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New Normal Classroom and Skill Development among Vocational Higher Secondary School Students

Abstract

A total of 350 vocational higher secondary school students of Kottayam, Pathanamthitta, and Alappuzha districts were selected as the sample. The objective of the study is to find out whether there are any differences between the new normal classroom and skill development among vocational higher secondary school students in categories like districts, streams, and sub-streams. The sampling method was a normative survey using stratified sampling as the technique. The statistical techniques included both inferential and descriptive statistics. The major findings and interpretations regarding the variables, such as New Normal Learning and Employability Skills, were concluded against the criteria given as district, stream, and sub-stream. Conclusively, after the study, New Normal Learning (online teaching and learning) cannot replace the conventional form of teaching and learning but can enhance the form of learning for both teachers and students.

Keywords: *New Normal Learning, Skill Development, Vocational Higher Secondary School Students, District, Streams and Sub-Streams.*

Introduction

From the pervasion of technology in our daily lives to remote management becoming the new norm or unusual standard, the mark left behind by the pandemic is indelible. This radical shift indicates that the future will be different and that we need to prepare ourselves for it with new paradigms and competencies (Buheji 2020a & OECD, 2019).

Education, which had almost reached a standstill during the pandemic, was revived in schools and colleges worldwide through online learning. It has become the New Normal. Thanks to it, students who are geographically challenged can learn in the comfort of their homes without being physically present in the classrooms. (Pokhriyal, 2021).

Skill is a special ability or technique acquired through special training in either an intellectual or physical area. Many sets of skills are required to perform a particular job, which include technical skills, higher order thinking, personal skills, people or social skills, generic skills, and self-perceived skills. Technological development could influence the skills required for the job. Therefore, people are required to renew their / should learn new skills in accordance with the demands of the workplace. Otherwise, it will be difficult for them to get involved in the desired work or industry.

Competencies that are desired in graduates as per the requirements of the community, the country's condition, and the phase of the New Normal are to be identified by them. Another challenge would be to integrate learning programmes with the volatile conditions (world market and community) by developing and adopting apposite courses (Forrier and Sels, 2003).

Studies showed that in all fields, particularly education, what was considered as "Normal" was not inevitable but a choice. The COVID pandemic has transformed education by placing technology at its centre. This has increased interest in how teaching and learning can improve both inside and outside the classroom. This situation has highlighted that schools will have to reach beyond the classroom to narrow educational inequalities.

Rationale of the Study

The study was conducted to compare the variables New Normal Learning and Skill Development among Vocational Higher Secondary School Students based on criteria mainly district, streams, and sub-streams. The use of technology became a necessity in the field of education due to the COVID situation, which led to the shift from classroom learning to virtual learning. Hence, the urge for the investigation arose.

Statement of the Problem

With the alarm driven by the Corona virus disease 2019, COVID-19, the educational system has been facing problems that are more complicated than in the past. Hence, vocational higher secondary school children are also forced to adapt to the new teaching and learning modalities. The present study aims to find out whether there are any differences between the New normal classroom and Skill development among Vocational Higher Secondary School students on categories like districts, streams and sub-streams. Hence the study is entitled as "New Normal Classroom and Skill Development Among Vocational Higher Secondary School Students".

Operational Definition of the Key Terms

New Normal Learning Based on the Oxford Dictionary, the term 'New Normal' is defined as 'a previously unfamiliar or typical situation that has become standard, usual, or expected (Oxford Dictionary, 2020).

In this study, the 'New Normal Learning' is basically the 'online learning' that has arisen due to the pandemic situation, i.e., COVID-19. Here, traditional or conventional teaching has been converted to technological teaching and learning.

Skill: It is defined as the ability to perform a specific task (Dest, 2006). In this study, employability skills have been selected.

Skill development refers to the process of developing the ability to execute complex activities or job functions through deliberate, systematic, and sustained effort (Sprigghr.com, 2021).

Skill development allows the successful completion of tasks involving ideas (cognitive skills), things (technical skills), or people (interpersonal skills).

Vocational Higher Secondary School Students

The term "vocational education" in its broadest sense (as used by the National Working Group on Vocalisation of Education, under the chairmanship of Dr. V. C. Kulandaiswamy, 1985) covers education and skills development at all levels, from post-primary to tertiary education, both in formal and non-formal programmes.

In the present study, vocational higher secondary school students refer to students in standard XI and XII of vocational schools in Pathanamthitta, Alappuzha and Kottayam district recognized by the government of Kerala.

Objectives of the Study

The present study aims at accomplishing the following objectives:-

- To compare the new Normal Learning of Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts.
- To find out whether there is any difference between the new normal Learning Vocational Higher Secondary School Students of different Streams.
- To find out whether there is any difference in the New Normal Learning of Vocational Higher Secondary School Students of different Sub-streams.
- To compare the Skill development of Vocational Higher Secondary School Students of Alappuzha, Pathanamthitta and Kottayam Districts.
- To compare the Skill development of Vocational Higher Secondary School Students of different Streams.
- To compare the Skill development of Vocational Higher Secondary School Students of different Sub-streams.

Hypotheses of the Study

- There is a significant difference in the New Normal Learning of Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts.
- There is no significant difference in their New Normal Learning of Vocational Higher Secondary School Students of different Streams.
- There is a significant difference in the New Normal Learning of Vocational Higher Secondary Students from different Sub-streams.
- There is no significant difference in the Skill Development of Vocational Higher Secondary Students of Alappuzha, Pathanamthitta and Kottayam Districts.
- There is a significant difference in the Skill Development of Vocational Higher Secondary School Students of different Streams.
- There is a significant difference in the Skill Development of Vocational Higher Secondary School Students from different Sub-streams.

Methodology of the Study

A sample of 350 students from different Vocational Higher Secondary Schools in Pathanamthitta, Alappuzha and Kottayam districts has been selected for the study. The investigator selected Normative Survey method for the study. The sample was selected using Stratified Sampling Technique giving due representation to districts, Streams and Sub-Streams. Tools used for the Study- (i) 'New Normal Learning Inventory' for Vocational Higher Secondary School Students prepared by the investigator. (ii) Skill Development Inventory' prepared by the investigator.

The investigator has used the following statistical techniques for analyzing the data:-

Analysis of Variance (ANOVA)

To compare New Normal Learning and Skill Development of Vocational Higher Secondary School Students with respect to Districts (Kottayam, Pathanamthitta and Alappuzha), Streams (Science, Commerce and Agriculture) and Sub- streams (Frontline Healthcare Worker (FHW), Computer Application, Accounting and Publishing (CAAP), Machine Operator Assistant-Plastic Processing (MOPP), Medical Equipment Technician (MET), Office Operations Executive (OFE), Accounts Executive (AE), General Insurance (GI), Salesmanship (SA), Agriculture Extension Service Provider (AESP), Floriculturist Open Cultivation (FOC).

Analysis and Interpretation of Data

Table 1

Comparison of Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts with respect to their New Normal Learning.

Sl. No.	Group	N	Mean	SD
1	Kottayam	70	87.58	7.53
2	Pathanamthitta	80	88.74	9.55
3	Alappuzha	200	86.16	8.04

The Data and Result in Table 1 indicates that the Mean value obtained by Kottayam and Pathanamthitta Vocational Higher Secondary School Students for the variable New Normal Learning were 87.58 and 88.74 respectively and those of Alappuzha was 86.16. The corresponding Standard Deviations were 7.53, 9.55 and 8.04 respectively. It can be

interpreted that the Pathanamthitta Vocational Higher Secondary School Students were more adapted to New Normal Learning (Mean 88.74) when compared to Kottayam and Alappuzha (Mean 87.58 and 86.16).

Table 1.1

The Data and Result for comparing Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts for the variable New Normal Learning

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between groups	7	406.24	58.03	0.83	Not Significant
Within groups	342	23975.35	70.10		

The Data and Result in Table 1.1 indicates that the calculated F ratio is 0.83 which is less than the table value 4.68 at 0.01 level of significance. This shows that there is no significant difference in the New Normal Learning of Vocational Higher Secondary School Students of Alappuzha, Pathanamthitta and Kottayam Districts.

Table 2

Comparison of Vocational Higher Secondary School Students of Science, Commerce and Agriculture Streams with respect to their New Normal Learning.

Sl. No.	Group	N	Mean	SD
1	Science	143	85.93	8.53
2	Commerce	147	87.78	8.57
3	Agriculture	60	87.55	7.09

The Data and Result in Table 4.11 indicates that the Mean value obtained by Science and Commerce Vocational Higher Secondary School Students for the variable New Normal Learning were 85.93 and 87.78 respectively and those of Agriculture stream was 87.55. The corresponding Standard Deviations were 8.53, 8.57 and 7.09 respectively. It can be interpreted that the commerce Vocational Higher Secondary School Students are more adapted to New Normal Learning (Mean 87.78) when compared to Science and Agriculture Streams.

Table 2.1

The Data and Result for comparing Vocational Higher Secondary School Students of Streams (Science, Commerce and Agriculture) for the variable New Normal Learning.

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	2	271.74	135.87	1.96	Not Significant
Within Groups	347	24005.18	69.18		

The Data and Result in Table 2.1 indicates that the calculated F ratio is 1.96 which is less than the table value 4.68 at 0.01 level of significance. This shows that there is no significant difference among Students of Science, Commerce and Agriculture Streams of Vocational Higher Secondary School with respect to the variable New Normal Learning.

Table 3

Comparison of Vocational Higher Secondary School Students of Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC) with respect to their New Normal Learning

Sl. No.	Group	N	Mean	SD
1	FHW	47	85.51	7.49
2	CAAP	31	84.52	9.23
3	MOPP	31	87.65	8.86
4	MET	34	86.24	8.99
5	OFE	46	84.76	6.77
6	AE	31	86.55	7.52
7	GI	31	92.19	11.02
8	SA	39	88.82	7.60
9	AESP	30	88.90	7.45
10	FOC	30	86.20	6.56

The Data and Result in Table 3 indicates that the Mean value obtained by Students belonging to the following Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC) for the variable

New Normal Learning was 85.51, 84.52, 87.65, 86.24, 84.76, 86.55, 92.19, 88.82, 88.90, 86.20. The corresponding Standard Deviations were 7.49, 9.23, 8.86, 8.99, 6.77, 7.52, 11.02, 7.60, 7.45, 6.56 respectively. It can be interpreted that the Students of Vocational Higher Secondary School of GI Sub-stream are more adapted to New Normal Learning (Mean 92.19) when compared to Students of other Sub-streams.

Table 3.1

The Data and Result for comparing Vocational Higher Secondary School Students of Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC) for the variable New Normal Learning.

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	9	1658.09	184.23	2.77	Significant
Within Groups	340	22618.83			

The Data and Result in Table 3.1 indicates that the calculated F ratio is 2.77 which is more than the table value 2.57 at 0.01 level of significance. This shows that there is significant difference in the New Normal Learning of Vocational Higher Secondary Students of different Sub-streams.

Table 4

Comparison of Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts with respect to their Skill Development.

Sl.No.	Group	N	Mean	SD
1	Kottayam	70	91.51	9.32
2	Pathanamthitta	80	88.79	10.94
3	Alappuzha	200	90.83	11.81

The Data and Result in Table 4.17 indicates that the Mean value obtained by Kottayam and Pathanamthitta Students of Vocational Higher secondary School for the variable Skill Development were 91.51 and 88.79 respectively and those of Alappuzha Students was 90.83. The corresponding Standard Deviations were 9.32, 10.94 and 11.81 respectively. It can be interpreted that the Kottayam Vocational Higher Secondary School Students were having more Skill Development (Mean 88.74) when compared to Kottayam and Alappuzha Students.

Table 4.1

The Data and Result for comparing Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts for the variable Skill Development.

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	6	328.41	54.73	0.43	Not Significant
Within Groups	343	43221.09	126.01		

The Data and Result in Table 4.1 indicates that the calculated F ratio is 0.43 which is less than the table value 4.68 at 0.01 level of significance. This shows that there is no significant difference in the Skill Development of Vocational Higher Secondary Students of Alappuzha, Pathanamthitta and Kottayam Districts.

Table 5

Comparison of Vocational Higher Secondary School Students of Science, Commerce and Agriculture Streams with respect to their Skill Development.

Sl.No.	Group	N	Mean	SD
1	Science	143	90.61	10.86
2	Commerce	147	91.19	11.80
3	Agriculture	60	85.77	7.59

The Data and Result in Table 5 indicates that the Mean value obtained by Science and Commerce Students of Vocational higher secondary School for the variable Skill Development were 90.61 and 91.19 respectively and those of Agriculture Stream Students was 85.77. The corresponding Standard Deviations were 10.86, 11.80 and 7.59 respectively. It can be interpreted that the Commerce Students are having more Skill Development (Mean 91.19) when compared to Science and Agriculture Stream Students.

Table 5.1

The Data and Result for comparing Vocational Higher Secondary School Students of Science, Commerce and Agriculture Streams for the variable Skill Development.

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	2	1336.35	668.17	5.73	Significant
Within groups	347	40479.47	116.66		

The Data and Result in Table 5.1 indicates that the calculated F ratio is 5.73 which is more than the table value 4.68 at 0.01 level of significance. This shows that there is significant difference among Students of Science, Commerce and Agriculture Streams of Vocational Higher Secondary School with respect to the variable Skill Development.

Table 6

Comparison of Vocational Higher Secondary School Students of Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC) with respect to their Skill Development.

Sl.No.	Group	N	Mean	SD
1	FHW	47	92.81	10.90
2	CAAP	31	91.32	11.38
3	MOPP	31	87.26	10.94
4	MET	34	89.97	9.85
5	OFE	46	93.83	12.44
6	AE	31	89.06	8.89
7	GI	31	96.35	12.45
8	SA	39	85.67	10.51
9	AESP	30	85.40	7.48
10	FOC	30	86.13	7.8

The Data and Result in Table 6 indicates that the Mean value obtained by Vocational Higher Secondary School Students belonging to the following Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC) for the variable Skill Development were 92.81, 91.32, 87.26, 89.97, 93.83, 89.06, 96.35, 85.67, 85.40 and 86.13. The corresponding Standard Deviations were 10.90, 11.38, 10.94, 9.85, 12.44, 8.89, 12.45, 10.51, 7.48 and 7.81 respectively. It can be interpreted that the Students of GI sub-Stream of Vocational Higher Secondary School are having more Skill Development (Mean 12.45) when compared to Students of other Sub-streams.

Table 6.1

The Data and Result for comparing Skill Development among Vocational Higher Secondary School Students of Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC).

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	9	4425.95	491.77	4.47	Significant
Within Groups	340	37389.87	109.97		

The Data and Result in Table 6.1 indicates that the calculated F ratio is 5.73 which is more than the table value 4.68 at 0.01 level of significance. This shows that there is significant difference among Students of Science, Commerce and Agriculture Streams of Vocational Higher Secondary School with respect to the variable Skill Development.

Summary of Findings

The following was the main findings of the present study:-

1. The F value obtained by comparing the Scores of Vocational Higher Secondary School Students of Kottayam, Alappuzha and Pathanamthitta Districts for the variable New Normal Learning was found to be 0.83 which was not significant at 0.01 level statistically.
2. The F value obtained by comparing the Scores of Vocational Higher Secondary School Students of Science, Commerce and Agriculture Streams for the variable New Normal Learning was found to be 1.96 which was not significant at 0.01 level statistically.

3. The F value obtained by comparing the Scores of Vocational Higher Secondary School Students of Sub-streams which includes FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC for the variable New Normal Learning was found to be 2.77 which was significant at 0.01 level statistically.
4. The F value obtained by comparing the Scores of Vocational Higher Secondary School Students of Kottayam, Alappuzha and Pathanamthitta Districts for the variable Skill Development was found to be 0.43 which was not significant at 0.01 level statistically.
5. The F value obtained by comparing the Science, Commerce and Agriculture Streams for the variable Skill Development was found to be 5.73 which was not significant at 0.01 level statistically.
6. The F value obtained by comparing the Sub-streams which includes FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC for the variable Skill Development was found to be 4.47 which was significant at 0.01 level statistically.

Conclusion

The major findings of the study gave a brief understanding about the relationship between the variables against the criteria District, Streams and Sub-streams among the Vocational Higher Secondary School Students. New Normal Learning has helped the students to continue the learning process without any hindrance especially in the pandemic situation but it can never replace the conventional method of teaching and learning. The investigator would feel gratified if the findings of the present study would lead to a better understanding of the importance of New Normal Learning and Skill Development.

Implications

- Private-Aided schools excel in online learning and teaching as the facilities provided there are better when compared to other institutions. Hence the government should ensure that the students in government schools are provided with better network access and smart classrooms. Electronic gadgets and special training could be provided to teachers so that they can take online classes effectively. Alliances with better funding managements can also aid New Normal learning.
- Among students of various streams, the ones that belong to Commerce have scored more than the ones in Science and Agriculture streams. On account of this, the schools that provide the second-mentioned streams and the teachers there, should make

sure that their students have a basic knowledge of computers including the usage of Excel, Power Point presentation, preparation of graphs etc.

- Among the Sub-streams of Vocational Higher Secondary, the General Insurance stream (GI) has achieved more when compared to the other sub-streams. Schools can form IT clubs and prompt students to enrol in them. Activities like quizzes or seminars related to IT could be conducted to build up their knowledge in the field. Technology integrated practical exams can also help students to be updated in the above field.
- In the case of district wise Vocational Higher Secondary Schools, students from Pathanamthitta have scored more in New Normal Learning compared to those in Kottayam and Alappuzha. The school in Pathanamthitta is Private-Aided. Though the school is located in the rural area, the private management allocates funds to provide the students with better facilities that make their learning enjoyable and interesting.
- The Skill Development of Vocational Higher Secondary students in Kottayam district are better in comparison with those in Alappuzha and Pathanamthitta. Therefore, the government should make sure that specialised training, better facilities and a conducive/favourable environment for online learning is created in these schools. Curriculum should be such that prioritises practical applications over theoretical knowledge. Making use of simulation strategy to enhance their skills can also be experimented with.
- The Skill Development of students of Commerce stream surpass that of the students of Science and Agriculture streams in the present study. Similarly, the students in the General Insurance (GI) Sub-stream of Vocational Higher Secondary School, which comes under Commerce stream have shown better Skill Development when compared to the students of other sub-streams. The government can revise the curriculum to include qualities and skills that are essential for employment. Administering effective teaching-learning strategies and ensuring active participation of students in clubs, orientation classes, etc. can also be undertaken.

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Effect of Intervention on Self- Regulated Learning at Secondary Level

Abstract

Learning strategies are used by learners to help them to complete learning tasks and achieve goal successfully. Self-regulation learning strategies promote the cognitive process which builds the structured knowledge and creative thinking. Self-regulated learners have ability to use metacognitive strategies or differently, to control cognition. Self-regulated learners have ability to use both metacognitive and cognitive learning strategies. The survey method was used to ascertain self-regulated learning of secondary school students. It was found that a significant difference exists between pre-test and post-test in self-regulated learning practices. there exists a significant difference between pre-test and post-test in component wise self-regulated learning practices.

Keyword: *Self-Regulated Learning Strategies, Structural Knowledge, Creative Thinking*