to improve during this age. But there is availability of no physical education teacher for the first to the fifth class age

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group. Norms for elementary schools (Class 6th to 8th) have provision for one teacher per class for Science, Social Studies and Languages. Further, as per norms at least one teacher for every thirty five children is required. A full-time headmaster is required, if the admitted children are more than one hundred. But it is very strange that the Act has part-time teachers for health and physical education, art and work education instead of regular faculty. It is pertinent to mention here that there is no teacher of physical education, art and work education from the first to the fifth class where maximum development of neuro-muscular coordination takes place.

**Sport in the Right to Education Act**

The clause 29 (2) of the RTE Act states that the academicians, while framing curriculum and designing evaluation system, shall consider these points; namely, compliance value indicated in the Constitution, wholesome development of the child, progress of bodily and intellectual abilities to the full extent with learning with activities and problem solving, innovation and exploration in children-centred and friendly approach. In addition to this, the RTE Act has provision for playgrounds, play materials, games and sports equipment for each class. Later on, the condition of playfield requirement was relaxed by the MHRD, Government of India; it stated that, if the requirement of playfield is not possible within the premises of school due to paucity of open areas in the metropolis, other big cities, and crowded localities, the school is responsible to organise, conduct and ensure the games/ in adjoining playground/ Municipal Park.

The Learning Outcomes (LO) were indicated in the RTE Act but the plan of action or definition was missing. Keeping this in view the NCERT prepared a document on learning outcomes and the MHRD launched it in April 2017 for the 1st to the 8th classes. But the unfortunate part of this LO is that physical education and sports are not included in the document. This document was prepared for parents, teachers, teacher-educators and administrators working for school education. It includes information related to curricular expectations, pedagogical processes and expected learning outcomes.

All the experiences that modify behaviour and personality are called education. Physical activities and sport

build the formation and foundation of a child's potential to the full extent. Mind and body development are complementary to each other. Physical activities help to gain awareness of psycho-physical unity and understanding. They are the way of learning and teaching victory and accept defeat. They help in formation of free ideas and helps in integration of socialization. The physical activities are useful for development of morals, values and civic sense. It helps one to enhance communication among youth living in outlying neighbourhoods of metro cities and promote mass participation in sports. Physical activities and sports participation help in overcoming shyness, stress, aggressiveness and hyperactivity. The right to access to sport activities is given in the RTE Act.

**Objectives**

1. To know the roles of physical activity for a children.
2. To identify the issues and challenges in physical education and sport.
3. To form some strategies that promote minimum physical activity level throughout the country.

**Challenges in implementation**

**Minimum Physical Activity**

The majority of school children do not possess appropriate fitness levels to engage in sports and maintain health. Studies have shown that Indian children are growing up but lacking the right basic skills required for engagement in sports. These include loco-motor skills, throwing and catching abilities, balancing and spatial awareness. Very few schools ensure the minimum physical activity.

**Malpractices in the name of physical activity**

Controversies and corruption have always surrounded physical activities in schools. Malpractices have always come into the notice of various bodies. The school physical education system is less transparent and accountable. There is less concern regarding safety and security. There is no mechanism for speedy redressal of problems of players and teams.

**Poor performance athletes**

India is the 2nd most populous country in the world but is not able to produce quality players at the Olympic

level. I think the answer is at home and school. There is no mass participation in physical activities for spotting out talents. The winning of medals add to the value and improves the image of the school and of the nation. Parents and teachers hardly try to find out the children's inclination towards sports and games. Usually sports and studies do not go together, and that is really the major concern of parents. Moreover, there is a lack of playfield, parks and open spaces for students. The number of sport competitions held at school levels is also less. To redress this, every sport in India needs to be encouraged like cricket so that players can play with full enthusiasm.

**Professionalization of sports**

Today we talk about the changing face of sports in India and its effect on players, coaches, team-owners and the fans. One needs to understand the need for sports and physical activities. The business of sports ranges from e-commerce sites, healthcare portals to travel and tourism websites to professional sports and athletes. Newcomers need to understand the philosophy and mechanism of professional sports.

**Emphasis on winning in sports than in participation**

Usually people recognize the potential of taking part in sports activities not only for winning medals but also to lay foundations of healthy lifestyle. There is need to consider our demography and our aspirations to reap the demographic dividend. To make India as a sporting nation, it is the responsibility of all stakeholders including coaches, trainers, physical educationists, teachers, government as well as society to make sports attractive for young minds. But, in contrast to the above, teachers usually emphasize more on winning than on participation in sports.

**Accountability of PE teachers/coaches**

The accountability of a player is less in team sports than in individual sports. The reason behind this is because spectators evaluate the performance of a team and not of a single player; consequently athletes as well as their coaches are much more worried about their mistakes than the worth of individual athletes. The Physical education teacher who works with students must be accountable for the success or failure of his team. Teachers need to use different measures to hold students accountable for attainment of

motor learning with its results, job participation, and right conduct / performance. Physical education must have an effective plan for accountability in physical activities for students. We need to facilitate the creation of an operative student accountability plan.

**Integrity of PE as a school subject**

The integration of physical education activities and academia-balanced approach not only makes it a better experience for the less athletic student, it dramatically improves and expands his/her academic skills. Further, his/hersocial, cooperative and problem-solving skills are also improved with better decision-making. The integration of physical activities helps in self-discipline, determination, honesty and leadership. Students learn exercise along with knowledge of balanced diet. True, physical education integration is there as a school subject; but it needs to be implemented with a lot of good will and true spirit.

Physical activities for all Physical activities and sports aim to allow full access and participation in physical activity and sport. The key idea is the involvement and the inclusion of all groups in society irrespective of gender, age, ability or race. The addition of physical education into the school curriculum improves a child's ability to learn and enhance his/her overall academic achievement. Unfortunately, due to the shortage of space in metro cities and big cities, physical activities for all at school level are not feasible.

**Values through physical education and sport**

Liberalisation, privatization and globalization have increased the inclination of people towards materialistic pleasures. Less attention is paid to peace, self-discipline and moral values. Only a few think about peace and its components like gender equity, human rights, conflict resolution, democracy, identity, and security. Society needs value education systems which not only give shape to personality of its humans but also give a certain amount of real joy to existence and harmony. There is elegance of value inculcation through physical activities programme for enjoyment of activity. Further, the development of values, character, and ethical decision-making skills is useful. Values developed include cooperation, self-discipline, fair play, emotional control, teamwork, self-esteem and self-confidence.

**Sports and physical education :** Vital part of education Since Vedic period sports have acted as means for educational value and are related with civic sense. Activities need to be associated are: focus on the teacher; a sense of responsibility for all children individually and in groups; and self-practice by pupils themselves. Sports promote good health for all and encourage regular physical activities. They identify activities helpful for structuring and bringing out integrated personality. Every child must play specific games. Sports help in overcoming shyness, combating depressive tendencies, channelling aggression, guiding and moderating hyperactivity. There is need to put more emphasis on physical activities in school, highlight the educational virtues of sports and design programmes that can prevent delinquency. Health and physical education activities must ensure access to physical education and sports along with development of intellectual, emotional, spiritual and physical factors. There is a need to ensure sports in the school timetable and curriculum. We need to provide sports without distinction as to sex, religion, race or political opinions. The right of girls and women to practise sports is also an aspect of their right to education. The International Olympic Committee, national and international federations and all other bodies concerned are called upon to encourage participation of women in various forms of sports.

#### Suggested contents of curriculum

On the basis of personal experiences in the field, review of literature and consultation with scholars from the concerned field, some strategies / guidelines / principles are designed and expressed below:

- a) Need to give space in school timetable and curriculum and application of the curriculum by qualified physical education teachers.
- b) Practice of physical/ callisthenic exercises in school.
- c) Visit of prominent sports personalities to schools.
- d) Yoga and meditation camps.
- e) Organisation of intramural and extramural sports activities.
- f) Fair play awards to players.
- g) Visits to venues of sporting events.
- h) Visits to national/ international sport institutes.
- i) Fitness and coaching camps.
- j) Holding seminars, debates, workshops, discussions on active life style.

- k) Maintenance of fitness diary of each student.
- l) Films and documentary on pertinent themes or true stories of great elite sports persons.
- m) Celebrating national sports days and festivals.
- n) Establishing awareness clubs; e.g. Sports clubs or clubs may be formed on the basis of priority sports in institute.
- o) Organizing sports competitions.
- p) Coaching camps for various games.
- q) Sports notice boards.

Apart from the above, the following activities can further help in the overall development of children: simulation of sitting, standing, walking and running; demonstration of categorized shapes; exposure to sports facilities; walking through multiple terrains; variations in hopping, jumping, leaping, etc.; imitating galloping, skipping, balancing, swinging, stretching, pushing, pulling, twisting and standing on one leg. Besides arm swings, rotating the body, sideways swaying, singing that involves movements, activities for neuro-muscular co-ordination such as jogging, rolling, hand/line/back to back/wall-pushing and pulling exercise are some of other activities. In addition to these, there can be two, four and eight counts callisthenics; warming-up and cooling down exercises such as sprints, running, rolling, high and long jumping including all body parts, reacting and following on certain commands like “stand-at-ease, right-turn, left-turn, about-turn marching on-the-spot and attention”. The qualities can further be improved by means of circle games, tag games, relay drills and minor and popular regional games, track and field events, recreational games, various yoga asanas and pranayama. Strengthening psycho-motor coordination through basic gymnastic activities with equipment like lezioms, dumb-bells, ropes and ribbons (NCERT). The application of the suggestions mentioned above may bring the value-enriched all-round development of the children along with development of physical and mental abilities to the fullest extent. This Paper has its educational implications for headmasters/ principals of schools, parents, block education officers, district education officers and physical education teachers.

#### Conclusion

Integrated personality is a multidimensional concept and is the result of genes, physical, cognitive, social, 6.

economic, cultural and political aspects. Sport activities help in physical, societal, emotional and intellectual characteristics of the growth of children. They form the basis for excellence in desired work and in the area of responsibility assigned to children. Sports activities need to be designed with the needs of the children of a particular age group. An individual behaviour is the composition of cognition (mental), conation (psycho-motor) and affection traits. The conventionally transacted curriculum targets the cognition (mental) traits whereas conation (psycho-motor) and affection traits are ignored. Today the need is there to incorporate physical activities into the curriculum and pay adequate attention to them. Innovative approaches are required to implement the physical activities curriculum and yoga into the schools' timetable for harmonious and wholesome development of the children. The whole idea of implementation of physical activities needs efforts from all the stakeholders including administrators, teachers especially of physical education, parents and children. There is a need for treating physical education as a core subject. The experiential learning approach of teaching activities are the best suited in the curriculum transaction of this subject. Physical activities are needed for leisure, recreation, and sport experiences. These activities are beneficial for both mental and physical well being.

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# HEALTH AND HYGIENIC PRACTICES OF SCHOOL CHILDREN AS HEALTHY LIFE SKILLS TO BE IMPARTED – A STUDY IN ANUPPUR DISTRICT OF MADHYA PRADESH STATE

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## ABSTRACT

*The Sustainable Developmental Goal (SDG) of the National Institute of Public Finance and Policy (NIPFP) in collaboration with the United Nations Children's Fund (UNICEF) (2016) correctly emphasised that the Government of Madhya Pradesh do generate credible evidence for policy influencing and realizing the rights of every child particularly the most disadvantaged. Hence the predominant function of any school system is to generate a healthy well-being younger community which is vital to our national growth. Good health practices lead to good environment as well as good education. The primary emphasis of the present investigation is a thorough analysis on the health, hygiene and sanitation behavioural characteristics of the school children in the Anuppur district of Madhya Pradesh.*

**Key words:** *Health education and practices, Indispensable Hygienic Behaviours, Healthy Life Skills, Harnessing Future India.*

## Introduction

School education in hygiene is a healthcare science. School hygiene is a study of the influence of school environment. It explores affection of schooling to mental and physical health of students (Mosby's Dental Dictionary). To ensure "health and well-being" and "providing safe drinking water and sanitation facilities for all age groups" have been included as the target goals of Sustainable Development Goals (SDGs). However, there is some risk if too much emphasis is given to the technical solutions to increase the number of people gaining access to safe drinking water and sanitation facility. Promoting health and hygiene not only contributes to improved health outcomes but is a crucial factor in the sustainability of water and sanitation programmes.

50% of all infections and deaths among younger children are traced to the fact that germs get into their mouths via unsafe food, water and unclean arms. These germs come from human and animal faeces. Diseases, specially diarrhoea, can be prevented through true hygiene practices like washing fingers with soap and water/ash and water before feeding children or before touching meals after defecating or after managing children's faeces and by making sure that animal faeces are kept far from the home, path,

wells and play areas of kids. Child participation is a pre-requisite for the realisation of any WASH interventions in the distantly located schools. Generally, teachers in primary and secondary schools have been trained in traditional classroom teaching approaches in which most of the children do not engage themselves in active participation. Moreover, the participatory class room instruction has its significant role. Children are greatly influenced by the teaching methods adopted which give more learning benefits. These methods actively involve children in the learning process and allow them to learn from the actions of their teachers and with those of their classmates. Developing appropriate health and hygiene behaviour is greatly enhanced by allowing children to fully participate in the class room transaction. In this way, children:

- ◆ learn and adopt new concepts and skills quicker on health and hygiene;

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- ♦ acquire useful knowledge from participating in environmental activities;
- ♦ are a source of creativity, energy, initiative, dynamism and social renewal; and
- ♦ contribute meaningfully to environmental restoration and protection in their communities towards health and hygiene.

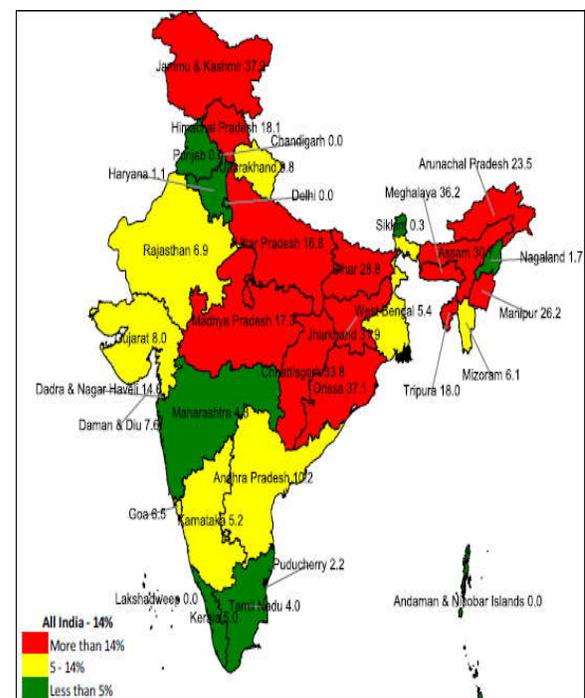
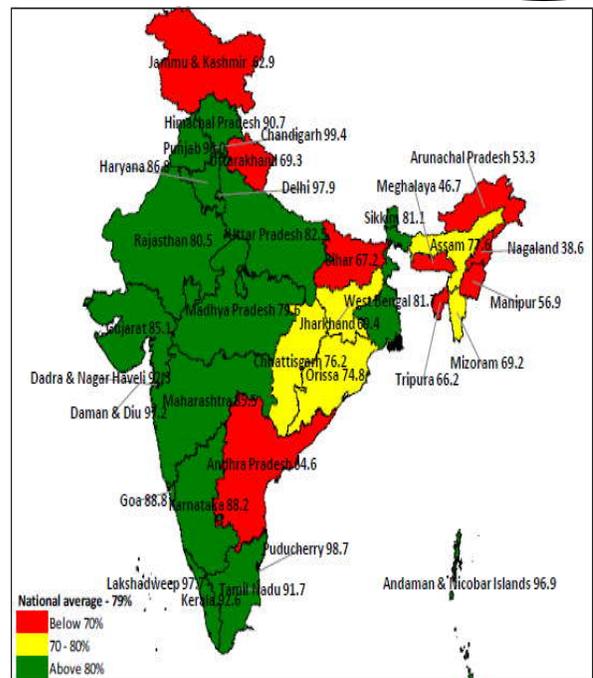
Participatory teaching methods are used by class teachers or health education teachers during school hours as a part of the regular curriculum (generally a more sustainable approach) through special youth health and hygiene clubs within and outside the school. Since these are not part of the official curriculum, these clubs depend more on the motivation and enthusiasm of individuals and are thus less sustainable.

Participatory teaching methods can be used with the whole group or with several smaller groups. Working with a whole class is best when introducing a method in which students give each other positive feedback. Further, use of small groups gives every student a chance to fully participate and encourage his/her contributions and exchanges of opinion. At the same time, the group work helps children to develop cooperation and teamwork skills.

Youth health and hygiene clubs get school children actively involved as it invokes for a healthy and hygienic school and community. In the clubs, they learn appropriate health and hygiene behaviour and can train as peer educators and as overseer of health and hygienic conditions in the school and schoolyard. Clubs also allow teachers to experiment without the constraints of a classroom. Mention may be made of in-school health and hygiene clubs run in conjunction with other school clubs and teacher-led groups, after-school health and hygiene clubs operated in the school after class with external input, such as from community health workers or NGO staff.

**Background of the study**

National University of Educational Planning and Administration (NUEPA) in the year 2010 conducted a survey which alarmed that many schools in the States in India do not possess the water and toilet facility which is to be realized for its noticeable implementation.



**Fig - 1 : Showing the Statewise functionality of drinking water facility**

**Fig - 2 : The percentage of children without toilet facility**

Though the responsibility of States in these cases are much realised, practicable implementation of schemes do not get the much-needed importance even now.

- ♦ The functional water facilities are much less in eight States, namely, below the National Average (Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Manipur, Meghalaya, Nagaland and Tripura).
- ♦ 13 states (Meghalaya, Assam, Nagaland, Tripura, Mizoram, Jharkhand, Jammu & Kashmir, Orissa, Arunachal Pradesh, Uttarkhand, Karnataka, Manipur and Andhra Pradesh) account for more than 3.39 million children without access to drinking water facility in schools. [Source: DISE 2009-10, NUEPA, New Delhi].

Though the governmental initiatives are at optimum level, yet a total 6.50 million children (3.46 % children of total enrolment) do not have access to drinking water facility in schools.

- ♦ A total of 27.6 million children (14.1 million boys and 13.5 million girls) accounting for 14.7% of total children enrolled do not have access to toilet facility in schools.
- ♦ Functional toilet facility in schools is less than the national average in 7 States (Orissa, Meghalaya, Chhattisgarh, Jharkhand, Assam and Bihar) account for almost 50% (13.8 million) children without access to toilet facilities in schools. [Source: DISE 2009-10, NUEPA, New Delhi].

### Significance of the Study

CARE, a not-for-profit organisation working India, has introduced Health needs of School Children and Adolescent Girls' Health Project in Jabalpur City of Madhya Pradesh State with a focus on addressing health needs among school children in general and reproductive health needs for adolescent girls in particular. The target population of the project included slum community; schools were also used as platform for peer education for this project. The same project was not extended to the rural and sub-rural hamlets of the state and hence sub-rural areas like Thali, Bejri, Pondki, Rajendragram, Bhejori, Amarkantak, and so on, located around the Indira Gandhi National Tribal University, Amarkantak, which falls under the Anuppur District of Madhya Pradesh State encounter

the extreme pitfall as for as sanitation is concerned.

Anuppur district comprises 7.25 % of S.Cs and 46.41% of S.Ts with 49.54% of people at below poverty line spread across 581 villages. The rural sub-rural hamlets of Anuppur district are not well empowered for their healthy living mode of habits. People are not generally aware of the healthy practices and their downtrodden economic condition does not permit them to pay attention to such practices. Moreover, the agronomy-based social structure exists in villages with downtrodden conditions; and this ethos prevails on the poor outcome of education in general and that of school children in particular. This is a serious characteristic feature seen in the school premises where the research is undertaken.

### Objective of the study

To explore the health and hygiene conditions and practices of school children in rural hamlets of Anuppur district of Madhya Pradesh State.

### Methodology

The normative survey was adopted to analyse the health and hygienic conditions and practices of the school students of Anuppur district.

#### i. Sample

The primary schools around the Indira Gandhi National Tribal University, Amarkantak, were selected for the study where most of the tribal students are studying. Through oral interview sessions conducted on school teachers as well as on students, the survey is made on the health and hygienic conditions and practices of the tribal students both in school and in their respective residential areas. The actual intensity is on the health and hygienic habits which were drawn by using the following tools.

#### ii. Research tools used

The following tools were used:

1. Health and hygienic interview for school teachers in order to analyse the transactional methods adopted in the classrooms for health and hygienic living, governmental intervention programme or assistance for the infrastructural facilities available, the existing lacunas in the premises that hamper the worthy living of the school community.

2. Health and hygienic inventory of school students in order to analyse the reality of health and hygienic practices to endure proper schooling by the tribal students.



### Healthy food and hygiene

#### iii. Research Process

The research process is inclusive of pre-analytical phase and post-analytic phase.

##### a. Pre-Analytical Phase

During this phase the unstructured interview was conducted to the school teachers, students and peoples around the school premises. Nearly 50 interview items were selected based on their intensive and assertive reflections on the health, hygiene and sanitation programmes, schemes of the governmental, non-governmental organisations, parental involvement, ambience at home and school.

##### b. Post-Analytical Phase

During this phase, the data were collected by the research tools and critically analysed on the following phases:

1. Standards set
2. Knowledge level of the students on healthy living
3. Attitudinal changes if any imparted in schools
4. Real time healthy practices observed

#### Analysis of data

The collected data were analysed and are presented in the following Tables.

#### Personal Hygiene

<b>Standards set</b>	Many diseases can be attributed to poor personal hygiene
<b>Knowledge</b>	Personal hygiene impacts diseases
<b>Attitudes</b>	Children understand appropriate personal hygiene: washing hands with soap, wearing shoes or slippers, cutting nails, brushing teeth, combing hair and the regular washing of body and hair.
<b>Healthy Practices</b>	At all times, children wash hands with soap, wear shoes or slippers, cut nails, brush teeth, comb hair and regularly wash the body and hair.

**School Indications :** From the observations made in these schools it is concluded that the students do have poor personal hygiene due to dusty flooring and other agronomy-based works at home.

<b>Standards set</b>	Eating healthy food is essential for the well-being and survival of each human being. Eating contaminated food (also known as 'food poisoning') can be a significant source of diarrhoeal diseases.
<b>Knowledge</b>	Food hygiene and diseases are linked. Food should be stored appropriately. There are recognizable signs when food is spoiled.
<b>Attitudes</b>	Children know how to store food appropriately and recognize common signs of spoiled food.
<b>Healthy Practices</b>	Raw fruits and vegetables and raw meat/poultry/ fish are treated and stored appropriately

**Observable indications :** Most of the students do not bring food prepared in their homes. Consequently, they suffer from the possible infectious diseases after consumptions of food stuffs from nearby school premises. Further, students use to consume the contaminated food sold in the peripheries of their respective schools. Many of the students are not aware of the programs and hence they have unhealthy and grubby dresses with moderately uncombed hair.

#### Hand Washing practices

<b>Standards set</b>	Hand washing at critical moments reduces the risk of diarrhoeal diseases by 42-48 per cent and significantly reduces the incidence of acute respiratory diseases.
<b>Knowledge</b>	Hand washing with soap drastically reduces diarrhoeal diseases and acute respiratory diseases.
<b>Attitudes</b>	Children understand the importance of hand washing with soap after toilet use, before and after eating, before preparing food and after cleaning babies.
<b>Healthy Practices</b>	Hands are washed with soap after toilet use, before and after eating, before preparing food and after cleaning any things.

The field observations clearly indicated the non-usage of soaps before taking meals or after using toilets by the students because these schools do not have provision of any soaps or alternative methods. Hence many students have respiratory disorders like coughing, general cold with running nose. They do not use even hand kerchiefs to prevent the cough and cold.

#### Conditions and practices on waste and water management

<b>Standards set</b>	Appropriate handling of solid waste and stagnant water helps in pest control and limits breeding mosquitoes and flies.
<b>Knowledge</b>	There are health risks in the non-collection of solid waste and removal of stagnant water.
<b>Attitudes</b>	Children link collection and treatment of solid waste with overall health risks. They understand the relationship between standing water and insect breeding.
<b>Healthy Practices</b>	Solid waste is collected and treated; standing water is drained.

**Observable Indications :** Though the remotely located rural schools and residential areas are having some natural drainage mechanism, the stagnant water is clearly observed in most of these schools and it makes them brooding ground for mosquitoes and flies.

### Water treatment practices

<b>Standards set</b>	Thorough testing and treatment, water can be made safe from faecal or chemical contamination
<b>Knowledge</b>	Where possible, communities should collect water from a safe source and store it safely. If the source is not safe, water must be treated through boiling, filtering, solar or chemical disinfection.
<b>Attitudes</b>	Communities understand the necessity of treating unsafe water through boiling, filtering, solar or chemical disinfection
<b>Healthy Practices</b>	If the source is not safe, children always treat the water through boiling, filtering, solar or chemical disinfection.

**Observable indications :** None of these schools or residential areas has water treatment and water storage facility. Consequently, students suffer from the possible infectious diseases. Further, students never bring boiled water to the schools as is not their custom.

### Hygienic reproductive health

<b>Standards set</b>	Maintaining hygienic reproductive health
<b>Knowledge</b>	Sanitation during Menstruation to prevent odour or renal diseases
<b>Attitudes</b>	Washing daily and to wipe out defecate.
<b>Healthy Practices</b>	Sterilising by using soap with mild water.

**Observable indications :** Since all the students are hailing from sub-rural hamlets of the district, they are neither properly trained by their parents or by teachers to use safety napkins nor they have proper toilet facility at home.

### Institution Conditions



<b>Standards set</b>	Diarhoea and worm infections are two main health concerns that affect people on a large scale and can be improved through appropriate toilet and urinal use and maintain the institution with clean and green as well as <i>swatchata</i> .
<b>Knowledge</b>	Exposed faeces are the leading cause of spreading diseases and making people sick. Behaviours can lead to worm infections.
<b>Attitudes</b>	Children recognize the importance of safe use of toilets and urinals, including the safe disposal of faeces and hygienic anal cleansing followed by washing hands with soap.
<b>Healthy Practices</b>	Children practice the safe use of toilets and urinals, including the safe disposal of faeces and hygienic anal cleansing followed by washing hands with soap. Depending on age, children maintain and operate school toilets and urinals.

**School Indications:** The on-field assessment in schools (Pondki, Bijori, Thali, Amarkantak, Rajendragram) apparently showed the standards of toilet mentioned above. This, the assessment further revealed, is very critical as most of the schools in these locality do not have proper toilet and drinking water facilities. Further, the doors of the toilets are broken and water pipe facilities are not available in the toilets. The roof of the toilets is also not in good condition. The investigators also noticed absenteeism of 15 to 25 students at an average on a daily basis mainly due to water borne illness.

### Findings

The current investigation found that the existing structural and functional school system must be revamped so as to make a healthy Indian life which is visualised. Many tribal studies are in congruence with the present study. "The villages have lack of sanitation, water supply and connecting road facility. Lack of roads makes it difficult to reach these areas, especially to transport a woman for delivery or to get an emergency treatment in a hospital. Seasonal variations also add to these problems. When it floods, vans cannot access villages. Many pregnant women in labour have been asked to walk to the nearest road." [ACCESS Health International, Inc. Madhya Pradesh Health Systems Assessment Report, Health Financing Support Program, 2016]

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# PERCEPTION AND ATTITUDINAL DISPOSITION OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVENESS IN CLASSROOM

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## ABSTRACT

*In Indian education system inclusion is not at all a new concept. After launching two comprehensive educational documents, namely National Curriculum Framework (2005) and Right to Education Act (2009), emphasis on inclusive education has been drastically enhanced. Initiatives in all aspects on the part of all the stakeholders of education have been adopted for rapid growth of inclusive education. In this context a qualitative investigation was carried out to assess the perception and attitudinal disposition of secondary school teachers in the PurbaBrahman District of West Bengal, India, towards inclusive classroom. A semi-structured questionnaire was constructed and administered as data collection tool for the purpose of descriptive survey in order to assess the attitude of the teachers towards inclusion. This study revealed that the majority of the teachers possess positive attitude towards inclusive classroom. It was further observed that, the factors like special provisions, innovative teaching strategies, ICT-supported devices, barrier free empathetic outlook, training of the teachers for competency development were accountable in order to tackle all children in the same classroom environment irrespective of their diversity in class, caste, colour, sex, ethnicity, skin, religion, talent, impairment, disability, age, and years.*

**Keywords :** Perception, Attitude, Secondary Teachers, Inclusive Classroom

## Introduction

The term 'inclusive education' has generally replaced 'integrated education'. The concept of inclusive education is wide ranging. It does not only address the needs of the children excluded because of impairment, but is concerned with all children who are not benefiting from existing educational systems. There may be children who are too poor to go to school, girl children, and children from ethnic minorities. Philosophies involving inclusive education have changed dramatically over the past two decades. In the past, segregation of special education needs students seemed an easy solution; however, it denied those students the right to develop their personality in a social and school environment. Special education needs are described to include the view that learning and behaviour problems are the reciprocal product of individual and environmental interaction. Inclusive education should not just be about addressing a marginal part of the education system; it should rather constitute a framework that all educational development systems should follow. Inclusive education is aimed at increasing the participation of students in the curricula, cultures and communities of governmental educational systems. Inclusion should involve creating an environment that allows all students to feel supported

emotionally, while being given the appropriate accommodations in order to learn. Most importantly, those students need to be respected and appreciated for all their personal differences. Avramidis and Norwich [1] proposed that integration can take on three forms. Locational integration which allows special needs students to attend mainstream schools; Social integration which is the integration of special, needs students with mainstream peers; and, Functional integration which is the participation of students with special education needs within the learning activities that occur in the classroom. Engelbrecht et al.[2]

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stated that inclusion is culturally determined and depends on the political values and processes of the country for it to become effective. The only way to really determine if this policy has been effective is through the understanding and information gained from the one group of individuals who has constant contact with students with barriers to learning, namely the educators. This study is intended to focus on the perceptions of teachers towards inclusive education. Landsberg [3] translated into actions and teaching practices that can be seen to inform decision making. The future success of inclusion policies in any country will ultimately depend on the perception of teachers towards inclusive education. Teachers have the ability to affect the emotional, social and intellectual development of students. The perceptions, beliefs and attitudes of educators influence their acceptance of the policy of inclusion and their commitment to implementing it.

Teacher attitudes generally have a significant impact on the student educational outcomes. In the climate of inclusion, teacher attitudes towards children and young people with special educational needs are highly relevant. To fully understand the results of this study it is fundamental to understand the concept of 'perception'. Perception is the means by which we sense the world we live in and so it is the basis of our basic human functioning. The way in which all individuals interpret the world is controlled by the unique perceptions of each individual. In this research, perceptions will involve all aspects of how one senses the world, such as a person's personal attitudes, beliefs, behaviour and views. This study aims to understand the perceptions of educators towards inclusive education which, in turn, would assist in informing inclusive educational practices in schools. Restructuring of mainstream schooling is vital in order for all schools to be able to accommodate every child, irrespective of their specific special learning needs. The general concept of inclusion is depicted in Figure 1.



**Figure 1. The diagrammatic representation of concept of Inclusiveness**

## Rationale of the Study

Inclusion is about reducing discrimination on the basis of gender, class, disability, economic background, sexual orientation, ethnicity and family background. It is about consciously putting into action values based on equity, entitlement, community, participation and respect for diversity. It is concerned with the reduction of inequality, both economic and social, both in starting positions and in opportunities. Inclusive education looks upon the system as the problem and not upon the child and describes the process by which a school attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organization and provision and allocating resources to enhance equality of opportunity. Among different pillars that have developed the conception of inclusion, the philosophical, psychological and sociological bases are acknowledged to be the most significant, though it is true that these three are inextricably intertwined. The philosophical basis can be charted back to Aristotle and Plato in the West to Indic traditions. The psychological basis of inclusion reflects that human brain with its unique ability of plasticity helps a child within inclusive settings to develop all the necessary compensatory strategies for his/her everyday life functioning as a consequence of development of brain plasticity changes. Social exclusion that constitutes the basis of conceptualization of social inclusion has been perceived in relation to the following:

- i. In relation to social isolation, that is, certain section of social members is subjected to social discrimination and deprivation;
- ii. In relation to social rights, that is, barrier to full exercise of human rights; and
- iii. In relation to marginalization, that is, denial of opportunities and dignity under the pretext of colour, caste, ethnicity, religion etc.

According to National Curriculum Frame work For Teacher Education (NCFTE, 2010) [4] there are two types of exclusion. One is the exclusion of children with disabilities of different kinds and learning difficulties. Neither does the teacher understand their needs nor does the teacher understand what he can do to make learning possible for them. The second and more insidious pattern of exclusion

is the social exclusion of children who come from socially and economically deprived backgrounds like Scheduled Castes (SCs), Scheduled Tribes (STs), Minority and other communities, Girls and Children with diverse learning needs. There are many factors that affect and create difficulties in fully implementing inclusive education policies in the Purba Bardhaman District of West Bengal in India. This study aims to explore the factors that educators perceive to influence their ability to implement inclusive education policies.

**Objectives of the Study**

The objectives of the present study are as follows:

1. To find out the teachers’ view on inclusion through team teaching;
2. To find out the barriers which hinder the process of inclusion;
3. To find out the remedial measures for solving the barriers of inclusive classroom;
4. To find out the effective support system for providing an ideal inclusive classroom;
5. To find out the teachers’ collaborative role in inclusive classroom;
6. To find out the role of multilingualism and multiculturalism in inclusive classroom;and
7. To find out teachers’ perception of NCFTE & RTE which build attitude towards inclusion.

**Methodology**

**Study Design**

The study undertaken is a descriptive survey. Survey research in education involves the collection of information from numbers of a group of students, teachers, or other individuals associated with the educational process and the analysis of this information to illuminate important educational issues. Most surveys are based on samples of a specified target population-group of persons on whom interest is expressed. The researcher often intends to generalize the results obtained from the samples collected. The starting point for a survey is a clear statement of the questions which the survey is designed to answer. The finishing point is a set of results which address these questions.

**Population and Sample**

The teachers of secondary schools under Purba Bardhaman District of West Bengal in India have been taken as population. In this project 12 teachers from 6 schools under Block 2 of Purba Bardhaman district have been used as sample of the study.

**Tools and Procedure of data collection**

Investigators constructed a semi-structured questionnaire to fulfill the objectives. The questionnaire was standardized by considering the opinions of the experts. After that the questionnaire was administered upon purposively selected twelve secondary school teachers. The semi-structured questionnaire and responses made by the teachers have been depicted in Table 1.

**Table 1**

**Responses of the teachers on Inclusive Education**

No. of items of Questionnaire	No. of strongly agreed response	No. of agreed response	No. of neutral response	No. of disagreed response	No. of strongly disagreed response
1	8	3	0	1	0
2	1	8	3	0	0
3	7	5	0	0	0
4	1	9	2	0	0
5	2	3	3	4	0
6	5	3	4	0	0
7	2	8	1	1	0
8	6	3	0	2	1
9	4	6	1	1	0
10	4	6	2	0	0
11	10	2	0	0	0
12	3	8	1	0	0

**Results and discussion**

**Data Analyses and Interpretation**

This is a kind of qualitative study and hence, as per requirements, the investigators used observation method for data analysis with suitable statistical interpretation. The observation must be based on questionnaire as used here. Based on objectives, the items of questionnaire were divided in a convenient chart given below in Table 2.

**Table 2**  
**Categorization of responses as per stated objectives**

Objectives	No of items against the concerned objectives	Total items
1	1,2	2
2	3,4	2
3	5,6	2
4	7,8	2
5	9,10	2
6	11	1
7	12	1

From Table 2 it is evident that for objectives 1 to 7 as stated, total number of items used are 2 and total number of responses are 24 (2 × 12 teachers). On the other hand, it is observed that for objectives 6 and 7, the number of items used is 1 and total number of responses made by respondents are 12 (1 × 12 teachers). Based on Table 2, responses of different categories and their percentages have been collated in Table 3.

**Table 3**  
**Categorization of responses and their percentages**

Objectives	No. of strongly agreed response and % (no. of response/ total no of response)	No. of agreed response and % (no. of response/ total no of response)	No. of neutral response and % (no. of response/ total no of response)	No. of disagreed response and % (no. of response/ total no of response)	No. of strongly disagreed response
1	9 (37.50)	11 (45.83)	3 (12.50)	1 (4.17)	0(00)
2	8 (33.33)	14 (58.33)	2 (8.33)	0(00)	0(00)
3	7 (29.16)	6 (25.00)	7 (29.16)	0 (16.66)	0(00)
4	8 (33.33)	11 (45.83)	1 (04.16)	3 (12.50)	1 -4.16
5	8 (33.33)	12 (50.00)	3 (12.50)	1 (4.16)	0(00)
6	10 (83.33)	02 (16.67)	0(00)	0(00)	0(00)
7	03 (25.00)	08 (66.67)	01 (8.33)	0(00)	0(00)

From Table 3 the following interpretation can be inferred. For objective (1) ‘strongly agreed’ and ‘agreed’ responses are 83.33 % of total. Thus it may be considered that this objective has been achieved. Objective (2) possesses ‘strongly agreed’ and ‘agreed’ responses by 91.66 % of total choice and it may be considered that the objective taken has become successful after this investigation. Objective (3) has been ‘strongly agreed’ and ‘agreed’ responses by 54.66 % of total choice and it may also be stated that the stated objective has been

achieved partially. For objective (4) it is observed that ‘strongly agreed’ and ‘agreed’ responses are 79.16 % of total choice and it may be considered that the objective taken has become successful after this investigation. Objective (5) possesses ‘strongly agreed’ and ‘agreed’ responses by 83.33 % of total choice and the stated objective has been fulfilled. For the objective (6) ‘strongly agreed’ and ‘agreed’ responses are 100.00 % of total choice and the desired objective has been fully achieved. For objective (7) ‘strongly agreed’ and ‘agreed’ responses are 91.67 % of total choice and it may be safely inferred that the stated objective has been fully achieved.

**Conclusion and recommendation**

To draw an overall conclusion about this work, the investigators want to provide a superficial idea. The investigators have been inspired by many educationists of the world who have tried to find out such a process where every thought would coincide and the present education system could be enriched by implementing its findings. As it is found that every objective has been fulfilled in this work, it can be considered that the process of choosing the objectives was correct. The investigators found that, in the maximum cases, the number of ‘strongly agreed’ and ‘agreed’ responses were nearly or more than 80% of total responses. There were also nearly 20% among the neutral, disagreed and strongly disagreed group. To fulfill all the stated objectives in maximum extent attitudinal change is necessary. From this study the following conclusion can be inferred.

1. From the analysis the investigators got an idea that most of the teachers became happy after they created inclusive atmosphere in their classroom.
2. The previous analysis of this survey also demands that the teachers also became more activated to solve the hindrances of the process of inclusion.
3. The teachers have also supported the system for providing effective support system for an ideal inclusive classroom.
4. This survey has also recognised the necessity of multilingualism and multiculturalism activities through the view of the respected teachers view.

5. Finally, the teachers have shown their enriched perception of NCFTE and RTE which build attitude towards inclusion.

Hence it can be safely inferred that education is really a dynamic inclusive process which is really a unique direction in the development of children.

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# ASSESSMENT OF SELF-ESTEEM AMONG SECONDARY LEVEL PROSPECTIVE TEACHERS

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## ABSTRACT

*The purpose of this research paper was to investigate the self-esteem of secondary level prospective teachers based on their gender, year of study, subject background, and learners' generation. The study used a descriptive survey method with a sample size of 182 secondary level prospective teachers selected through convenience sampling technique. A four-point scale to measure the self-esteem developed by Rosenberg (1979) was adopted by the investigator to collect the data. The scale comprised of 10 items totally. It has five positive and five negative statements. The arithmetic mean, standard deviation, and 't'-test are the statistical procedures employed to analyze the data. The results revealed that the secondary level prospective teachers showed high self-esteem. Further, the variables such as gender, subject background, and learner's generation did not influence the self-esteem of secondary level prospective teachers. Only the year of study had a statistically significant influence on self-esteem.*

**Keywords :** *Assessment, Secondary level prospective teachers, Self-esteem*

## Introduction

Self-esteem is an essential psychological construct in the social sciences. It is the extent to which one praises, values, approves or likes oneself. (Blascovich & Tomaka, 1991) It is perception rather than reality (Baumeister, Campbell, Krueger, & Vohs, 2003). This means it is an abstract entity rather than an explicit manifestation. The term "self" refers to the values, beliefs, and attitudes that the individual is holding about himself or herself (D'Mello, Monterio, & Pinto, 2018). Parents and teachers contribute much in the stimulation and information of self-esteem. Adolescence is a critical stage as far as the process of self-esteem is concerned. Attitudes and behavior of adolescents reflect the level of self-esteem at home and school (Mogonea & Mogonea, 2014). Carl Rogers believed that unconditional love leads to the developmental process of progressive, positive sense of self. He explained three essential points for developing self-esteem. The first is to reflect acceptance, concern, compassion, and warmth towards the child. The second is allowance and punishment. The third is the democratic attitude of parents (Hall & Linzey, 1957). "Self-esteem is a major key to achieve success in life. The development of positive self-esteem is significant for developing social and personal adjustment" (Abdel-Khalek, 2016). Individuals with high self-esteem

are interested in taking more risks. In contrast, manifestations like withdrawal, depression, and lack of self-confidence are some of the symptoms of low self-esteem.

## Background of the study

The prospective teachers of B.Ed. programme are heterogeneous in nature. They are different from each other with the subject background, socio-economic status, and the like. The heterogeneous group of prospective teachers are exposed to the similar type of pre-service training in the B.Ed. programme. Self-esteem is one of the significant psychological needs to be fulfilled by the prospective teachers to become efficient teachers in future. As a teacher and teacher educator for the past two decades, the investigator is interested in studying the self-esteem among the B.Ed. prospective teachers with respect to the demographic variables like gender, year of study, learner's generation and subject background.

## Significance of the study

Secondary level teachers play a vital role in the development and well-being of adolescent children. In-

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depth studies have been carried out to analyze the relationship between teacher and children and impacts of the teacher on children (Stewart, 2015). Teachers with high self-esteem are shaping the behaviours and attitudes of their students (Scott, 1999). Self-esteem plays a vital role in an individual's personal as well as social life. The high esteem of teachers correlated with teaching competencies, student achievement and stronger relationship with students (Christou, Phillipou, Menon 2001). Teachers with low self-esteem are highly associated with depression, poor concentration and hopelessness (Beer, 1987). Teachers with low self esteem often exhibit negative attitude and are seen bullying students (Zembat & Gursoy, 2012; Twemlow, Fogany, Sacco & Brethour, 2006). In a nutshell, the self-esteem of school teachers is highly influential towards the students' development, academic performance and the school system altogether (Stewart, 2015). The teacher education system plays a key role in raising a healthy society and qualified individuals (Kumar, 2016). The secondary level prospective teachers must be aware of their self-esteem as they are going to facilitate the adolescents in school. The perception and evaluative outcomes of self-esteem can be either positive or negative. The prospective teachers, who haveing high self-esteem, naturally feel good about themselves and also would be able to resolve the problems of the school children whom they are going to facilitate. By understanding the significance of developing the psychological attribute i.e., self-esteem, the investigator is tempted to assess the self-esteem of the secondary level prospective teachers.

### Objectives of the study

1. To assess the self-esteem of secondary level prospective teachers.
2. To identify the significant difference, if any, between the sub-variables of population variables viz. gender, year of study, learners' generation, and subject background among the secondary level prospective teachers concerning self-esteem.

### Hypotheses of the study

1. There is no significant difference in the mean scores of self-esteem between male and female secondary level prospective teachers.
2. There is no significant difference in the mean scores of self-esteem between arts and science secondary level prospective teachers.

3. There is no significant difference in the mean scores of self-esteem between first-year and second-year secondary level prospective teachers.
4. There is no significant difference in the mean scores of self-esteem between first-generation and other than first-generation secondary level prospective teachers.



## Research methodology

### Method

The researcher has opted for descriptive survey method for this present research.

### Sample

The sample for the present study consisted of 182 secondary level prospective teachers. They were selected from two institutes, i.e., Gandhigram Rural Institute (Deemed to be University) and Lakshmi College of Education, Gandhigram. Both institutes are located in Dindigul district, Tamilnadu, India. Convenience sampling technique was adopted to select the sample.

### Tools used

A scale to measure self-esteem developed by Rosenberg (1979) has been adopted for the present study to collect data. This scale consisted of 10 items with a four-point rating scale, starting from 0 to 4, that is from strongly agree to strongly disagree. Among the ten items of self-esteem scale, the items 1,2,4,6 and 7 are positive items. The scoring procedure is 3 for strongly agree, 2 for agree, 1 for disagree, and 0 for strongly disagree. The items 3, 5, 8, 9, and 10 are negative items for which the scoring was reversed. The minimum and the maximum possible score on the self-esteem scale is 0 and 30 respectively. This scale was used widely in research (Blascovich & Tomaka, 1991) and it was found useful to measure global self-esteem. The appropriateness of the research tool was established through a pilot study. Fifty B.Sc., B.Ed. (Integrated) prospective teachers served as the sample for the pilot study and the reliability coefficient of the scale was found to be 0.91.

### Statistical techniques used

Descriptive and inferential statistical analysis such as mean, standard deviation, and independent samples 't'-test were the statistical procedures used for analyzing the

collected data. For independent samples t-test, 0.05 is the level of significance chosen to test the null hypotheses.

**Analysis of data**

To verify objective 1, mean and the standard deviation was computed for the self-esteem scores of the secondary level prospective teachers and the results are presented in Table 1.

**Table 1**  
**Self-Esteem of Secondary Level Prospective Teachers**

Variable	N	M	SD	Minimum Score	Neutral Score	Maximum Score
Self-Esteem	182	18.62	2.74	0	15	30

Table 1 reveals that the mean self-esteem score was 18.62. The minimum and the maximum possible score on the self-esteem scale are 0 and 30 respectively. The neutral score of the self-esteem scale was 15. The mean self-esteem score of secondary level prospective teachers was higher than the neutral score. Hence it is concluded that secondary level prospective teachers have positive self-esteem.

To verify objective 2, namely, whether there is any significant difference between the mean scores that secondary level prospective teachers obtained on the self-esteem scale with respect to their gender, year of study, learner's generation, and subject background, the 't'-test was employed, and the results are presented in Table 3.

**Table 2**  
**Mean, SD and 't' –scores on Self-Esteem of Prospective Teachers**

Population Variables	Sub-variables	N	M	SD	df	Calculated 't' value	Remark
Gender	Male	31	18.39	2.88	180	0.51	NS
	Female	151	18.67	2.72			
Year of Study	First Year	100	18.15	2.79	180	3.21	S
	Second Year	82	19.19	2.56			
Learner's Generation	First	118	18.46	2.79	180	1.06	NS
	Other than First	64	18.91	2.62			
Subject Background	Arts	42	18.9	2.79	180	0.78	NS
	Science	140	18.53	2.62			

Note: NS – Not Significant; S – Significant

The self-esteem scores of secondary level prospective teachers with respect to gender given in row (1) of Table 2 shows that there was no significant difference between male (M= 18.39; SD = 2.88) and female (M= 18.67; SD = 2.72) secondary level prospective teachers, where 't' (180) = 0.51,  $p > 0.05$ . It reveals that the male and female secondary level prospective teachers did not differ in their self-esteem. Therefore, the first null hypothesis has been accepted. Row 2 of Table 2 shows that there was a significant difference between first year (M= 18.15; SD = 2.79) and second-year (M= 19.19; SD = 2.56) secondary level prospective teachers in their self-esteem where  $t(180) = 3.21, p < 0.05$ . The results revealed that the secondary level prospective teachers pursuing the second-year teacher education programme have higher self-esteem than their first-year counterparts. Therefore, the second null hypothesis has been rejected.

A look at row 3 of Table 2 reveals that there was no significant difference between the first generation (M= 18.46; SD = 2.79) and other than first-generation (M= 18.91; SD = 2.62) secondary level prospective teachers where 't' (180) = 1.06,  $p > .05$ . According to this finding, it is concluded that the learner's generation has no significant influence on self-esteem of secondary level prospective teachers. Therefore the third null hypothesis has been accepted. The data given in row 4 of Table 2 reflects that there was no significant difference between arts stream (M= 18.90; SD = 2.79) and Science stream (M= 18.53; SD = 2.62) secondary level prospective teachers in their self-esteem, where 't' (180) = 0.78,  $p > 0.05$ . So, it was concluded that arts and science background secondary level prospective teachers did not differ in their self-esteem. Therefore the fourth null hypothesis has been accepted.

**Findings and interpretation**

The study found that the mean self-esteem score of secondary level prospective teachers was higher than the neutral score. Hence it was concluded that secondary level prospective teachers had positive self-esteem. The result of the present study was consistent with the research findings of Abdulghani et al. (2020), and Kiruba and Venkatraman (2017). These studies reported that selected sample had

positive self-esteem. The study revealed that the male and female secondary level prospective teachers did not differ in their self-esteem. The finding of the study was in line with a study conducted by Aryana (2010) which reported insignificant difference in self-esteem between male and female pre-university students. However, the result of the present study is not in agreement with the results of many studies conducted across the world. D'Mello, Monterio, and Pinto (2018) reported that female respondents had more self-esteem than male respondents. A study by Ummet (2015) concluded that the gender variable significantly differentiated the participants' self-esteem. Quatman and Watson (2011) found that boys had slightly higher level of self-esteem than girls. Watkins, Dong, and Xia (1997), in their study, found higher self-esteem scores for females than males.

The results of the present study revealed that the secondary level prospective teachers pursuing second-year teacher education programme had higher self-esteem than their first-year counterparts. However, the result of the present study is not in agreement with the study conducted by Kiruba and Venkataraman (2017) which reported no significant difference in the self-esteem of prospective teachers based on the year of study. The result of the study shows that the subject background did not contribute to the self-esteem of the secondary level prospective teachers. This finding agrees with the results of the study conducted by Kiruba and Venkataraman (2017), which reported no significant difference in the self-esteem of prospective teachers of teacher training institutions based on their academic background.

### Educational implications

This study would enable the secondary level prospective teachers to know a realistic picture of their self-esteem. So, the prospective teachers ought to be sensitized to improve their self-esteem as well as the self-esteem of their students and thereby enhance the confidence and level of aspiration among the students. Educational thinkers, planners, and policymakers should incorporate productive activities and vibrant training practices to develop higher self-esteem among the secondary level prospective teachers. Thus the teacher education curriculum should be suitably revamped to nurture self-esteem among prospective

teachers. Short term courses, like Improving Communication Skills, Personality Development, and Motivation, etc., may be included in the teacher education curriculum.

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# THE ENVIRONMENTAL CONCERN OF PROSPECTIVE TEACHERS: DEMOGRAPHIC PERSPECTIVES

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## ABSTRACT

*Environmental concern is the degree to which people are aware of problems regarding the environment and support efforts to solve them or indicate their willingness to contribute personally towards a solution. In the present study, it is considered as an attitude towards facts, one's own behaviour or other's behaviour with consequences for environment. The present study was carried out to investigate the level of environmental concern among prospective teachers in total and in different dimensions as egoistic, altruistic and biospheric concern as well as the significant difference, if any, between prospective teachers in their environmental concern with respect to demographic variables such as gender and educational qualification. A sample of 700 prospective teachers from various colleges of education of Thoothukudi District of Tamil Nadu, India, was selected. The results indicated that prospective teachers of Thoothukudi District have less than average level of environmental concern. The male and female prospective teachers differ significantly in their environmental concern. The prospective teachers having under graduate and post graduate degree as their basic educational qualification also differ significantly in their environmental concern.*

**Key words:** Prospective teachers, Environmental Concern, Gender, Educational Qualification.

## Introduction

'Environment refers to the sum total of conditions which surround man at a given point in space and time'. Environment is assuming great importance in our daily life. After the scientific and industrial revolution in the recent past, there has been an immense impact of man on his environment. Man has failed to realize that any new interference upsets the balance of the ecosystem as a whole.

Huge industrial installations every year, introduction of faster mode of transport and sprouting up of large crowded cities are the main outcomes of modern civilization. These and large number of other factors are contributing to environmental pollution and environmental degradation. Over exploitation of natural resources threatens Mother Nature. It becomes utmost necessary to protect the environment. Environmental concern is the degree to which people are aware of problems regarding the environment and support the efforts to solve them or indicate the willingness to contribute personally to their solution.

## Significance of the study

Every individual should develop a positive attitude towards the conservation of environmental resources. The

concern towards environment should be developed from the young age so that it would lead to desirable modifications in their life style as they grow up. This could be better facilitated by the teachers who handle children. Teachers are the nation builders; they could transmit the desirable values to the younger generation to protect the environment. Environmental concern is an essential value to be possessed by the prospective teachers and, in turn, to inculcate this concern among their students.

In the present study, environmental concern can be considered as an attitude towards facts, one's own behaviour or other's behaviour with consequences for the environment. It is unfortunate that in India we do not have sufficient literature regarding environmental concern of prospective teachers. Hence an attempt is made to study the environmental concern of prospective teachers in

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Thoothukudi District. The environmental concern of prospective teachers is studied under three dimensions such as egoistic, altruistic and biospheric concerns.

### Objectives of the Study

The present investigation has attempted --

1. To find out the level of environmental concern of prospective teachers of Thoothukudi District in total and in different dimensions;
2. To find out the significant difference, if any, between the prospective teachers of Thoothukudi District in their environmental concern in total and in different dimensions with respect to gender; and
3. To find out the significant difference, if any, between the prospective teachers of Thoothukudi District in their environmental concern in total and in different dimensions with respect to their basic educational qualification.

### Hypotheses of the Study

The following hypotheses were framed based on the above objectives.

1. The level of environmental concern of prospective teachers is moderate.
2. There is no significant difference between male and female prospective teachers in their environmental concern in total and in different dimensions.
3. There is no significant difference between undergraduate and postgraduate degree qualified prospective teachers in their environmental concern in total and in different dimensions.

### Research Method

Descriptive survey method was employed in the present study.

### Population and Sample

The population of this study was comprised of prospective teachers studying in colleges of education in Thoothukudi District, Tamil Nadu, India. The sample of the present study included 700 prospective teachers from colleges of education in Thoothukudi District. Simple random sampling technique was adopted by the investigator to select prospective teachers from colleges of education.

### Research Tool used for the Study

The investigator used an environmental concern scale developed and validated by Rajeswari and Kalaiyarasan (2017) to assess the environmental concern of prospective teachers. The Environmental Concern Scale consists of 24 items in a five point scale to measure the environmental concern in the following three dimensions such as egoistic, altruistic and biospheric concerns. Egoistic concern is the concern for the self in relation to the environment; Altruistic Concern is the concern for other people in relation to environment; Biospheric Concern is the concern for biosphere. The scale was administered to the prospective teachers.



### Statistical Techniques Used

For analyzing the data, the statistical techniques such as percentage analysis, mean, standard deviation and t-test were used.

### Analysis, Findings and Interpretations

**Table 1**  
**Level of Environmental Concern of Prospective Teachers in total and in its Dimensions**

Dimension	N	Low		Moderate		High	
		N	%	N	%	N	%
Egoistic concern	700	236	33.7	235	33.5	229	32.7
Altruistic concern		259	37	249	35.5	192	27.4
Biospheric concern		265	37.8	275	39.2	160	22.8
Environmental concern. (Total)		244	34.9	250	35.7	206	29.4

Table 1 reveals that 35.7% of prospective teachers have moderate level of environmental concern, 34.9% of them have low level of environmental concern and 29.4% of them have high level of environmental concern.

It is also inferred that 33.7%, 33.5%, and 32.7% of prospective teachers have respectively low, moderate and high level of egoistic concerns. 37.0%, 35.5% and 27.4% of prospective teachers have respectively low, moderate and high level of altruistic concerns. 37.8%, 39.2% and 22.8% of prospective teachers have respectively low, moderate and high level of biospheric concerns. It is concluded therefore that the prospective teachers of Thoothukudi District have below average level of environmental concern.

### Hypothesis 1

There is no significant difference between male and

female prospective teachers in their environmental concern in total and in different dimensions.

**Table 2**

**t-test showing the mean difference in the Environmental Concern and its dimensions of Prospective Teachers with respect to Gender.**

Dimensions	Category	N	Mean	SD	Calculated 't' value	Remarks
Egoistic concern	Male	66	38.18	4.624	2.154	S
	Female	634	36.87	5.329		
Altruistic concern	Male	66	37.53	4.538	1.657	NS
	Female	634	36.52	6.314		
Biospheric concern	Male	66	22.39	2.866	2.263	S
	Female	634	21.52	3.898		
Environmental Concern (Total)	Male	66	98.11	9.51	2.492	S
	Female	634	94.91	13.139		

(At 5% level of significance, the table value of 't' is 1.96)

Table 2 reveals that there is no significant difference between male and female prospective teachers in environmental concern with respect to the dimension altruistic concern. But there is significant difference in the mean scores between male and female prospective teachers in their environmental concern in total and in the dimensions egoistic concern and biospheric concern. The mean scores show that male prospective teachers have better environmental concern than female prospective teachers. This finding is in concurrence with the finding of Chitra Ponnammal and Thomas Alexander (2019) where the boys are better than girls in Thoothukudi District in their school based eco-friendly behaviour. This may be due to the fact that boys/males have more societal/natural outlook from the way they were brought up when compared to girls/females.

### Hypothesis 2

There is no significant difference between undergraduate and postgraduate degree qualified prospective teachers in their environmental concern in total and in different dimensions.

**Table 3**  
**t-test showing the Mean**

**Difference in the Environmental Concern and its dimension of Prospective Teachers with respect to their Basic Educational Qualification.**



Dimensions	Category	N	Mean	SD	Calculated 't' value	Remarks
Egoistic concern	UG	507	36.83	5.41	1.418	NS
	PG	193	37.44	4.899		
Atruistic concern	UG	507	36.26	6.38	2.585	S
	PG	193	37.52	5.503		
Biospheric concern	UG	507	21.4	3.993	2.484	S
	PG	193	22.13	3.273		
Environmental Concern Total	UG	507	94.5	13.371	2.583	S
	PG	193	97.09	11.265		

(At 5% level of significance, the table value of 't' is 1.96)

From Table 3, it is evident that there is no significant difference between UG qualified and PG qualified prospective teachers in their egoistic concern, but there is a significant difference between UG qualified and PG qualified prospective teachers in their environmental concern in total and in the dimensions altruistic concern and biospheric concern.

The mean scores show that the prospective teachers who are postgraduates have better environmental concern than prospective teachers who are graduates. This may be due to the fact that PG qualified prospective teachers have good exposure to the natural environmental consequences and might have received more awareness about environment through appropriate educational activities better than UG qualified prospective teachers.

### Educational Implications

From the present study, it is inferred that most of the prospective teachers have below average level of environmental concern. The teacher education institutions must insist that their students practise an eco-friendly lifestyle that includes utilizing local resources, alternative energy fuels, maintaining kitchen garden, recycling, proper waste disposal mechanism, and so on. The environmental concern of prospective teachers need to be enhanced through appropriate means such as environmental education as a compulsory study for all, developing ecological consciousness by making them aware of environmental happenings and their impacts across the world.

## Conclusion

The present investigation focused on environmental concern of prospective teachers in Thoothukudi District. The results revealed that most of the prospective teachers have below average level of environmental concern. From the investigator's point of view it is assumed that the prospective teachers with more concern towards environment can better impart environmental knowledge to their students. Hence, to bring a desirable change in this context, the teacher education institutions must focus on engaging the prospective teachers in environmentally productive activities that would help them to conserve the natural resources and protect our environment for a better future.

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## HEALTH AND HYGIENIC PRACTICES...

Totally 100 beds are available in the hospitals in the 4 blocks – 7 community hospitals, 16 primary and 127 sub-centres in the rural areas of Anuppur district. Many students of the district opined that the medical facilities are not available as they hail from remote localities of the district. It is also opined that the quality service delivered is not optimum both in the school premises and in residential areas.

Further, the fruits of globalization have not fully reached the tribal areas. Except facilities like roads, elementary education, primary health centre, and panchayat, no concrete change has taken place in their lives of tribal people. Further, Nav Neet Bhattacharya (2012), the Bridge Language Inventory (BLIs) have been prepared for the teachers of Madhya Pradesh state as handbooks, but the rural students are yet to reap these benefits of these modern academic programmes. Additionally, Panigrahi (1998) stated that the tribal education must be aimed at national growth.

## Educational Implications

The participatory approach must be one of the prime solutions to the glitches and hitches of the healthy schooling and for general living. The technology-based interventions will also be a boon to bring the noticeable results in the school system in these predominantly tribal areas. Serious action plan should take in the sample hamlet villages as pilot project and make improve the health and hygiene conditions; only then will the streamlining of the education be possible.

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# ATTITUDE OF M.ED. STUDENTS TOWARDS EDUCATIONAL RESEARCH IN WEST BENGAL

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## ABSTRACT

*A study was carried out to find the attitude scores of M.Ed. students towards educational research. The sample consists of 100 M.Ed. students purposively selected from four colleges of education in Kolkata and South 24 Parganas District of West Bengal. The research study was conducted through descriptive survey method and attitude of M.Ed. students were checked using standardized attitude scale towards research developed by Vishal Sood and Y.K. Sharma. The scale consists of 42 test items. The collected data were statistically analyzed. The results revealed that significant difference exists in the attitude of M.Ed. students towards educational research with respect to different categorical variable like gender, location, and so on.*

**Keywords :** *attitude, educational research.*

## Introduction

Research is a systematic, scientific, objective, activity which includes the collection of relevant information and careful analysis of data, recording and reporting of valid conclusions that may lead to creation of new knowledge, development of theory, principles and generalization. Educational research refers to the systematic collection and analysis of data related to various aspects of education including student learning, teaching methods, teachers' training etc. M.Ed. or Master of Education is a Master's Degree course that deals with the study of new methods of teaching and educational research. The programme focuses on different aspects of education including instruction, curriculum, counselling, leadership, educational technology, and so on. The syllabus of M.Ed. lays emphasis on great amount of practical research-oriented work. As a part of practical experiences, candidates are encouraged to prepare dissertations, pursue internship, pursue academic writing and attend workshops and seminars. The M.Ed. curriculum gives a trainee teacher-educator huge scope to develop positive attitude towards educational research.

Considerable numbers of researches have been done in India and abroad to find the attitude of students towards research. A study of Butt, Hussain Intzar and Sham's Ara Johan (2013) on "Master in Education student attitudes towards research: A comparison between two public sector universities in Punjab" found negative attitude of the students towards research. Shah, Tejas Hema (2014) conducted

"A study of the attitude of P.G. students towards research". The sample of the study consisted of M.Ed. and M.Phil. Students in Gujarat. The research found that science/commerce students have more positive attitude than arts stream students towards research. Choudhury, Kiskor Nand (2015) conducted "A study of attitude of M.Ed. students towards research." In this research two categorical variables, that is, gender and locality (rural/urban) had been taken. The research showed that there existed no significant difference in attitude towards research based on the categorical variables. Hussain Tariq, Ch. Qayyum Abdul, Akhter Mumtaz, Abid Nisar and Sabir Sindra (2016) also conducted "A study on attitude towards research among technology education students in Pakistan". The result showed that students had a positive attitude towards research.

In West Bengal there are several government and private colleges where M.Ed. course is being taught. However, no research has been made in West Bengal on

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M.Ed. students of government and private colleges to find their attitude towards educational research. Therefore, the aim of this research is to explore the attitude of M.Ed. students towards education research and to investigate the differences in attitude towards educational research among the M.Ed. students of government and private colleges.

### Need and Significance of the Study

It has been observed with great concern that India lags behind in research enrolment compared to that of other developing countries and developed countries. In spite of studying the research methods course in the final year of M.Ed. curriculum, the majority of the students do not like the course. There is also a lack of proper investigation into the attitudes of M.Ed. students towards educational research both at the national and international levels. Therefore, the investigator is interested to know about the research attitude of M.Ed. students and compare the research attitude with respect to different categorical variables like gender and type of M.Ed. colleges. In the Indian context, the findings of the study will give the curriculum developers, planners, policy makers and teachers ideas about the attitude of M.Ed. students towards educational research. The researcher believes that the results of his study will make a valuable contribution to the field of educational research. Hence the present study has great need and significance.

### Objectives

1. To find out the attitude of male and female M.Ed. college students of West Bengal towards educational research; and
2. To find out the attitude of M.Ed. college students of Government and private M.Ed. colleges of West Bengal towards educational research.

### Hypotheses

1. There is no significant difference in the attitude towards educational research between male and female M.Ed. students of West Bengal.
2. There is no significant difference in the attitude towards educational research between M.Ed. college students of Government and private M.Ed. colleges of West Bengal.

### Methodology

#### Dependent Variable

In the present investigation, the dependent variable of the study refers to attitude of M.Ed. students towards educational research.

#### Independent Variable

In the present investigation, the independent variables of the study refer to some categorical variables like gender (male & female) and type of M.Ed. colleges (Government & private).

#### Research Design

The descriptive survey method is used in this study. It describes the current position of research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding of significant educational problem and its solution.

#### Delimitation of the study

1. The study is delimited only to Kolkota and South 24 Parganas Districts of West Bengal State.
2. The study is delimited only to male and female M.Ed. college students.
3. The study is delimited only to M.Ed. students of Government and private colleges.

#### Sampling

100 M.Ed. students were selected purposively from the Districts of Kolkota and South 24 Parganas as sample for this study. Sample size is 100, the male sample is 44 (44% of total sample size) and the female sample is 56 (56% of total sample size). The number of students of Government M.Ed. colleges was 50 (50% total sample size) and the number of students of private M.Ed. colleges was 50 (50% total sample size).

#### Tool for the study

Standardized attitude scale towards research developed by Vishal Sood and Sharma was used as data collection tool. The scale consisted of 42 items.

Test-Retest reliability index of this scale is 0.739 and Split-half reliability coefficient is 0.773 and both are significant at 0.01 level of significance.

The values of correlation coefficients representing internal consistency of the scale are given in the following Table.

**Table 1**

**Correlation coefficients showing Internal Consistency of Scale for Attitude towards Research**

Dimension	Calculated 'γ' value (N=100)
General aspects of research and research process	0.34*
Usefulness of research in professional career	0.52*
Relevance of research in personal and social life	0.44*
Difficulties in research and research anxiety	0.58*

**Significant at 0.01 level of significance.**

Content validity of the scale was established by carrying out critical discussions with the research experts at the time of development of preliminary draft of attitude scale. The scale can be considered to be valid enough in terms of item validity because only those items were retained in the final form of the scale which were having 't'-value greater than 1.75 (highly discriminating items). The face validity was established by having the reactions of research experts, teacher educators and college and university teachers towards present attitude scale.

**Data collection**

For this study 100 students were selected purposively from different B.Ed. colleges of Kolkata and South 24 Parganas Districts of West Bengal.

**Analysis and Interpretation**

**Hypothesis 1:** There is no significant difference in the attitude towards educational research between male and female M.Ed. college students of West Bengal.

**Table 2**

**Testing of Null Hypothesis (H<sub>0</sub>)<sub>1</sub>**

Descriptive statistics					t test for Equality of Means				Remarks
Categorical variables	Dependent variable	N	Mean	Sd	df	t Stat	P(T<=t) two-tail	t Critical two-tail	* Significant at 0.05 level of significance
				Deviation					
Female	Attitude towards educational research	44	144	22.06	98	2.033	0.045*	1.984	
		56	152.14	17.98					

It is found that the mean score of attitude towards educational research of male M.Ed. students is 144.00 with 22.06 S.D. and the mean score of female M.Ed. students is 152.14 with 17.98 S.D. To determine whether the difference of mean is significant or not, the t- test is employed and, after analysis, it is found that the calculated t (98)=2.033, P= 0.045 (P <0.05). So, 't' is significant and so (H<sub>0</sub>)<sub>1</sub> is rejected. Hence we can conclude that there is a significant difference in the attitude towards educational research between male and female M.Ed. students of West Bengal.

**Hypothesis 2:** There is no significant difference in the attitude towards educational research between M.Ed. students of government and private M.Ed. colleges of West Bengal.

**Table 3**

**Testing of Null Hypothesis (H<sub>0</sub>)<sub>2</sub>**

Descriptive statistics					t test for Equality of Means				Remarks
Categorical variables	Dependent variable	N	Mean	Sd	df	t Stat	P(T<=t) two-tail	t Critical two-tail	* Significant at 0.05 level of significance
				Deviation					
Govt	Attitude towards educational research	50	155.3	15.2	98	3.526	0.001*	1.984	
Private		50	141.82	22.35					

It is found that the mean score of attitude towards educational research of M.Ed. students of Government M.Ed. colleges is 155.30 with 15.20 S.D. and the mean score of M.Ed. students of private M.Ed. colleges is 141.82 with 22.35 S.D. To determine whether the difference of mean is significant or not, the t- test is employed and after analysis it is found that the calculated t (98) =3.526, P= 0.001 (P <0.05). So, 't' is significant and (H<sub>0</sub>)<sub>2</sub> is rejected. Hence, we can conclude that there is a significant difference in the attitude towards educational research of M.Ed. students from Government and private M.Ed. colleges of West Bengal.

**Findings**

After the careful analysis of the data obtained and interpretation of the results with regard to the objectives and hypotheses of the study, the investigator came to the following findings:

- The female M.Ed. students are significantly different from male M.Ed. students with respect to their attitude towards educational research.
- The M.Ed. students of Government M.Ed. colleges are significantly different from M.Ed. students of private M.Ed. colleges with respect to their attitude towards educational research.

### Conclusions

- There is a significant difference in the attitude towards educational research between male and female M.Ed. students of West Bengal. So, hypothesis 1 is rejected.
- There is no significant difference in the attitude towards educational research between M.Ed. students of Government and private M.Ed. colleges of West Bengal. So, hypothesis 2 is rejected.

### Limitation of the study

It will be better if the samples are chosen from different parts of West Bengal for drawing a conclusion and for generalizing the result. In fact, a bigger sample size is always good.

### Implication of the study

There is rapid knowledge explosion in the field of education in today's world. Colleges of education have a significant role to play in this context. Colleges of education are considered ideal places to develop necessary knowledge, skills, attitudes, values in students so that they are able to solve present day problems efficiently. Development of positive attitude of students towards educational research depends to a large extent on colleges of education and their conducive teaching-learning environment. The enthusiasm of resourceful teachers and their thorough knowledge of the subject matter enhance positive attitudes of students towards educational research. Such a favourable attitude can be developed by organising refresher course, invited talk, orientation programme and the like. Inculcation of positive and favourable research attitude helps to solve many educational problems related to curriculum, methods of teaching, educational management, educational administration and policy making. Comparison can be found out between students studying in different colleges of different universities with respect to

different categorical variable like gender, location, type of colleges and different demographic variables like subject streams, marital status, socio-economic status, educational level of parents. Apart from students, this study can also be carried out with teachers to know their attitudes towards educational research.

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# EMOTIONAL COMPETENCE AMONG ELEMENTARY SCHOOL TEACHERS IN RELATION TO GENDER

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## ABSTRACT

*This research Paper attempts to study and compare emotional competence among male and female elementary school teachers. The sample of the current study composed of 200 elementary school teachers (100 male and 100 female) selected from Ganderbal District, Jammu and Kashmir. Standardized tools were used to draw information. Statistical analysis of the data was done using Mean, SD, and 't'- test and it was observed that there is significant difference between male and female elementary school teachers on the variable of emotional competence.*

**Key words:** *Emotional Competence, Gender, Elementary Teachers*

## Introduction

Today an individual's life is more confused and insecure due to technological advancement, rapid industrialization, urbanization, and cut-throat competition. In this competitive world if an individual is free from tensions, worries and emotional disturbances, then that person can function effectively. In every aspect of life, people in general and young generation in particular, seem to live in a state of emergency due to excessive competition, rapidly changing cultural and social values and constant exposure to the fads of the time. According to Allport (1961), the individual has to acquire a few workable assumptions about the world in order to achieve and maintain a feeling of adequacy where the need for competence emerges as the most fundamental motive of life because individuals survive through competence, grow through competence and actualize themselves through competence. In early playful and investigatory behavior of children, the motivation towards competence is evident; they seek such competence in the social realm and as closely as any other need (closer than sexual) in order to sum up the growth of personality (White, 1959). To acquire skill and knowledge (Coleman 1970, Maslow 1970), a variety of factors such as intellectual, emotional and physical competencies play a part and the individual begins to develop two important virtues - method and competence in the congenial growth of personality.

## Emotional competence

Emotional competence is defined as the ability to

express or release one's inner feelings (emotions) and it implies ease around others; it determines one's ability to lead and express oneself successfully. This concept is rooted in understanding emotions as normal, useful aspects of being human; it is described as the essential social skill to recognize, interpret and respond constructively to emotions in oneself and others. It is the capacity to respond to emotional stimuli elicited by various situations, having high esteem and optimism, communication, tackling emotional upsets such as frustration, conflicts and inferiority complexes, enjoying emotions, ability to relate to others, emotional self-control, capacity to avoid emotional exhaustion, handling egoism and learning to avoid negativity of emotions. It can lead to improved health through avoiding the stress that would otherwise result from suppressing emotions; it can also lead to improved relationship since inappropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotion. It is different from emotional intelligence which, while recognizing the importance of emotions, gives emphasis to controlling or manipulating them. Emotional competence is made up of two words "emotion" and "competence". Emotions are root forces in the dynamics of human behavior and personality. Dictionary meaning of

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competence is doing well, where one can produce the type of effect one desires; it also refers to mastering of abilities to do a task. It shall be deemed as emotional competence whenever this aspect of personality is related to emotions which happen to be efficiency that an individual acquires to deal with emotional situations effectively. Coleman (1970): “Emotional competence as efficiency to deal effectively with several dissociable but related processes is a blending of five competencies”.

- Adequate Depth of Feeling (ADF)
- Adequate Expression and Control of Emotion (AECE)
- Ability to Function with Emotions (AFE)
- Ability to Cope with Problem Emotions (ACPE)
- Enhancement of Positive Emotions (EPE)

### Review of related literature

Sidhu (2012) found a significant relationship between emotional competence and mental health among adolescents. Castellán, Clifford and Kenchappanavar (2011) observed no significant influence of father’s presence/absence on the emotional competence of adolescents. Tripathi (2012) revealed a significant correlation between adjustment and emotional competence among college students. Denham (2001) showed that emotional competence was a contributor to young children’s social success. Holeyannavar, P. G., Itagi, S.K. (2009) found that increase in the emotional competence reduced the stressors of the primary school teachers significantly. Thakur, K. S. and K. Sanjeev (2013) concluded that male and female prospective teachers of science differ significantly in their emotional competence. Bhartiya (2017) found that there was no significant difference between emotional competence of government and private school teachers with regard to gender. Thakur and Chawla (2016) observed that on the variable of emotional competence there was no significant differences between male and female teacher trainees. Mehrotra and Dua (2014) found that students of classes XI and XII showed average level of emotional competence. Joseph and Joseph (2013) reported that both the B.P.Ed. and the B.Ed. students had comparable levels of emotional competency. Kumar (2012) observed that on the basis of gender no significant difference existed in emotional competence of teachers. Mondal et al. (2012)

observed that few demographic factors positively impacted on the level of teachers’ emotional competence. Kauts and Saroj (2012) found that teachers with emotional competence had less occupational stress and more teaching effectiveness than their counterparts. Naveen (2011) revealed that teacher educators had an average level of emotional competence. Krishnamurthy and Varalakshmi (2011) reported that improvement in emotional competence would increase the motivation and effectiveness of the employee. Patil (2011) revealed that emotional competence of primary school teachers affected their teaching attitude. Singh and Kumar (2009) found that emotional competence of teachers of Convent schools and Saraswati schools differed significantly. Chhabara and Ajawani (2008) found that teachers having high emotional competence scored higher on teaching effectiveness as compared to teachers having low emotional competence. Neelakandan (2007) observed that with respect to emotional competence there was no significant difference between the teachers of government schools and private schools. Tyagi (2004) found that the level of emotional competence was low, independent of gender and age.

### Need and importance of the study

Education is the sheet anchor and cradle of personality. The aim of education is not merely imparting bookish knowledge but to make the youth good citizens by bringing about their physical mental, emotional and intellectual development. That is why it is an important function of education to make the students emotionally competent so that they may become well adjusted individuals. If a person is emotionally disturbed, that person’s intellectual abilities suffer. Studies earlier done reveal that emotionally competent professionals, even if they lack cognitive skills, are found to be successful in their chosen field. However, in this contemporary age, people have to race against time competing with their fellow beings in order to be on top of the ladder of success and, eventually, they feel the stress of aspirations and ambitions weigh upon them heavily. If teachers are not emotionally competent, they will not be able to develop their wards' emotional competence. Hence it is necessary for the teachers to be emotionally competent so that they could effect positive influence on their wards. Moreover, emotional competence

may also have an impact on the teaching competencies of the teachers. It is therefore necessary that they should develop their emotional competence even when they are under pre-service training.

**Objectives**

The present study was undertaken with the following objectives:

1. To study emotional competence among elementary school teachers; and
2. To compare emotional competence of male and female elementary school teachers.

**Hypothesis**

There is no significant difference between emotional competence of male and female elementary school teachers.

**Research methodology**

The descriptive and survey type method was employed as the present study is descriptive in nature.

**Sample**

The sample of the study consisted of the elementary school teachers working in District Ganderbal in the State of Jammu and Kashmir. A sample of 200 teachers (100 male and 100 female) was taken for this study. Since the present study used simple random sampling, it did not include all the elementary school teachers of Ganderbal District.

**Tools used**

To measure the emotional competence of the subjects of present study, the Emotional Competence, revised scale developed by Sharma and Bharadwaj was used. This scale has been developed for the age group of 13 to 44 years. This scale has 30 items to measure five emotional competencies: (a) Adequate Depth of Feeling (ADF), (b) Adequate Expression and Control of Emotions (AECE), (c) Ability to Function with Emotions (AFE), (d) Ability to Cope with Problem Emotions (ACPE) and Enhancement of Positive Emotions (EPE). The scale consists of 6 items in each competence. It is a five-point scale based on the lines of Likert having five alternatives to each item. Scoring of these five alternatives follow a system of 1, 2, 3, 4 and 5 from upper to lower end.

**Statistical treatment**

For achieving the objectives of the present study, the collected data was analyzed by using the appropriate statistical techniques with the help of SPSS-20.

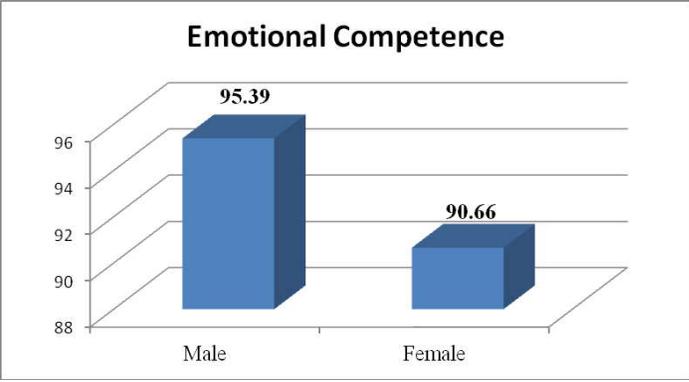
**Results and interpretation**

The results and their interpretation have been presented in the following Tables :

**Table 1**  
**Mean Scores of Male and Female**  
**Elementary school teachers**

Category	N	Mean	S.D.	Calculated 't' value	Level of significance
Male	100	95.39	14.92	3.05	0.01
Female	100	90.66	13.37		

Table 1 indicates that the mean scores of male and female elementary school teachers on the variable of Emotional Competence are 95.39 and 90.66 respectively. The t-ratio was calculated as 3.05 which is significant statistically at 0.01 level. This indicates that significant difference exists between male and female elementary school teachers on the variable of emotional competence. The mean scores of emotional competence for the male and female elementary school teachers are also depicted graphically through the bar diagram given below.



**Figure 1 : Bar –diagram showing difference of Mean Scores of Emotional Competence of Male and Female Elementary school teachers**

**Conclusion**

From the analysis and interpretation of the data, it was concluded that there is significant difference between male and female elementary school teachers on the variable of emotional competence. Hence the hypothesis stating that there is no significant difference between emotional

competence of male and female elementary school teachers is rejected.

### Educational implications

The present study indicates that there is significant difference in emotional competence among male and female elementary school teachers. The study further indicates that to live in society a person should be emotionally competent. Tripathi (2012) indicated a significant correlation between adjustment and emotional competence among college students and so this study has great importance for the teachers and administrators and so on. Firstly, the teachers must be emotionally competent in order to help their wards to stay steady emotionally. For selecting teachers, emotional competence can also be a criterion for selection because the teacher who is himself/herself emotionally competent can develop similar personalities.

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# MODERNISATION AND CONSERVATISM IN EDUCATION: PERCEPTIONS OF BEST TEACHER AWARDEES OF KERALA

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## ABSTRACT

*The purpose of this study is to understand the perception towards modernisation and conservatism in education of school teachers in Kerala. For the present study the researcher selected teachers who got the Best Teacher Award from the Government of Kerala. Purposive sampling technique was used for the study. The methodology used was hermeneutic phenomenology. Interviews were conducted with the selected teachers and their opinions collected, transcribed and analysed. From the perceptions of teachers, modernisation aspects of education are pedagogy, democratic atmosphere in the school and classrooms and equity.*

**Key words:** *Conservatism, Modernisation, Perceptions of teachers, Conservative modernisation.*

## Introduction

Progressivism is a movement in the philosophy of education in the early and middle decades of the 20th century in North America and Europe. The writings of Jean Jacques Rousseau, Herbert Spencer, Jean Piaget, John Dewey, William Heard Kilpatrick and Clarence Kingsley had a great role in the progressive movement of education (Fairfield, 2009).

Fairfield (2009) points out the basic hypothesis of progressivism that education must be tailored to the student's nature and experience and it is to be understood on a developmental model. He added that the basic principles of progressivism in education is against traditional methods of teaching such as direct and whole class instruction, memorization and rote learning, standardized subject matters and standardized tests, emphasis on grades and competition and a traditional curriculum of information and skill considered useful in later life. In contrast to a progressive classroom, a traditional classroom consists of the features such as a static subject transaction method or material, a teacher who is authoritarian in the classroom and a mass of students who are passive and receptive in the classroom. A classroom which is passive by the students and a classroom which leads students to be in a receptive phase are features of traditional classrooms (Dewey, 1984).

Progressive education defines education opposite to traditional education. Dewey criticizes three areas of failures in traditional schools - the failures of content, method and student passivity. Kaplan (2013) expresses on traditional

education practice that it relies on static content and unexamined method which result in obedience as the goal rather than learning.

National curriculum framework 2005 is one of the important documents in India, which provides framework for the teachers and schools within the country. For example, it says, "When children speak, they are usually only answering the teacher's questions or repeating the teacher's words. They rarely do things nor do they have opportunities to take initiative. The curriculum must enable children to find their voices, nurture their curiosity—to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge rather than their ability to reproduce textual knowledge." NCF describes progressive education as an atmosphere in the classroom which enables the learners to recognise their own knowledge rather than reproduce textual knowledge.

From different perspectives of progressivism, modernity in education is defined as education which is driven by progressive values and it is in contrast with conservative values and tradition which resist the learner

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from further development and progress. Rather than the materialistic developments and changes or the change in activities in the classrooms and schools, the progress of the classroom is determined by the progressive values inside the classroom. Physical factors can change only the physical and materialistic aspects. The development of the learners in their intellectual and critical dimensions are directly associated with the classroom atmosphere rather the progressive values in the school.

In this study the Progressive values are defined as democracy, equality, liberty, freedom and equity in the classrooms. The practice of progressive values in the classrooms directly influences the progressive nature of the learner. On the other hand, Conservative values are defined as hegemony, authoritarianism, rigidity, passivity in classrooms. Modernity and conservatism in education in this Paper are defined based on modern and progressive values of education. The present Paper analyses the perspectives of teachers towards conservatism and modernism on the basis of conservative and modern values.

**Conservative Modernisation**

There is a tendency in education where domains of progressivism and domains of conservatism simultaneously appear. This tendency in education is apparent in educational systems all across the world. This phenomenon in education is identified by Michael Apple who named it ‘Conservative Modernisation’. Conservative modernization is the process whereby education is being practised in a conservative manner in certain domains, while following liberal and modern aspects in some other domains, with benefits going to those who control the process of education. Such persons can be from teachers to anyone who is related to education directly or indirectly. The hidden dimension under this process is that such groups of people naturally influence the process of education.

Apple (1979) defines Conservative modernisation as “the movement to redefine what education is for and how to proceed in education as practice and as a set of policies”. He explains it in the context of America. He argues that a new alliance is exerting leadership in the educational policy and educational reforms of America. He calls it a “new hegemonic block” which consists of a coalition centred on three or four groups that are pushing education and social

policy in conservative directions.

The influence of conservative modernization can be seen in classroom instructions, classroom interactions, teaching learning processes, policy documents and textbook preparation procedures. It is therefore crucial and critical to understand and differentiate conservative modernization from modernization. Because often conservative modernization is perceived as Modernization and celebrated as a progressive practice. The continuation of conservative modernization resists the progress of learner and often stops his/her further growth and development. It must be added that the perception of teachers towards modernization is crucial as it determines the progress of the classroom.

**Significance of the Study**

The perception of the teachers is highly important in the extent of classroom teaching and learning. According to Ethell and McMeniman (2002) prior beliefs of teachers have a greater influence on teachers’ pedagogy than their formal knowledge and, as such, do play a great role that decides the classroom environment. Along with formal knowledge the perception of teachers have a pivotal role in the education scenario of Kerala. As Anderson (2005) notes, the beliefs of teachers in the pedagogical decision-making are important. It is the beliefs and perception of teachers towards modernity in education and conservative practices in education that have the power to determine the direction of education as progressive or conservative.

The teachers selected for this study are the teachers who had received the Best Teacher Award in the year 2018. Such an award is the representation of best teachers in the country. Those teachers are considered to be the best among all the teachers and are considered to be the model for other teachers. The concepts and perceptions of these teachers are considered the finest and supreme in the state. The academic perceptions of the best teachers is highly relevant and at the same time important in a way that they represent the State as well as model for other teachers. The study is relevant in a way that perception of these teachers can influence the whole educational system itself.

**Methodology**

The methodology selected for the study is

phenomenological method of research. As said above, the teachers selected for the study were the best teacher awardees from the Government of Kerala who are working in the secondary schools of Kerala. Five teachers were selected randomly and interviewed through mobile phone. The responses of teachers regarding their perspectives towards conservatism and modernisation in the education system of Kerala were recorded, transcribed and analysed. Hermeneutic phenomenological method was used for the analysis of the data (Heidegger, 2010). Data were coded in a systematic way.

In the initial phase, interviews were conducted with teachers and the data were transcribed and coded based on conservative and progressive values. The researcher coded the data under conservative aspects and modern aspects of education as commented by the teachers. From these data modern values and conservative values were identified and coded. These codes were again classified under a general theme. Three themes evolved from the coded data. The themes generated under modernisation in education are pedagogical aspects, equity concerns and digital atmosphere in the classrooms.

#### **Description of the cases**

As mentioned above, five Best Teacher Awardees from different districts of Kerala were selected for the study and were given pseudo names. A brief description of the teachers is given below.

- \* Anees is a secondary school teacher who is teaching for 20 years in a government high school in the Malappuram district. He received the best teacher award in 2018.
- \* Basheer works in a secondary school in Kasargod district, has 12 years of teaching experience and has received the best teacher award in 2018.
- \* Chekhov is a teacher from a government high school in Malappuram district. Chekhov has 11 years of teaching experience. He received the best teacher award in 2018.
- \* Amba is a teacher from Kannur district. She is teaching for 14 years in a government high school. Presently she is working as the Headmistress of government secondary school. She received the best teacher award in 2018.

- \* Appu is a teacher from a secondary school in Palakkad district. He has 15 years of teaching experience in a secondary school. He received the best teacher award in 2018.



#### **Discussion**

The perceptions and opinions of the teachers related to conservatism and modernisation were noted down and transcribed. From the transcribed information the researcher analysed the data through hermeneutic phenomenology. Their major perceptions related to modernity and conservatism in teaching were categorised. The major themes generated under modernity in education are: Pedagogical aspects, Equity, Digital atmosphere.

#### **Pedagogical aspects**

Teachers responded to modernisation in education in connection with pedagogical changes. The majority of the teachers perceived modernity in education as a pedagogical shift in the teaching learning process. It was further observed that the pedagogical shift recommended by the authority in the school system is being considered as one of the aspects of modernity in education. Related to the changing nature of learner and learning Basheer replied that “Nowadays education is Child centred, understand the nature of the learner and learning through activity are following in the teaching learning process. Child constructs knowledge and teacher acts as a guide. Previously teacher was the centre, and now child is the centre.”

Basheer further opined that Child-centred learning, activity-oriented learning, knowledge-construction by the learner is perceived as progressive changes in education. Dewey (1990) thus explains the aspect of changing nature of learner as the centre: “The child becomes the sun about which the appliances of education revolve; he is the center about which they are organized.” Child-centered education implies a great shift in education where education is organized based on the child and for the needs of the child. It is one of the celebrated progressive aspects in India as well as in the educational system in Kerala. However, the centrality of the child and the related issues are not properly addressing in the academic discussions. While discussing child-centred learning, it is crucial to know who decides the needs of the child and to what extent all the appliances

are organized for the child. It is necessary also to analyse how the classroom which is considered to be child-centred really considers the children as its real centre. If the control of teacher is greater for a classroom, and if the extent of child-centeredness is decided by the teacher, then conservatism rather than modernity stands apart.

Another aspect of modernity by the teachers is activity-oriented learning. According to Chekhov, "Classroom activities are basically conducted through activity-oriented pedagogy. We are avoiding by heart system and the children are learning by themselves. Teacher acts as a mentor and facilitator only. Child itself develops the curiosity to know and find, and when he himself find he gets satisfaction over it."

Teachers consider "Activity-oriented pedagogy" one of the important factors of modern education. Different teachers mention as modern the tendency in education that is inclined towards activity-oriented classrooms. According to Appu, "Learning through activities based on constructivist pedagogy is being conducted in the schools, individually as well as in groups. Activity-oriented pedagogy, discourse-oriented pedagogy in the case of language teaching is being conducted in schools."

While discussing activity-oriented pedagogy, a change in teaching learning methodology or a methodological shift itself could not be addressed as progressive. The inside activities as well as the extent at which democracy is being practised throughout determine the progressive nature of activity-oriented classrooms. By and large teachers consider activity-oriented learning system the remarkable trait of progressive education. But there is a dangerous tendency that an 'activity' is merely labelled as a representation of modernity in education. However, the necessary elements and arrangements for an activity to be conducted in the classrooms remain intact and, as such, they represent the traditional aspect of leaning.

Basheer explained: "I am a teacher who was brought up with the previous curriculum. That time we had less experiences. But now there are lot of experiences in life. Now those experiences which are needed for life are derived from the classroom. I think now learning is Realisation, in the past it was only knowledge". According to this teacher, more experience is a characteristic feature

of a progressive classroom. But rather than mere experiences, the nature of experience is also an important factor. According to White and Wyn (2008), "In Traditional classrooms, students have little control over their schooling experiences." Experience itself does not contribute for a progressive classroom; instead the element of control of the student in these experiences also matters. Control is an aspect of traditional classrooms; on the contrary, freedom is the characteristic of a progressive classroom.

Constructivist pedagogy, activity-oriented pedagogy and discourse-oriented pedagogy are considered as factors of a modern classroom. Often they fail to address the question how constructivism is being implemented in classroom. This practical implementation in the classrooms determines the progressive nature of the classroom.

When the classroom practice of activity-oriented learning is analysed, there arise certain issues such as how extent it is being practised in the classrooms of India in general and in Kerala in particular. Classroom arrangements remain the same as traditional classroom arrangements; but the arrangement of desks and benches are not suitable for an activity-oriented learning.

According to Dewey (1990), "With their set desks is that everything is arranged for handling as large number of children as possible; for dealing with children en masse, as an aggregate of units involving again, that they be treated passively." The desks and benches in a traditional classroom are arranged for a passive learner; and this arrangement represents the traditional aspect of education. The treatment of the teachers towards the students in the process of activity-oriented learning and the freedom in doing the activities determine the progressive nature of the classroom as well as the learning process.

According to Chekhov, "child itself finds and gets satisfied out of it. They learn to give an application form or to learn to give a letter in the panchayat". Self-expression, learning by doing, construction of knowledge is perceived as important aspects of progressive education by the teacher.

Anees also commented that "Child learn through finding themselves, so they will not forget. The learner gets a different experience through this process and child will

not forget this experience. The children get satisfied when they get opportunities to express their talents. There will not be any laziness or hatred; they find it as opportunities to develop themselves.”

In another teacher’s perception opportunity for divergent thinking is a progressive direction in education. According to Amba, “Now child have the opportunity for divergent thinking. If there are 60 students in a classroom, then if we give a single dialogue, then even if the situation is similar their perceptions will be different.”

Most of the teachers mentioned above about changing nature of the teacher, the roles of the teacher in a progressive education. The role of the teacher got shifted to a guide, facilitator, friend, etc. The need for the upgradation of knowledge also is considered as the factor of progressive education. Creation of ‘self-directed human beings capable of producing their own knowledge’ (Kincheloe, 2004) is the core intention of education. Modernity in education is to facilitate and accelerate the process of creation of knowledge than the absence of creation of own knowledge is the characteristic of traditional classroom.

### **Equity**

Unequal treatments among children based on their abilities, intelligence and other factors are the tendency in a conservative or a traditional classroom. For example, intelligent or dominating students are treated as the centre of the classroom whereas students with lower grades and slow learners are labelled as the backbenchers. The progressive classroom does not consider intelligence or other characteristics of the child as a condition or requirement for separation or categorisation. The practice of equity in classrooms by the teachers determines the progressive nature of the classroom. To accept individual differences of the children and to treat all students equally is a progressive value of modernity in education. Teachers expressed their perspectives towards modernity as equal treatments to students.

Amba commented: “Now there is no concept like backbenchers. Now every child is equal. There might be differences in their ZPD (Zone of Proximal Development), for example, if a child has mathematical intelligence, then he can develop his talents in that aspect. Why is everyone

in a classroom not getting full A+?

It is because of the difference in their intelligence. Isn’t it?” In her opinion,

equity is related with creating a specific classroom environment where every student has equal opportunity and space without any discrimination based on his/her intelligence, abilities and other factors. Bartel et al. (2008) explained four conceptions of equity emerged from their study through the examination of teachers' responses. These four aspects of equity in the classroom are: equity about instruction; equity about creating a specific classroom environment; equity about equal opportunity; and equity about appropriate curriculum.

In the opinion of Basheer, equity is about equal opportunity to achieve dreams. He explained: “There are plenty of opportunities in the present condition to achieve one’s own dreams. Whatever be the dream, there are plenty of opportunities to reach the dream. How big the dream is, anyone can reach it. It does not matter whether the child is from a rural or urban area, whether he is rich or poor, whether he is from colony or from eastern area. The present curriculum is providing the same opportunity for everyone to reach their dream.”

Rather than equal opportunity of instruction, Secada (1989) mentioned criteria for equal opportunity from availability of instruction to that of taking steps "to ensure that students have a real chance to become engaged in and to learn from the academic core that they encounter".

Equity is perceived by many teachers as a specific classroom environment. Amba said “Now there is no fear or tension in the classroom, child can openly say anything in the classroom.” Lack of fear and tension is explained as a characteristic feature of progressive education by this teacher. Chekhov also mentioned: “Now there are chances to ask questions.”

These teachers are convinced that one of the aspects of specific classroom climate of a modern classroom is creating a fearless situation for the student to ask questions. In addition to this, discriminations based on caste and other factors were considered as the conservative practices that existed in the state and modernity in education provides equal opportunity to students in a classroom.



Anees replied: “We need the situation when everyone enjoys the benefits of public education. Once it was not achieved, but as a result of renaissance the education system has become more democratic and public-oriented. We know the efforts of Ayyankali and other social reformists. There was a time where education was only for those who are in the elite position of the society and with money. There were discriminations based on caste. Contrary to this, universal education to all, equal opportunity to get education is modernity in education according to me.” He added, “Now underprivileged students are getting much more benefit than what they had 20 years ago.”

According to Cohen et al. (1999), changing the organization of the classroom, the roles of teacher and student and the nature of the curriculum are required for an equitable classroom. More than that, an equitable classroom requires deliberate interventions to produce equal-status relationships within the groups.

### **Digital Atmosphere**

Many teachers consider digital atmosphere in the schools as one of the major aspects of modernisation. The perception of most of the teachers towards modernisation is directly linked with technological advancement and the availability of digital atmosphere in the classrooms. Mr. Appu commented thus on modern education: “Modern education was initiated by the arrival of advanced technology. Now visualisation is possible in the classrooms. The usage of internet, learning through mass media, etc. are possible in the classrooms and this leads to a more active classroom.” The same teacher considered technological advancement and its inclusion in the classrooms as modernisation.

According to Anees, “Now classrooms are high-tech. Government schools are high tech now. There are projectors in the classrooms. Now there are facilities to show through projectors in the classrooms. There are facilities to download through internet materials which can be shown to students. These facilities are being used now.”

The teacher perceives modern education as teaching with the support of software. The inclusion of software technologies in the teaching learning process is perceived by teachers as the necessary requisite of modern education.

Basheer commented on digital technological aspects in the classroom as progressive element of education.

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According to him: “High tech system is a modern advancement. It is achieved in India in the recent times only. For America these changes are achieved about 15 to 20 years ago itself. Nowadays we are adopting changes from other developed countries. Progressive education means teaching through software. We adopted it about 5 years ago, and now it is extended to schools. Actually 10 years ago we have adopted these progressive aspects in education. That time it was only being used for the purposes of teachers. Now we have LCD in the classroom, laptop facility, online net connection, etc. These are progressive methods. More ideas in a short time are the major benefit of these technologies.”

Basheer perceived technology as an important factor of modernity in education. There is a general tendency that Digital atmosphere in the schools are perceived by many teachers as the representation of modernity in education. There is a general tendency among teachers, schools and even from the stakeholders and governments to praise the schools or institutions which possess technological aids and equipments as modern and remarkable schools. The statement which is raised by this Paper is that rather than materialistic aspects, progressivism in education is determined by the progressive values which rule education. Even a classroom with high tech technologies and equipments does not satisfy the conditions of a progressive classroom if it is ruled by an authoritative teacher and students as passive listeners. Technology itself does not satisfy a progressive education or modern education. It is the progressive values inside the classroom that govern and determine a modern classroom.

### **Conclusion**

Education is one of the key aspects of development. The progress of the teachers are closely related with the progressive values of teachers”. According to McGregor (2009), education is a “gatekeeper to the paths of either social reproduction or social transformation.” Education acts as a tool for social reproduction or social transformation. The history of the country reveals that education has a great role in social transformation, at the same time education

influences social reproduction or is the reason behind the reproduction of existing social structure without any change.

Modernity in education is defined as education which is driven by progressive values. Progressive values are democracy, equality, liberty, freedom and equity. A Progressive classroom follows and practises progressive values in education. Modernity in education is in contrast with conservative and traditional practices and values. Conservative values can be listed as hegemony, authoritarianism, rigidity, passivity in learning, etc. The present study focuses on understanding the perspectives of best teacher awardees regarding modernity in education and conservatism in education. To understand the nature and extent to which teachers perceived modernisation has been the objective of this study. The major themes developed under the perception of modernisation are pedagogical aspects, digital atmosphere and equity concerns.

It is observed that the terminologies such as gender equity, ecology, democratic values, critical thinking are not found in the discussion with the subjects who are best teachers as the aspects of modernisation of education. Rather than modern values the modern technologies and digital atmosphere in the schools are considered as the 'representations' or symbols of modernity. Again, many teachers perceive as progressive education less representations to progressive values in the classroom rather than changes in teaching methods and materialistic changes in the classrooms especially technological changes.

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# QUALITY OF WORK LIFE AND TEACHER EFFECTIVENESS OF TEACHERS AT TERTIARY LEVEL

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## ABSTRACT

*The study is descriptive survey in nature. The study purports to assess the level of quality of work life and teacher effectiveness of teachers at tertiary level. It also compares the quality of work life and teacher effectiveness of teachers with reference to different background variables like gender, type of college, subject stream and teaching experience and relationship between quality of work life and teacher effectiveness. The findings of the study shows that the teachers from unaided colleges with 5 to 10 years of teaching experience and Education faculty found to possess higher level of quality of work life. It is also found that the teachers from Government colleges with 0 to 5 years of teaching experience and Science faculty found to possess higher level of teacher effectiveness.*

**Keywords:** *Quality of Work life, Teacher Effectiveness, Teachers, Tertiary level.*

## Introduction

Education as a powerful instrument of social change revolves around the quality of the teachers. The teachers play an important role and exert a great influence on the growth and development of the children. The quality of education depends upon competent and effective teachers. And the quality of teachers is influenced by a number of factors such as the personality of the teacher, mastery of the subject, climate of the organization, working environment and other related aspects of school.

The idea of Quality of Work life was evolved during 1970's. According to Walton, the quality of work life includes the values, human needs and aspirations. The term was introduced in an International Conference held at Arden House, New York, in 1972 and the International Council for Quality of Working Life (ICQWL) was formed to facilitate research on Quality of Working Life.

The term 'Quality of Work Life' (QWL) has different meanings for different people. Industrial workers consider it as democracy or co-determination with increased employee participation in the decision-making process. Administrators view it as an improvement in the psychological aspects of working environment to improve productivity. Employees interpret it as a more equitable sharing of profits, job security and healthy and humane working conditions. Some view it as an improvement of

social relationships with autonomous workgroups. The broader view of the term explains change in the entire organizational climate by humanizing work, individualizing organizations and changing the structural and managerial systems.

The concept of QWL broadly involves four major aspects: (i) safe work environment, (ii) occupational health care, (iii) suitable working time, and (iv) appropriate salary. The safe work environment provides the basis for a person to be happy at work. The work should not pose any kind of hazards for the health of the employee. The employer and employees are aware of their rights and risks to achieve a lot for their mutual benefit. The concept of QWL is based on the assumption that a job is more than just a job; it is the centre of a person's life. In recent years there has been increasing concern for QWL due to the following factors: increase in education level and consequently job aspirations of employees; association of workers; significance of human resource management; widespread industrial unrest; growing of knowledge in human behaviour, etc. As a multi dimensional concept, it covers the aspects of compensation, health and safety, job security, job design, social integration,

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social relevance of work and scope for better career opportunities. It stands on the principles of security, equity, individualism and democracy (Herrick & Maccoby).

The task of bringing qualitative change in institutional efficacy of the education system is a huge and challenging one. It is recognized that for the overall progress of the nation improved levels of educational participation is essential. To achieve this goal teachers need more dignified and democratic atmosphere in the institution which makes them psychologically balanced and effective teachers. In other words, the teachers have to enjoy a good quality of work life. It has been proved that a good quality of work life results in the wellness of the faculty and also improved student behavior, namely, effective teaching.

Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning in the life span of a teacher. This indicates that as the teacher grows with experience and learns more and more he/she is able to perform his/her best in the process of education.

Anand (1983) reports that effectiveness is the finest trait of a person and it is the best representation of his/her personality attribute. The teacher effectiveness is important for the effectiveness of every educational institution (Rao & Kumar, 2004, p. 4). Teacher characteristics are the main factors which influence the overall effectiveness of teachers and practising of teaching profession (Anderson, 2004; Pagani & Seghieri, 2002). The effectiveness of the teachers is not restricted to the walls of the classroom which extends beyond that, enabling students to carry throughout their life (TEMM, 2012, p. 1). Biddle (1964) also emphasizes the role of school and community contexts in teacher effectiveness like physical facilities, hierarchy of school personnel, law and customs of the school and relationship with the community.

External Teaching Contexts like the atmosphere of the school and characteristics of school where the teacher works interacts with teacher performance. This includes the physical facilities in the school, availability of equipments and materials and the relationship between the school and the community. This determines the effect of school on teacher effectiveness (Medley, 1982).

## Need and importance of the study

The teacher occupies a pivotal place in the system of education. The development of the nation depends on the quality of education which, in turn, depends on the quality of teachers. As the present advanced technological world poses challenges to the teachers, it is essential to provide good working environment in order to achieve well balanced and effective teachers.

Quality of work life is one of the important aspects of the professional life of the teacher that influences performance and growth. It affects both the personal and professional aspect and is affected by the nature of the school (Chadha, M & Pandey, N). Hence it is essential to provide good working life conditions in the organization to achieve the aim of teacher effectiveness.

In this background the researcher has taken this study to assess the quality of work life and teacher effectiveness which is entitled as “Quality of Work Life and Teacher Effectiveness of Teachers at Tertiary Level”.

## Statement of the problem

The study purports to assess the relationship between quality of work life and teacher effectiveness of teachers at Tertiary Level. Hence the study is entitled as “Quality of Work Life and Teacher Effectiveness of Teachers at Tertiary Level”.

## Objectives

The study was undertaken with the following objectives:

1. To measure the level of quality of work life and teacher effectiveness of teachers;
2. To find out whether there is a relationship between Quality of work life and Teacher Effectiveness; and
3. To compare the quality of work life and teacher effectiveness of teachers at tertiary level with reference to selected background variables.

## Hypotheses

To achieve the objectives of the study the following hypotheses were formulated:

1. There is no significant relationship between quality of work life and teacher effectiveness of teachers at tertiary level.



2. There is no significant difference between mean scores of quality of work life of teachers at tertiary level with reference to the following groups of variables:
  - a) Male and female.
  - b) Government, aided and unaided colleges.
  - c) 0-5, 5-10 and 10+ years of teaching experience.
  - d) Arts, Science, Education and Commerce faculty.
3. There is no significant difference between mean scores of teacher effectiveness of teachers at tertiary level with reference to the following groups of variables:
  - a) Male and female.
  - b) Government, aided and unaided colleges.
  - c) 0-5, 5-10 and 10+ years of teaching experience.
  - d) Arts, Science, Education and Commerce faculty.

correlation test, 't'-test and one-way ANOVA.

### Analysis and Interpretation of Data

#### Levels of Quality of Work Life and Teacher Effectiveness:

**Table 1**  
**Level of Quality of Work Life**

Level	N	%
High	12	7.2
Average	134	80.8
Low	20	12

The table above reveals the following points: Among the sample, 7.20% possess high level of quality of work life, 80.80% possess average level of quality of work life and 12% possess low level of quality of work life. It is inferred that most of teachers at tertiary level possess average level of quality of work life.

#### Method of the study

The study is descriptive survey in nature.

#### Population

#### Sample of the study

Following the random sampling technique, 10 Degree colleges affiliated to the University of Mysore were selected. From these colleges 166 teachers were selected randomly.

#### Measuring Tools

##### Teacher's Quality of Work Life Scale.

To measure the quality of work life, the Teacher's Quality of Work Life constructed by Manju, N.D. (2015) was utilized. The scale found to possess Cronach Alpha coefficient of 0.927 and test-retest reliability of 0.951.

##### Teacher Effectiveness Scale

To measure teacher effectiveness, Teachers Effectiveness Scale constructed by the researcher was utilized.

The teacher effectiveness scale consists of 41 items having five alternatives: strongly agree, agree, undecided, disagree and strongly disagree. The scale found to possess face validity and reliability coefficient of 0.71.

#### Statistical Technique

The collected data was analyzed applying the Descriptive statistical measures, Pearson's Product moment

**Table 2**

#### Level of Teacher Effectiveness

Level	N	%
High	8	4.8
Average	100	60.3
Low	58	34.9

The table above reveals that, 4.80%, 60.30% and 34.90 % of teachers at tertiary level found to possess high, average and low level of teacher effectiveness respectively. It is inferred that most of the teachers possess average level of teacher effectiveness.

#### Relationship of the Quality of Work Life and Teacher Effectiveness

**Table 3**

#### Correlation between Quality of Work Life and Teacher Effectiveness

Variables	N	' $\gamma^2$ '-value	Remark
Quality of work life	166	0.024	Slight and negligible positive correlation
Teacher effectiveness			

The table above reveals a significant slight and negligible positive correlation between quality of work life and teacher effectiveness. It is inferred that there is a significant correlation between the quality of work life and teacher effectiveness.

Comparison of Quality of Work Life of teachers at tertiary level with reference to the background variables, viz., gender, type of college, length of teaching experience and subject stream.

scores of quality of work life of male and female teachers are similar.

The obtained F-value for the means of quality of work life of teachers at tertiary level from government, aided and unaided colleges is significant at 0.01 level. Hence the null hypothesis is rejected and concluded that there is a significant difference between teachers from government, aided and unaided with reference to the quality of work life. The teachers from unaided colleges found to possess higher level of quality of work life when compared to teacher from government and aided colleges.

The obtained F-value for the means of quality of work life of teacher at tertiary level with 0-5, 5-10 and 10+ years of teaching experience is significant at 0.01 level. Hence the null hypothesis is rejected and concluded that there is a significant difference between teachers with 0-5, 5-10 and 10+ years of teaching experience with reference to the quality of work life. The teachers with 5-10 years of teaching experience are found to possess higher level of quality of work life when compared to teachers with 0-5 and 10+years of experience.

The obtained F-value for the means of quality of work life of teachers from Arts, Science, Commerce and Education faculty at tertiary level is significant at 0.01 level. Hence the null hypothesis is rejected and concluded that there is a significant difference between teachers from Arts, Science, Commerce and Education faculty at tertiary level with reference to the quality of work life. The teachers from Education faculty are found to possess higher level of quality of work life when compared to teachers from Arts, Science and Commerce faculty.

Comparison of Teacher Effectiveness of teachers at tertiary level with reference to different categories of background variables, viz., gender, type of college, length of teaching experience and subject stream.

**Table 4**

**‘t’-test and ANOVA for difference of means of Quality of Work Life of teachers at tertiary level with reference to different categories of background variables, viz., gender, type of college, length of teaching experience and subject stream.**

Variable	Groups	N	Mean	SD	df	Calculated ‘t’-value/ ‘F’-value	Re mark
Gender	Male	104	267.06	21.17	164	0.43	NS
	Female	62	268.55	21.15			
Type of College	Govt	70	261.6	13.25	163	14.57	S
	Aided	52	264.27	15.54			
	Unaided	44	281.14	29.71			
Length of teaching experience	0-5	72	260.64	13.96	163	8.11	S
	10-May	34	275.94	31			
	10+	60	271.27	19.02			
Subject	Arts	80	263.73	14.19	162	37.7	S
	Science	44	260.45	10.88			
	Commerce	22	263.09	17.41			
	Education	20	303.9	28.98			

Table 4 reveals the following: The obtained ‘t’-value for the means of quality of work life of male and female teachers is not significant at 0.01 level. Hence the null hypothesis is accepted and concluded that there is no significant difference in the quality of work life of male and female teachers at tertiary level. This implies that the mean

**Table 5**

**t-test and ANOVA for difference of means of Teacher Effectiveness of teachers at tertiary level with reference to different categories of background variables, viz., gender, type of college, length of teaching experience and subject stream.**

Variable	Groups	N	Mean	SD	df	Calculated 't'-value/ 'F'-value	Remark
Gender	Male	104	323.17	114.7	164	0.86	NS
	Female	62	338.85	108.8			
Type of College	Govt	70	363.33	85.6	163	6.94	S
	Aided	52	290.31	114.2			
	Unaided	44	320.23	132.2			
Length of teaching experience	0-5	72	358.38	89.49	163	5.48	S
	10-May	34	286.26	126.8			
	10+	60	318.05	120.4			
Subject	Arts	80	306.8	112.8	162	6.76	S
	Science	44	390	53.11			
	Commerce	22	293	116.5			
	Education	20	323.45	152.6			

The obtained 't'-value for the means of teacher effectiveness of male and female teachers is not significant at 0.01 level. Hence the null hypothesis is accepted and concluded that there is no significant difference in the teacher effectiveness of male and female teachers at tertiary level. This implies that the mean scores of teacher effectiveness of male and female teachers are similar.

The obtained F-value for the means of teacher effectiveness of teacher at tertiary level of teachers from government, aided and unaided colleges is significant at 0.01 level. Hence the null hypothesis is rejected and concluded that there is a significant difference between teachers from government, aided and unaided with reference to teacher effectiveness. The teachers from government colleges are found to possess higher level of teacher effectiveness when compared to teacher from unaided and aided colleges.

The obtained F-value for the means of teacher effectiveness of teacher at tertiary level of teachers with

0-5,5-10 and 10+ years of teaching experience is significant at 0.01 level. Hence the null hypothesis is rejected and concluded that there is a significant difference between teachers with 0-5,5-10 and 10+ years of teaching experience with reference to teacher effectiveness. The teachers with 0-5 years of teaching experience are found to possess higher level of teacher effectiveness when compared to teachers with 5-10 and 10+years of teaching experience.

The obtained F-value for the means of teacher effectiveness of teachers from Arts, Science, Commerce and Education faculty at tertiary level is significant at 0.01 level. Hence the null hypothesis is rejected and concluded that there is a significant difference among teachers from Arts, Science, Commerce and Education faculty at tertiary level with reference to teacher effectiveness. The teachers from Science faculty are found to possess higher level of teacher effectiveness when compared to teachers from Arts, Commerce and Education faculty.

**Results of the study**

Analysis of the collected data revealed the following findings:

1. The majority of the teachers at tertiary level have average level of quantity of work life and teacher effectiveness.
2. Positive correlation was found between quality of work life and teacher effectiveness.
3. The teachers from unaided colleges, education faculty and teachers with 5-10 years of teaching experience found to possess higher level of quality of work life.
4. The teachers from government colleges, science faculty and teachers with 0-5 years of teaching experience found to possess higher level of teacher effectiveness.

**Educational implications of the study**

1. From the results of the study it is evident that only 7.20% of teachers possess high level quality of work life. Since the quality of education depends on the quality of work life of the teachers, it is essential to enhance the quality of work life of teachers. In this regard the government and management and other related authorities should take necessary actions to increase the quality of life by providing job security, rewarding the work of teachers,

decreasing their workload, creating a pleasant work environment, salary enhancement, etc.

2. 4.80% of teachers were found to possess higher level of teacher effectiveness which is very low. The teachers at tertiary level deal with students who are matured and critical thinkers. Hence it is essential to increase their effectiveness of teaching to meet the needs of the students. In relation to this, the teachers should concentrate on the professional development and up gradation in their field of work. The authorities should motivate, encourage and provide facilities to the teachers to improve their effectiveness.
3. As a perfect positive correlation was found between quality of work life and teacher effectiveness, it is a need of the hour to attend to the quality of work life in order to produce effective teachers. Both of these are dependent on one another.
4. The study has also shown that the teachers from unaided colleges were found to possess higher level of quality of work life when compared to teachers from Government and aided colleges. Hence it is the duty of the teachers working in the aided and government colleges to have a positive attitude to work for the welfare of the institution and, in turn, to national progress. In this regard the government and aided colleges should find out the lacunae in the system and take necessary action to overcome them.
5. It is also shown that teachers with 5-10 years of teaching experience were found to possess a higher level of quality of work life when compared to teachers with 0-5 and 10+years of experience. It implies that the teachers with 5-10 years of teaching experience are young and enthusiastic and are able to get adjusted with the environment. But the teachers with 0-5 may have fear or withdrawal nature being new to the profession and environment; those with 10+ years of teaching experience may be found to have some limitations in their work environment. Hence it is the duty of the colleges to find out the limitations which are inhibiting the quality of work life of teachers and make suitable remedies.
6. It is also found that the teachers from Education faculty were found to possess higher level of quality of work life when compared to teachers from Arts, Science and Commerce faculty. It may be because the teachers have undergone teacher training programme and have

the knowledge of teaching strategies, principles of

adjustment and other psychological

aspects of the work environment. Hence it is essential to organize and orient the teachers from the other faculties about the psychology of the work environment and similar things.

7. It is also evident that the teachers from Government colleges with 0-5 years of teaching experience as well as Science faculty were found to possess higher level of teacher effectiveness when compared to teachers with 5-10 and 10+years of teaching experience, teachers from unaided and aided college and teachers from Arts, Commerce and Education faculty. Hence it is essential to take up necessary actions to improve teacher effectiveness by providing good working environment and increase physical facilities for them. The teachers, in turn, should attempt to enhance their interpersonal skills, gain mastery over the subject matter, community relation and classroom management skills, etc.

### Conclusion

It is the need of the hour to concentrate towards improving the conditions of work life and providing support the teachers to achieve effectiveness in turn contributing to national progress.

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# A STUDY OF SOCIAL INTELLIGENCE OF STUDENTS OF PROFESSIONAL AND TRADITIONAL COURSES

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## ABSTRACT

*The present 'information revolution' has led to the increased access of better communication. It has challenged the social ability of people and skill in the field of administration, commerce, teaching and policies. Keeping in view all these points, it is necessary for an individual to develop social intelligence and social skills. Social intelligence enables individuals to adjust themselves in different occupations and services so that s/he can efficiently fulfill his/ her social responsibility and relationship. The person with good social intelligence can comparatively do better in the tasks like adjustment. People having low social intelligence face difficulties in maintaining good social relations. In this research Paper, the researcher aims at knowing the social intelligence of the students of traditional and professional courses using descriptive survey method. This study was conducted in Ghaziabad district of Uttar Pradesh by taking a sample of 100 students. The finding of this research showed that students from traditional courses had more social intelligence than professional course students.*

**Key Words:** Social Intelligence, Students of professional courses, Students of Traditional course

## Introduction

Social intelligence is the capacity of an individual to understand others and react according to situations. It is a person's ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920). Without social intelligence it is not very easy to lead a successful life in society, for it enables people to express their views strongly and make others agree upon it. Further, it helps an individual to develop healthy co-existence with other people. There are different dimensions of social intelligence. They are patience, cooperativeness, confidence, sense of humour and the like. In modern days, it has been emphasized that success in achieving certain goals depends to an extent on social intelligence. Socially intelligent people behave tactfully and prosper in life. If a person is socially intelligent, then s/he can mould himself according to the needs of the society. Students being in the adolescent age group are generally aggressive, frustrated, disobedient, irritated, notorious and are not so able to manage social relationships. As a result they get involved in cases of theft, bullying, ragging, rape and even murder. Babu (2007) in his study highlighted that students have average social intelligence and gender-based compression of social

intelligence which proved to be significant. Dogan and Cetin (2008) found significant correlation between social skills and social awareness. Wesseler et al. (2008) examined Emotional Social Intelligence (ESI) of students in nursing, physical therapy and health science programmes and confirmed that positive relationship existed between ESI and leadership. The review of literature reveals that social intelligence has an important role in a student's life. So the researcher planned to do a comparative analysis of social intelligence of students at graduation level from professional and traditional courses.

## Objectives of the study

The present study aimed to achieve the following objectives:

1. To study the social intelligence of undergraduate students of professional and traditional courses;

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- To study the social intelligence of female students in professional and traditional courses at undergraduate level; and
- To study the social intelligence of male students in professional and traditional courses at undergraduate level.

### Hypotheses

Based on the objectives mentioned above, the following hypotheses are framed.

- There is no significant difference between undergraduate students of professional and traditional courses in their social intelligence.
- There is no significant difference between female undergraduate students of professional and traditional courses.
- There is no significant difference between male undergraduate students of professional and traditional courses.

### Methodology of the study

The researcher used descriptive survey method for the study. For this study the researcher chose the students of professional and traditional courses in Ghaziabad district. 100 students were selected by the researcher through random sampling technique and the description is given below.

**Table 1**  
**Distribution of the sample**

Professional course		Traditional courses	
Male	Female	Male	Female
25	25	25	25

In this study, Social Intelligence Scale (SIS) of Chadda and Usha Ganeshan was used to obtain social intelligence score. This scale has eight dimensions: Patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour and memory. The Reliability of this SIS is 0.857 at 0.01 level of significance and the validity is 0.912. The score obtained from the respondents were analyzed by using mean, standard deviation and t-ratio statistics.

Analysis and interpretation of Data



**Table 2**

**Social Intelligence of students of Professional and Traditional courses**

Category	No. of Students	Mean	S.D.	Calculated 't' value	Remarks
Professional	50	113.3	4.47	5.64	S
Traditional	50	116.1	4.03		

Table 2 shows that the calculated value of 't' 5.64 is greater than the table value 2.58 at 0.01 level of significance. So there is a significant difference in the social intelligence of students in professional and traditional courses. Looking at mean, it is concluded that social intelligence of students engaged in traditional course is comparatively better than the students in professional courses.

**Table 3**

**Social Intelligence of Female students of Professional and Traditional courses**

Category	N	Mean	S.D.	Calculated 't' value	Remarks
Professional	25	112.8	2.48	3.49	S
Traditional	25	117.2	5.03		

From Table 3 it is found that the calculated value of 't' 3.49 is greater than the table value 2.58 at 0.01 level of significance. So there is a significant difference between the social intelligence of female students in professional and traditional courses. Looking at the mean, it can be concluded that social intelligence of female students engaged in traditional course is comparatively better than the students engaged in professional courses.

**Table 4**

**Social Intelligence of male students of Professional and Traditional courses**

Category	N	Mean	S.D.	Calculated 't' value	Remarks
Professional	25	109.8	5.41	4.44	S
Traditional	25	115	2.91		

From Table 4 it is found that the calculated value of 't' 4.44, is greater than the table value 2.58 at 0.01 level of significance. So there is a significant difference between the social intelligence of male students in professional and traditional courses. Looking at the mean, it can be concluded that social intelligence of male students engaged in traditional course is comparatively better than the students engaged in professional courses.

### Discussion and Conclusion

The result shows that the students in traditional courses are found to be better in social intelligence than that of the students in professional courses. The probable reason for the same could be that as the students of the professional courses are more focused towards their profession, they are unable to exercise social prowess with the peer group. However, the 21st century skills mention that cooperativeness and collaboration will be some of the winning skills that will be required for a person to succeed in life. It is therefore suggested that the professional courses must include in their curriculum more activities like team building and soft skills in order to empower the future human resources that are being created in professional classrooms today.

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# PERCEPTION ABOUT RANKING AND ACCREDITATION SYSTEMS IN INDIA



## ABSTRACT

*This Paper attempts to evaluate the perception about ranking (NIRF Ranking) and accreditation (NAAC, NBA) systems and to find out whether these systems have created qualitative environment in the Indian context. For this purpose, the opinion of academic administrators and senior managers of Indian HEIs have been sought through a Questionnaire method. Their views have been examined with the help of various statistical tools and analysis of the same has been presented in this Paper. This study reveals that the ranking and accreditation systems are having significant impact on the performance outcomes of Indian Higher Education Institutions. This Paper is useful for admission seekers/applicants, students, their families and friends, Directors/Vice-Chancellors/ leaders of Higher Education Institutions, academic fraternity, government, investors in higher education and society at large.*

**Keywords:** Ranking, Accreditation, Higher Education

## Introduction

The quality of education plays a significant role in fostering the country's economic growth. Ranking and accreditation systems ensure that Higher Education Institutions meet the expected standards and promote a healthy competition among the institutions to sustain and enhance their quality. The assessment is done by comparing the performance of the HEIs. The assessment tools have become vital in the current age that the Government uses to measure the HEIs' status on a global level.

The evaluation of quality of higher education in India has been emphasized by the National Policy of Education 1986 and the Programme of Action (POA) 1992. Subsequently, recognizing the importance of Institutional assessment, the National Assessment and Accreditation Council (NAAC) had been established in 1994 by the University Grants Commission (UGC). To further strengthen the evaluation process, the Ministry of Human Resources and Development (MHRD) launched the National Institutional Ranking Framework (NIRF) on 29th September 2015 to rank the Higher Education Institutions.

According to Arora Namrata (2015), the Ranking and Accreditation are impacting government's policy decisions. For example, UK, Denmark and the Netherlands

have redefined their immigration policy and opened their borders to accommodate graduates from the highest ranked Institutions.

**Table 1**

### Ranking and Accreditation Systems

Accreditation	Ranking
A five-year comprehensive assessment of the institution as a whole.	A yearly affair.
Absolute grade is given	Relatively graded with other institutions
It is a one-time (five-year) event Accredited institutions can report their yearly performance.	It is an Annual Report Card to the Nation and to the stakeholders on what has been done by the Institution in the last one year on the given performance parameters.
Some Important National and International accreditation bodies:	Some Important National and International ranking agencies:

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• National Assessment and Accreditation Council (NAAC), India	• National Institutional Ranking Framework (NIRF)
• National Board of Accreditation (NBA), India	• Times Higher Education (THE), UK
• Indian Council of Agricultural Research (ICAR), India	• Quacquarelli Symonds World University Ranking, UK
• Accreditation Board for Engineering and Technology (ABET), USA	• Academic Ranking of World Universities (ARWU), China
• AACSB Business and Accounting Accreditation.	

### Criteria and Process for Ranking Systems

Ranking procedure has been in practice for the past decade marking its first appearance in 2003. Each ranking committee has its own criteria and methodology based upon the country's culture, skills in demand, and the like. The criteria considered for ranking are evaluated using certain indicators like student strength, median salary, and so on. The following outlines the criteria of various ranking systems.

- ♦ **National Institutional Ranking Framework (NIRF):** NIRF is an Indian government initiative to improve the quality in higher education. The NIRF provides a process to rank the institutions across the country. The criteria include Teaching Learning and Resources with a ranking weight of 30%, Research and Professional Practice with a ranking weight of 30%, Graduation Outcomes with a ranking weight of 20%, Outreach and Inclusivity (OI) with a ranking weight of 10% and Perception (PR) with a ranking weight of 10%. The following flowchart shows the process involved in NIRF.
- ♦ **Times Higher Education (THE), UK:** The British Times Higher Education (THE) magazine, UK, publishes annually university ranking namely 'Times Higher Education World University Rankings' (THE WUR). THE WUR was started in 2004 and it provides the definitive list of the world's best universities. The criteria include, Teaching – the learning environment (30%), Research – volume, income and reputation (30%), Citations – research influence (30%), International diversity - staff, students and research (7.5%) and Industry Income – knowledge transfer (2.5%)
- ♦ **Quacquarelli Symonds World University Ranking, UK:**

The British Quacquarelli Symonds (QS) Company, UK publishes annually university ranking namely 'QS World University Rankings' (QS WUR). The criteria include, Academic Reputation (40%), Employer reputation (10%), Faculty/Student ratio (20%), Citations per faculty (20%), International staff ratio (5%) and International student ratio (5%)



- ♦ **Academic Ranking of World Universities (ARWU):** The Shanghai Ranking Consultancy publishes annually university ranking namely Academic Ranking of World Universities (ARWU), also known as Shanghai Ranking (by Shanghai Jiao tong University, China). The league Table was originally compiled and issued in 2003 by Shanghai Jiao tong University. The criteria include Quality of education (10%), Quality of faculty (40%), Research output (40%) and Per capita performance (10%).

### Criteria and Process for Accreditation Systems

The degradation of quality in majority of institutions created few islands of excellence. In the early 1990s accreditation system was proposed to keep a check on the quality factors.

- ♦ **National Assessment and Accreditation Council (NAAC):** NAAC was established in 1994 for evaluating the quality of higher education in India by the UGC. The main function of NAAC is to assess and accredit (i.e., recognize) institutions of higher learning, universities, colleges, etc. The criteria for NAAC are: Teaching-Learning and Evaluation, Research, Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Governance, Leadership and Management and Innovations and Best Practices.
- ♦ **National Board of Accreditation (NBA):** National Board of Accreditation was established in the year 1994 by AICTE. NBA accredits programs at graduate and post-graduate level. It does not accredit any institution. The programmes to be accredited should be offered by an educational institution which has been formally approved as an educational Institution by the AICTE or the concerned regulatory authority. The criteria being evaluated are: Institutional Mission, Vision

and Programme Educational Objectives, Programme Outcome, Programme Curriculum, Students' Performance, Faculty Contributions, Facilities and Technical Support, Academic Support Units and Teaching-Learning Process, Governance, Institutional Support and Financial Resources and Continuous Improvement in Attainment of Outcomes.

- ♦ **Indian Council of Agricultural Research (ICAR), India:** For quality assurance, an Accreditation Board was established in 1996 by the Indian Council of Agricultural Research (ICAR) which developed a new system of accreditation involving various university communities and accreditation experts. It is comprehensive, rigorous and periodic and comprises self-study by the institution and peer review of the concerned institution. The criteria being evaluated are: Governance, Academic Support, Research Support, Extension Support, Faculty and staff Development, Student Development, Infrastructure, Financial Resource Management and Accomplishments.
- ♦ **Accreditation Board for Engineering and Technology (ABET):** ABET accredits college and university programmes in the disciplines of applied science, computing, engineering and engineering technology at the bachelor's and master's level. It is recognized by the Council for Higher Education Accreditation (CHEA), USA. The criteria being evaluated are: Students Program, Educational Objectives, Student Outcomes, Continuous Improvement, Curriculum, Faculty, Facilities, and Institutional Support.

A study has been undertaken to get the opinion of the academic administrators working in the HEIs on Ranking and Accreditation Systems. A scale was prepared for getting the opinion on a 5 point Likert scale. The scale was prepared after doing the extensive review of literature in the study area. The pre-testing of the scale was done on 35 respondents and in the light of the findings of the pre-test, the same was revised. The validity of the scale was also ascertained by sending the copy of the scale to 5 experts. The opinion on the items of the scale was almost the same for all experts. Minor changes in the language of the items were suggested and the same were incorporated. The final scale was sent to 400 administrators through email. With

great efforts and three reminders to administrators, only 90 respondents sent the filled in questionnaire. Ten

Questionnaires were found incomplete and these were discarded and finally the sample size remains at 80. Details of the Concepts Covered in the Questionnaire

**The questionnaire has 5 sections; they are as follows:**

1. Perception about Ranking (NIRF Ranking) and Accreditation (NAAC, NBA) Systems
2. Impact of rankings (NIRF Ranking) and accreditation (NAAC, NBA) systems on performance outcomes of Higher Education Institutions in India.
3. Challenges faced by HEIs in meeting the current ranking and accreditation requirements
4. Measures to improve the ranking and accreditation status
5. General Information. - This section of the questionnaire contains background information of the respondents.

The data collected on the perception of respondents pertaining to Ranking and Accreditation systems in Higher Education in India were with the help of scale entitled "Ranking and Accreditation Scale". First of all, the reliability of the scale was determined with help of Cronbach's Alpha, Kaiser-Meyer-Okin (KMO) and Bartlett's Tests were administered in order to assess the adequacy of the sample for factor analysis. After this, factor analysis of principal components with varimax rotation was applied in order to extract the factors. The details of the strategical tools mentioned above are given below.

**Reliability Statistics: Cronbach's Alpha:**

Likert Scale was prepared to assess the perception of the respondents about the ranking and accreditation of HEIs. Five points rating to each item of the scale are: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree.

The reliability of the scale was determined with the Cronbach's Alpha statistics. The value of Cronbach's Alpha comes as .922 with 36 items of the scale. This value appears to be very high as the minimum value for a scale to be reliable is .70. The Table of reliability is given below:

**Table 2**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
0.922	36

**Factor Analysis**

Factor Analysis was carried out with Varimax Rotation in order to reduce the number of items of the scale to minimum. The Factor Analysis extracted 10 factors or dimensions from the total 36 items. The Factor Analysis also produced KMO and Bartlett's test Table.

**Table 3**

**Kaiser-Meyer-Olkin (KMO) and Bartlett's Test**

KMO and Bartlett's Test		
	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.743
Bartlett's Test of Sphericity	Approx. Chi-Square	1624.998
	Df	630
	Sig.	0

The Table indicates that the value of KMO is 0.743 which means that the sample for carrying out factor analysis is adequate. The required minimum value of KMO is 0.60. The Table also indicates that Bartlett's test of sphericity is significant which may mean that there is no significant relationship among the factors. The following 10 factors have been extracted:

- Factor 1: Globalization of Indian Higher Education
- Factor 2: Institutional Policy
- Factor 3: Graduation Outcome
- Factor 4: Research and Professional Practice
- Factor 5: Research Oriented Faculty
- Factor 6: Control and Governance
- Factor 7: Competitive Quality Environment
- Factor 8: Funding
- Factor 9: Resource Allocation
- Factor 10: Reward and Recognition

**Computation of Factors**

All the 10 factors have been computed in the following way:

- Factor 1 : (I3+I6+I7+I10+I43+I44+I45)/7
- Factor 2 : (I35+I36+I37+I38+I39+I40+I41)/7
- Factor 3 : (I46+I47+I48+I49+)/4
- Factor 4 : (I30+I31+I32+I33+I34)/5
- Factor 5 : (I25+I26+I27+I28)/4
- Factors 6 : (I1+I4+I5)/3
- Factor 7 : (I8+I12)/2
- Factor 8 : I14
- Factor 9 : I15
- Factor 10: (I29+I42)/2

The procedure is that all the items of a factor are added and the total is divided by the number of items. This is done in order to reduce the total of each factor into a 5-point scale. Therefore, the value of each factor varies from 1 to 5, 1 being the lowest and 5 being the highest. Henceforth, in the statistical analysis, these 10 factors / dimensions/variables extracted as detailed above would be used.

**Brief description of Dimensions/Factors of the opinion of respondents about the Impact of Ranking and Accreditation Systems of Indian HEIs:**

**Globalization**

Globalization of higher education implies the mobility of students, institutions, teachers, and programs crossing national boundaries.

**Institutional Policy**

The Institutional Policy refers to how the Higher Education Institutions are organised and operated in society. It also includes the essential values, characters, and distinctive elements of an Institution.

**Graduation Outcome**

The Graduation Outcome is considered as the student's overall satisfaction after completing a programme from an Institution which also includes academic experience, professional development, quality of mentoring, and

available career opportunities, namely, finding appropriate placement in Industry or Government or taking up higher studies.

**Research and Professional Practice**

Faculty members are expected to make their knowledge and expertise available to the benefit of society and industry. Here Research and Professional Practice refers to the conduct and work of faculty members in Higher education.

**Faculty**

Shortage of quality teaching faculty in HEIs is one amongst the many issues presently confronting the higher education system in the country.

**Control and Governance**

Control and Governance of Higher Education comprise the systems and procedures under which Institutions are regulated. A transparent system of governance is very important in order to enable HEIs to operate effectively and to discharge their responsibilities as regards accountability to all stake holders.

**Quality Environment**

Quality Environment in higher education refers to the satisfaction of the students, their parents, Staff members and society at large with the education and facilities provided to them by the HEI.

**Funding**

Funding of Higher Education refers to monetary assistance provided to the Institution by the Government, alumni or any other agency. Funding to HEIs is one of the important measures by which they can grow fast and compete with world's reputed Institutions.

**Resource Allocation**

Resource allocation is the method of allocating and managing assets in a way that helps in achieving the aim of the Institution. Resource allocation method helps to take maximum use of limited resources and gain the best return/result on investment.

**Reward and Recognition**

Rewards and recognition in Higher Education are used to motivate employees so that they contribute more

for the benefit of all stakeholders. It may be in the form of extra compensation or re-designation and appreciation among other peer groups. Rewards and recognition can also be given for team-based activities or for meeting project-based targets.

Comparison of dimensions of ranking and accreditation scale for HEIs between teaching and non-teaching respondents

An attempt has been made to compare the dimensions/factors of ranking and accreditation scale between Teaching and Non-teaching respondents. The value of each dimension varies from 1 to 5, 1 being strongly disagree, 5 being strongly agree. The 't'-test of two independent samples has been applied to access the difference between the Teaching and Non-teaching respondents. The results of the analysis are presented in the following Table 4 and the description and discussion of the analysis of each dimension are given below:

**Table 4**  
**Comparison of dimensions of ranking and accreditation scale for HEIs between teaching and non-teaching respondents**

Dimension	Teaching (N = 40)		Non-Teaching (N = 40)		Total (N = 80)		Calculated 't' value	Remark
	Mean	SD	Mean	SD	Mean	SD		
	Globalization	3.39	0.57	3.73	0.601	3.56		
Institutional Policy	3.26	0.535	3.31	0.571	3.29	0.55	0.37	NS
Graduation Outcome	2.9	0.674	3.27	0.728	3.08	0.721	2.35	S
Research and Professional Practice	3.25	0.625	3.43	0.715	3.34	0.673	1.99	S
Faculty	3.44	0.702	3.61	0.585	3.52	0.648	1.168	NS
Control and Governance	3.48	0.679	3.69	0.729	3.59	0.708	1.322	NS
Quality Environment	3.49	0.772	3.55	0.639	3.52	0.705	0.395	NS
Funding	3.08	1.141	3.15	0.921	3.11	1.031	0.323	NS
Resource Allocation	3.45	0.876	3.65	0.77	3.55	0.825	1.085	NS
Reward and Recognition	3.24	0.61	3.5	0.68	3.37	0.645	1.847	NS

### Globalization

The 't'-value in the Table indicates that there is a significant difference in the opinion of Teaching and Non-Teaching respondents ( $t=2.590$ , significant at .01 level). The mean value in the case of Non-Teaching respondents (i.e., 3.73) is almost approaching option 4 (i.e., Agree). It implies that the Non-Teaching respondents agree that the HEIs are becoming global on account of Ranking and Accreditation Systems. Also, the mean value (i.e., 3.39) of teaching respondents is also moving towards the option 4 (i.e., Agree); however, this value is less than that of the Non-Teaching respondents. It may be concluded that the teaching respondents also agree in their opinion that HEIs are becoming global on account of Ranking and Accreditation Systems. The mean of total respondents (i.e., 3.56) also indicates that all the respondents are in agreement that HEIs are becoming global on account of ranking and accreditation systems.

### Institutional Policy

The average of the opinion of Teaching and Non-Teaching respondents about Institutional Policy variable comes to 3.26 and 3.31 respectively. The difference in mean values is not significant as is evident from the 't'-value in the Table ( $t=0.370$ , not significant). It is further noted from the Table that both the mean values are moving toward option 4 (Agree). Therefore, it may be inferred that almost all the respondents agree that Institutional Policy of HEIs are being affected on account of Ranking and Accreditation Systems.

### Graduation Outcome

The 't'-value in the Table indicates that Teaching and Non-Teaching respondents do have significant difference in their opinion on Graduation Outcome ( $t=2.350$ , significant at .05 level). The mean values show that the mean in case of Teaching respondents (Mean = 2.90) is approaching option 3 (i.e., Neutral). It implies that the Teaching respondents on an average are Neutral in the sense that the Graduation Outcome of HEIs is affected on account of Ranking and Accreditation Systems. On the other hand, the mean value of Non-Teaching respondents (Mean = 3.27) is moving towards option 4 (i.e., Agree). The mean of total respondents (i.e., 3.08) indicates that all the respondents are showing almost neutral view but are

approaching towards agree (i.e., option 4). Therefore it may be concluded that Graduation Outcome of HEIs' is positively affected on account of ranking and accreditation systems.

### Research and Professional Practice

The 't'-value in the Table indicates that there is a significant difference in the opinion of Teaching and Non-Teaching respondents ( $t=1.99$ , significant at .05 level). It indicates that the perception of the Teaching and Non-Teaching respondents is not the same, as is evident from the mean values of Research and Professional Practice, in the case of Teaching (Mean = 3.25) and Non-Teaching (Mean = 3.43). Though there is a minor difference in mean values, still this is statistically significant. It is further noted from the Table that both the mean values are approaching option 4 (Agree). It therefore implies that all the respondents on an average agree in their views that the Research and Professional Practice of HEIs are being affected on account of Ranking and Accreditation Systems.

### Faculty

Based on the 't'-value ( $t=1.168$ , not significant) in the Table, it may be inferred that both groups of respondents agree that the Faculty Appointment of HEIs is affected on account of Ranking and Accreditation Systems. Also, in this case there is no significant difference in the opinion of Teaching and Non-Teaching respondents. The mean values show that the mean in case of Teaching respondents 3.44 and the mean in case of Non-Teaching respondents is 3.61 and both of these are approaching option 4 (i.e., Agree).

### Control and Governance

It is found from the Table that there is no significant difference in the opinion of Teaching and Non-Teaching respondents as the 't' value is 1.322 which is not significant, and the average of the opinion of Teaching and Non-Teaching respondents about control and governance variable comes to 3.48 and 3.69 respectively, namely, both the mean values are moving toward option 4 (Agree). Hence it may be concluded that, on an average, all the respondents agree in their opinion that Control and Governance of HEIs are affected on account of Ranking and Accreditation Systems.

### Quality Environment

The 't'-value ( $t=0.395$ , not significant) in the Table indicates that there is no significant difference in the views of Teaching and Non-Teaching respondents about quality environment. Both Teaching and Non-Teaching respondents agree that the Quality Environment of HEIs' is affected on account of Ranking and Accreditation Systems. The average value of Teaching respondents is 3.49 and of Non-Teaching respondents is 3.55, and both these mean values are approaching option 4 (Agree). Therefore, it may be concluded that, on an average, all the respondents agree in their opinion that Quality Environment of HEIs' is positively affected on account of Ranking and Accreditation Systems.

### Funding

The average of the opinion of Teaching and Non-Teaching respondents about Funding variable comes to 3.08 and 3.15 respectively. The difference in mean values is not significant as is evident from the 't' value in the Table ( $t=0.323$ , not significant). It is further noted from the Table that the mean value of Teaching respondents moving toward option 4 (Agree); the mean value of Non-Teaching respondents (3.15) is also moving towards the option 4 (i.e., Agree). Therefore, it may be inferred that both respondents agree that Funding of HEIs is being affected on account of Ranking and Accreditation Systems.

### Resource Allocation

The 't'-value in the Table indicates that there is no significant difference in the opinion of Teaching and Non-Teaching respondents ( $t=1.085$ , not significant). It indicates that the perception of the Teaching and Non-Teaching respondents is the same, as is evident from the mean values of Resource Allocation, in the case of Teaching (Mean = 3.45) and Non-Teaching (Mean = 3.65). It is further noted from the Table that both the mean values are approaching option 4 (Agree). It implies that all the respondents on an average agree in their views that the Resource Allocation of HEIs is being affected on account of Ranking and Accreditation Systems.

### Reward and Recognition

The 't'-value in the Table indicates that there is no significant difference in the opinion of Teaching and Non-Teaching respondents ( $t=1.847$ , not significant). The mean

values show that the mean in case of Teaching respondents (Mean = 3.24) is approaching option 4 (i.e., Agree). It implies that

The Teaching respondents agree that the dimension of Reward and Recognition of HEIs' is affected on account of Ranking and Accreditation Systems. On the other hand, the mean value of Non-Teaching respondents (Mean = 3.50) is also moving towards the option 4 (i.e., Agree). Therefore, it may be concluded that both the categories of respondents are agreed in their opinion that Reward and Recognition of HEIs' are affected on account of Ranking and Accreditation Systems.

### Conclusion

In the era of globalization, the students/applicants have to compete for the limited number of seats in renowned Institutions/Universities such as IIT-JEE, Main and Advanced exams for best engineering Institutions. Ranking and accreditation status are serving as indicators of the reputation/prestige and status of an institution. They usually affect the decision of prospective students and their families. The ranking and accreditation systems have been very helpful for job seekers also in making informed choice. The executive leaders of HEIs, academic faculty, Government and investors in higher education are using these systems for policy making and improvements in their governance structure. Given the significance, these quality measures have been criticized with the forthcoming arguments:

- ◆ The primary shortfall would be the incapacity to evaluate the formulation of the university's vision and mission by the respective higher educational entities. The methods used to measure the excellence of the universities do not fully capture the objectives of the universities like promotion of equity, inculcation of values among the students, etc. These unquantifiable parameters make the yardstick used for performance evaluation of universities insufficient and unreliable.
- ◆ The current methods of measurement are inclined towards opinions which will fail to promote the mission and objective of the university. This would motivate the universities to promote the aspects that influence opinions such as the employability and marketability of the course.

- ◆ The ranking system will make the educational field escalate the competitive spirit leading to a surge in privatization. This may compromise on the goals of serving for the greater good of the society and nation.
- ◆ Ranking universities based on a few measurable criteria may drastically affect the quality growth in public-funded institutions. The pressure of meeting the demands of the regulation with the shortage of funds rather than focusing on the educational purpose will diminish the quality of teaching due to lack of motivation amongst the teachers.
- ◆ It has been observed that the US has abandoned the idea to rank the universities in response to the protests of the academic community. The government appraised the idea and abandoned the regulations favouring the community of only putting the scorecard of colleges on their websites. The sensitivity of the government to listen to the academic voices and respond to changes through policies should be appreciated.
- ◆ In spite of these criticisms, the ranking and accreditation frameworks have been put in place to keep in check the following concerns which can have a drastic impact if not addressed.
- ◆ A low-quality higher education system results in wastage of scarce resources including the increase in time spent by students in pursuing higher education resulting in subsequent inefficient higher education system.
- ◆ Besides, low quality education may delay the objective of a nation to become a knowledge economy. Therefore it is importance for the nations to put great efforts in standardizing the higher education system to benefit the stakeholders and thereby contribute to the economic growth and development of the nation.
- ◆ The higher education in many developing countries, particularly in India Quantitative analysis has moved from elite to mass. This change has brought new dimensions to the structure of Indian higher education system as reflected in the enrolments, institutions, private participation, equity, quality, etc.

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